

Texas Education Agency

Spanish Language Arts and Reading, 2

Aprendizaje Bluebonnet, Artes del lenguaje y lectura K-5 Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643434	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 Not in Report	11	Flags Addressed	Flags in Report	2

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	80 out of 80	100%
6. Knowledge Coherence	32 out of 32	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	53 out of 53	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	9
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a "Vistazo, alcance y secuencia" document that outlines Texas Essential Knowledge and Skills (TEKS) taught throughout the year. For example, Unit 1 includes TEKS 2.2Ai and 2.2Avi, in which students develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology. These TEKS focus on helping students decode multisyllabic words and apply phonetic knowledge to understand words with prefixes and suffixes.

The "Vistazo, alcance y secuencia" includes a lesson-by-lesson outline indicating which TEKS are taught each day, illustrating a systematic and spiraled approach to instruction across the academic year. For example, TEKS 2.3B, which requires students to use context within and beyond a sentence to determine the meaning of unfamiliar words, is introduced in Unit 1 and revisited in subsequent units.

The materials include a scope and sequence that lists the main concepts to be taught in the course. The *Guía del maestro* provides a detailed unit overview that aligns with these concepts; for example, Unit 1 is structured over 12 days, with 8 designated for direct instruction. Key second-grade skills, such as those found in TEKS 2.8A, 2.8B, and 2.8D, are integrated and revisited throughout the instructional days. These standards guide students in discussing topics, determining themes with support, analyzing characters' internal and external traits, and identifying the importance of the setting. The development of these comprehension skills continues across the year through repeated exposure.

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 "Vistazo, alcance y secuencia" includes pacing calendars designed for 169, 180, and 210 instructional days, offering educators flexibility to meet various scheduling needs. These calendars allow for the inclusion of extra instructional days to be used as needed throughout the academic year. Each unit comprises roughly 12–18 days, including two extra days to be used at the teacher's discretion; Unit 1 is the shortest, and the final unit is the longest. Time is allotted for a unit review, a unit summative assessment, and additional activities to be used at the discretion of the teacher.

The materials support effective implementation of various calendars. For example, the materials include a pacing calendar for 180 instructional days that supports 1–3 extra days per unit. The pacing calendar for 210 instructional days provides 1–5 extra days per unit. The *Guía del maestro* explains that these extra days are to be used for differentiated instruction.

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

The *Guía de programa e implementación* provides detailed information about instructional objectives, the structural layout of the curriculum, and effective implementation strategies. It includes the *Aprendizaje Bluebonnet Navigation Guide*, which outlines the instructional components for each grade level. Each unit is listed with its title and learning objectives, along with an explanation of the rationale for the sequencing of units.

Units are sequenced to ensure that students build background knowledge progressively across the school year. Each unit begins with a "Conexiones esenciales" section that prompts students to reflect on prior knowledge and make "essential connections" to upcoming content. This intentional approach fosters deeper learning by promoting continuity and coherence throughout the instructional year. The *Guía de programa e implementación* describes how concepts connect throughout the curriculum; this guide is designed to help teachers link new content to prior learning, emphasizing the importance of revisiting and reinforcing key concepts. Instructional strategies to connect key concepts, such as vocabulary development, structured discussions, and interactive read-alouds are recommended to deepen student understanding and support content retention.

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" for unit and lesson internalization. The unit internalization process is organized into the following sequence to guide teacher understanding: 1. See the Big Picture—Understand the overall goals and themes of the unit; 2. Keep the End in Mind—Identify key learning outcomes and assessment alignment; 3. Consider the Learning Arc—Analyze how learning builds over the course of the unit; and 4. Organize for Instruction—Gather resources, plan scaffolds, and prepare classroom materials.

The "Protocolo de internalización de la unidad del maestro" provides comprehensive support for lesson preparation and internalization. The protocol follows four steps, beginning with understanding the purpose and objective of the lesson. Next, teachers understand the sequence and pacing of the lesson, followed by a focus on the planning and rehearsal of each activity. Lastly, the protocol helps educators organize instructional resources while considering the diverse needs of all learners. The materials include step-by-step guidance to help teachers prepare at the lesson level, outline how to review lesson objectives and key vocabulary, understand the structure and flow of lesson activities, prepare all necessary materials in advance, and plan for differentiated instruction to meet the needs of diverse learners.

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

The materials feature the "GK–3 protocolo de internalización de la unit del facilitador," which includes targeted guidance for instructional leaders. The protocol outlines a four-step process to help leaders support teachers in effectively preparing for instruction by reviewing unit goals, aligning assessments, and organizing key materials. The process emphasizes planning with the end in mind, understanding the sequence of learning, and ensuring that resources are in place to support high-quality instruction. The protocol also provides specific strategies for helping teachers understand and implement unit content. It guides leaders and teachers to collaboratively examine unit objectives, lesson progression, essential questions, and formative and summative assessments. This structured support ensures that instruction remains focused, intentional, and aligned with the TEKS.

The materials include the "Pauta de observación" checklist for instructional leaders' use during classroom walk-throughs and instructional coaching sessions. The checklist is divided into three major sections: 1. Pre-Observation—Key elements to verify prior to the visit; 2. During Observation—Instructional indicators to look for while the lesson is in progress; 3. Student Supports—Specific practices and accommodations to ensure that all learners are engaged and supported. This tool supports instructional leaders in providing targeted feedback and fosters continuous improvement by ensuring alignment between

instructional planning and classroom practice.

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 provide background in language arts and other content areas to enhance teacher understanding and support effective instruction. For instance, Unit 3, which covers the history of ancient Greece, includes the section "¿Por qué son importantes las historias de los antiguos Griego?" which explains how the unit connects historical topics with language arts skills. Additionally, a "Conocimientos previos de los estudiantes" section highlights relevant prior knowledge, helping teachers understand how current content builds on previous learning experiences. Each of the 11 instructional units is accompanied by a detailed unit overview in the *Guía del maestro* that includes background content knowledge, essential vocabulary, and a review of previously taught academic concepts.

The materials include a comprehensive lesson-by-lesson vocabulary list and "Vocabulario esencial" in each lesson plan, allowing teachers to preview key terms necessary to teach concepts effectively, supporting intentional planning and scaffolded instruction. "Vocabulario esencial" provides accessible definitions for vocabulary terms; for example, in Unit 3, Lesson 1, *espectadores* is defined as observadores, personas que están viendo un evento.

Boldface vocabulary words are integrated into activities, reinforcing key terms and supporting vocabulary development across the unit. For example, in Unit 3, Lesson 1, vocabulary words include *atendiendo*, *espectadores*, *ficción*, *firmente*, and *mito*.

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 Biliteracy Resource Guide includes family support letters in English and Spanish—"Cartas de apoyo para las familias – español e inglés"—for each unit. Each letter contains an explanation of the story the students are reading and what they are learning, and discussion-provoking questions for the caregiver on what the student read, which connect classroom learning to at-home experiences. Because letters are provided in Spanish and English, all families can actively participate in their students' education and support their growth in knowledge and skills.

A welcome letter, "Carta de bienvenida en español o inglés," is available in English and Spanish to introduce families to the program and explain the three-pillar approach to building background knowledge: "1) content-specific materials support the development of knowledge in history, science, literature, culture, and the arts, 2) cumulative topics and vocabulary connect within and across grades, allowing students to extend knowledge and revisit topics in later grades, and 3) coherent, intentional design ensures the curriculum fits together as a whole."

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 comprehensive *Guía del maestro* supports each unit, providing daily lesson objectives, a clear scope and sequence, and detailed instructional plans that are fully aligned with the TEKS. For example, in Unit 6, Lesson 4, the "Enfoque principal de la lección" presents a daily objective focused on comparing and contrasting planets. The lesson includes literal and inferential comprehension questions such as "¿Cómo son diferentes los planetas interiores y exteriores?" and "Explica con tus propias palabras lo que aprendiste sobre Júpiter."

In addition to lessons, each unit includes formative and summative assessments, digital resources, vocabulary lists, student workbook activities, opportunities for written and oral responses, and sample literal and figurative comprehension questions.

The materials include a "Desarrollo de la lección" section that provides student written comparison tasks, reinforcing mastery of the content objective. The "Vistazo a la lección" outlines all required materials, including student workbooks and selected text excerpts. The "Evaluación formativa" provides clear guidance on how student responses will be assessed, ensuring alignment with the lesson's TEKS-based learning goals and giving teachers actionable insights into student progress.

The materials include instructional assessments required to meet the content and language standards of the lesson. Lessons embed comprehension checkpoints throughout, particularly in the section "Verificar la comprensión;" for example, in Unit 6, Lesson 1, students respond to questions about the stages of metamorphosis (literal) and make inferences, such as predicting which season might have more visible insect activity (inferential). These elements work together to ensure instruction is rigorous, responsive, and supportive of academic content mastery and language development.

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 lesson overviews, a detailed breakdown of materials, and suggested timing for each instructional component, including direct instruction, guided practice, collaborative work, and

independent tasks. This structure ensures that lessons are well paced, resource supported, and instructionally aligned with the TEKS. The materials provide lessons with suggested timing for each lesson component. In Unit 3, the *Guía del maestro* outlines 9 structured, 60-minute daily lessons. The unit culminates with one day of review to revisit key concepts and prepare for assessment, one day for the unit assessment to evaluate student understanding, two days for differentiated instruction based on assessment outcomes, and one final day of culminating activities in which students demonstrate mastery of the unit's content. The materials include descriptions of lesson plan components along with suggested minutes for each. For example, Unit 4 offers a detailed lesson on the War of 1812 at a glance, breaking the lesson into components with specified time duration, grouping format, and required materials. During a lesson, the teacher spends 10 minutes in whole-group instruction using a world map, map of the United States, a War of 1812 timeline, and Picture Cards to build historical context.

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

The materials are designed to support extended practice during school hours or at home. For example, the *Cuaderno de actividades*: Unit 10, Lesson 1, includes Páginas de actividades for each lesson that can be completed independently or assigned as homework. The students are asked to draw and write about different causes people have fought for and the contributions of key historical figures. The activity also prompts discussion about American citizens' rights, extending the classroom content into a reflective home activity.

A note for caregivers explains what students are learning in class and how they can support their child's understanding of the concepts. The "Carta de apoyo para las familias" is a family letter provided in Spanish and English that contains examples of activities students can complete at home; each letter suggests ways caregivers can reinforce learning, such as reviewing vocabulary or discussing stories together for homework.

There are also take-home activities to supplement in-class tasks. For instance, in Unit 4, Lesson 1, the teacher uses a "Página de actividades" during class instruction, and a complementary activity in the *Cuaderno de actividades* is designed to be completed at home. The take-home activity includes an explanation for families, enabling them to help their student complete the assignment while reinforcing the concepts taught in class.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The *Guía de programa e implementación* notes that each lesson and unit contains formative and summative assessments that vary in terms of task types and questions. For example, at the lesson level, the "Evaluación formativa diaria" allows for teachers to monitor their students' progress daily with activities such as observations, writing, questions and answers, drawings, descriptions, word generation, and event identification.

The materials contain an assortment of end-of-unit summative assessments that vary in terms of task types and question formats. For example, the Unit 10 materials include a three-part, two-day unit assessment. In Part I, students are evaluated on vocabulary related to the unit and the academic vocabulary. In Part II, students work on a "Página de actividades" in which they complete sentences using the names of people mentioned in the unit, circling the name of the person who was described in the sentence. In Part III, students are assessed with open-ended questions to evaluate understanding.

The materials include summative assessments that vary in types of questions. At the end of Unit 8, students complete a unit assessment in which teachers read a question aloud, such as "¿Puede la gente obtener toda la nutrición que necesita de los dulces y los refrescos?" and students circle thumbs-up or thumbs-down to indicate their answer. In another part of the assessment, students observe images and write to respond to oral questions. Students write short and/or extended responses, explaining the digestive system and some of its organs for the fourth part of the assessment.

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

The *Guía de implementación* contains explanations for the various assessments provided in the program. For example, the materials describe the beginning-of-year assessment, providing example images, in the "Evaluación de principio de año (3–5)" section. Next, in "Evaluaciones de ortografía," the materials summarize spelling assessments, and in "Evaluaciones de escritura," the guide defines the writing evaluation embedded in the program. Finally, the materials describe the use of formative and summative assessments in the "Evaluación formativa y evaluación sumativa" section.

The *Guía de programa e implementación* defines and explains the intended purpose of the various instructional assessments in the materials. For example, the purpose of the unit assessments is to monitor student progress at the end of each unit and measure students' comprehension of the material. The *Guía de programa e implementación* also describes the purpose of the daily formative evaluations, which are designed to determine the individual student's progress toward focused lesson objectives aligned with the TEKS.

Lastly, the stated purpose of the spelling and writing assessments is to determine mastery of the core focus objectives aligned with the TEKS, enabling teachers to assess student mastery of content and implement targeted intervention strategies.

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

The *Guía de programa e implementación* includes teacher guidance to ensure the consistent and accurate administration of instructional assessments, providing a chart listing evaluation type, explanation of its purpose, administration process, and other details. The unit assessments offer guidance for administering assessments in large-group or small-group instruction.

The materials provide detailed teacher guidance to ensure consistent delivery of formative assessments. In Unit 5, for example, teachers are instructed to guide students in creating a Nature Cycle Journal and use their five senses to write descriptive sentences about the natural world. Unit 10 includes a 20-minute structured assessment about Jackie Robinson, which consists of a timeline activity and a free-verse poem. Each assessment component includes step-by-step administration instructions and teaching support.

The materials offer comprehensive teacher guidance for administering mid-unit and end-of-unit assessments. Instructions in the *Guía del maestro* are aligned with the corresponding sections in the *Cuaderno de actividades*, ensuring consistency. In Unit 8, the guide provides scripted step-by-step instructions for the mid-unit and end-of-unit evaluations. Teachers are given specific questions to read aloud, including vocabulary prompts, to ensure clarity and accuracy during testing. This structured

teacher guidance standardizes assessment delivery across classrooms.

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

Formative and summative assessments in the materials align with the TEKS as well as each lesson's and unit's objectives. In a Unit 10 formative assessment, students define key terms such as *luchar* and *causa* with a partner, apply the vocabulary to a topic, and share their ideas. This assessment is aligned to TEKS 2.3A, which focuses on students using resources to understand and express new vocabulary. The unit concludes with a two-day summative assessment that evaluates students' use and understanding of academic language. These assessments are designed to build and measure vocabulary acquisition in meaningful contexts.

Unit 11 includes a summative assessment to evaluate oral communication skills aligned with TEKS 2.1.C, in which the student is expected to share information and ideas that focus on a specified discussion topic, speaking clearly and at an appropriate pace using the conventions of language.

Additionally, the materials provide an end-of-unit summative assessment that is aligned to the TEKS and lesson objectives as evidenced in the Unit 8 "Evaluaciones del grado." The assessment includes a rubric containing the correct answer for each question, the corresponding TEKS, and the objective; Question 1 of the assessment aligns to TEKS 2.9. D.I., according to the rubric, while Question 2 is aligned to TEKS 2.10.A and the unit objective regarding the author's purpose.

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

The materials provide instructional assessments that include TEKS-aligned items at varying levels of complexity, as exemplified by the rubrics in the Unit 4 "Evaluaciones del grado" section "Nivel de DOK," which detail the depth of knowledge for each question. For instance, Question 1 is aligned to TEKS 2.6.F and the DOK (Depth of Knowledge) at Level 2, while Question 2 is aligned to TEKS 2.7.C and the DOK at Level 1.

The materials offer an assortment of TEKS-aligned formative and summative assessments, including multiple-choice, constructed-response, and open-response items at varying levels of complexity. In Unit 10, students complete a formative assessment comparing the abolition and Civil Rights Movements, with open-ended questions tailored to emerging, at-level, and advanced learners. Unit 11 includes an open-response task in which students write or draw a news story about Amelia Earhart's achievements. In Unit 8, the materials also provide TEKS-aligned assessment items at varying levels of complexity, as shown in the rubrics. Each item includes a DOK level to indicate the cognitive demand—Question 2 is at

DOK Level 3, while Questions 3 and 4 are at Levels 2 and 1, respectively. The end-of-unit assessment includes diverse item types, such as multiple-choice and multiple-select questions. This range supports differentiated evaluation of student understanding aligned with TEKS standards.

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 Unit 4 "Evaluaciones del grado" provides guidance for interpreting student performance. The materials include scoring rubrics that define proficiency levels and provide sample student responses to support teachers in assessing performance. For example, in Question 13, students listen to the "Star-Spangled Banner" and answer a comprehension question. The rubric provides the correct answer and explains that the other choices are incorrect because they do not focus on the main idea.

The Unit 3 materials provide a writing checklist that supports teachers in interpreting performance scoring of student-generated "Greek myths," offering specific criteria for evaluating key writing components. Teachers use the checklist to assess whether students include punctuation marks at sentence boundaries and proper capitalization at the beginning of sentences, and whether the story features a named character and relevant information about ancient Greece. The checklist clarifies that responses missing any of these elements would not fully meet the writing expectations; for instance, if a student fails to include details connecting the myth to ancient Greece, such as mentioning a Greek god or a setting such as Mount Olympus, the teacher would indicate a need for revision.

The materials provide evaluation guides for each end-of-unit assessment, which include scoring rubrics with justifications for correct and incorrect answers. For example, the grading rubric in "Evaluaciones de grado" Unit 7 indicates that the correct answer for test Question 1—which asks students to identify the focus of the text—is C, because the passage primarily discusses a moment in Lincoln's life when he helped an animal trapped in mud. The rubric also explains why the other answers are incorrect.

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 activities to respond to student needs in performance based on assessment. Teachers review the results of the assessment and determine how best to assist students after the evaluation; they may opt to provide remediation activities to small groups of students, for example. The materials include the teacher guidance, "Puede optar por agrupar a los estudiantes de

acuerdo a áreas de necesidades académicas, según indiquen los resultados de las evaluaciones formativa y de la Unit."

While the *Guía del maestro* includes various tasks and activities, it lacks specific guidance on how teachers should respond to student performance during these activities. For instance, in Unit 4, Lesson 7, the "Preguntas de comprensión" section presents comprehension questions to assess students' understanding of the reading selection, noting that "answers will vary" without offering instructional support or strategies for teachers to address misconceptions or providing targeted assistance to students who respond incorrectly.

The materials include a variety of test item types in the end-of-unit assessment. For example, the rubrics in "Evaluaciones del grado" for Unit 5 show TEKS-aligned item types of varying types and difficulty levels, such as Question 1, "Life cycle: The life cycle is the phases a living being goes through from birth until it becomes an adult."

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 a variety of trackers that teachers can use to monitor student progress. For example, the "Recursos de maestro" materials in Unit 7 of the *Destrezas fundamentales: Guía del maestro* provide the class "Registros de preguntas sobre el capítulo." Teachers use these trackers to monitor student growth based on their answers to chapter-reading questions. Additional trackers such as "Registro de escritura de palabras con *m* antes de *p* y *b*" and "Registro de observación de palabras con sufijos *-ora* y *-ción*" enable teachers to monitor student performance in word studies.

The materials also provide tracking sheets for student progress and growth. The Unit 8 materials in the *Destrezas fundamentales: Guía del maestro* "Recursos adicionales" include the "Registro anecdótico de fluidez," in which can teachers annotate various components of students' oral reading, such as expression, volume, phrasing, and appropriate pausing.

Students are provided self-tracking data tools in the *Guía de implementación* "Otras herramientas de evaluación sugeridas," including graphs and charts for tracking their progress toward independent goals.

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 provide teacher guidance for differentiated instruction, including scaffolded lessons and targeted activities to support students who are not yet proficient in grade-level skills. For example, in the *Guía del maestro*, the "Apoyo a la enseñanza" sidebar for Lesson 1, Unit 4 on the War of 1812 suggests that teachers "Pida a los estudiantes que consulten la línea de tiempo cuando sea necesario" or "Señala las trece colonias originales en un mapa de los Estados Unidos. Pida a los estudiantes que busquen su propio estado en el mapa y determinen si era una de las trece colonias originales."

The materials offer structured guidance for differentiated instruction through scaffolded lessons and tailored activities that address the needs of students working toward grade-level proficiency. For example, Unit 10, Lesson 3 materials in the *Guía del maestro* guide teachers to facilitate student thinking by providing support through differentiation of the lesson's comprehension questions about Esther and Mordecai. For emergent students, the materials guide the teacher to reframe open-ended questions as yes/no questions, such as "¿Mardoqueo mostró valentía?" For at-level students, teachers can provide the sentence frame "Mardoqueo mostró valentía al . . ."

There is also built-in teacher support for differentiating instruction via scaffolded activities and lessons for students who need additional help mastering grade-level concepts. At the end of each unit, the materials contain "Actividades finales" that teachers can use to support students who have not mastered unit skills. For example, Unit 7 materials guide the grouping of students according to difficulty and list suggested opportunities for reinforcement, such as "actividades de repaso, aplicaciones para repasar la

lección, o lecturas en voz alta seleccionadas para volver a leer y comentar."

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 incorporate pre-teaching strategies as well as embedded supports to help students navigate unfamiliar vocabulary and textual elements, including figurative language, idioms, and academic language. For example, "Presentar el capítulo" in *Destrezas fundamentales: Guía del maestro* Unit 8, Lesson 4 provides previews and pre-teaching of upcoming vocabulary terms. The "Vistazo previo al vocabulario esencial" provides a list of vocabulary words and their definitions, suggesting that teachers write each word on the board, practice its pronunciation, explain its meaning, and give an example of a sentence containing the word.

Materials include pre-teaching support for unfamiliar vocabulary in the *Guía del maestro*. In Unit 10, Lesson 1, the teacher begins the lesson with brainstorming (*lluvia de ideas*). The materials provide guidance to support students in the acquisition of vocabulary words *lucha* and *causa*. The teacher asks students to work with a partner to create a definition of each word. The embedded support states: "La palabra *lucha* tal como se usa en el título de esta Unit no significa usar puños o golpear físicamente a otra persona. Aquí la palabra *lucha* significa esforzarse mucho para conseguir algo o para resolver un problema."

The materials offer pre-teaching and embedded supports to help students understand unfamiliar vocabulary and language features such as idioms, figurative expressions, and academic terms. For example, the *Destrezas fundamentales: Guía del maestro* offers support for unfamiliar vocabulary through pre-teaching and built-in tools. Before reading, students are introduced to figurative language such as the idiom "break the ice." During reading, the text includes embedded supports that highlight unfamiliar words with brief explanations and accompanying pictures to aid understanding.

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, including enrichment and extension activities for students who have mastered grade-level content and skills. For example, Lesson 1 for Unit 4 on the War of 1812 in the *Guía de maestro* offers the section "Desafío" (challenge), guiding the teacher to provide a research opportunity for students needing enrichment. Students are prompted to research the question "¿Qué papel jugó Francia en la guerra Revolucionaria Americana?"

The materials offer targeted teacher support for differentiating instruction through enrichment and extension opportunities for students who demonstrate proficiency in grade-level standards. For example, Unit 10, Lesson 14 in the *Guía del maestro* provides a lesson about bees and butterflies. The materials suggest that teachers ask advanced students high-level information and comparison questions such as "¿Por qué llamamos a esto un ciclo de vida?" prompting them to answer the questions aloud.

Units 1 and 3 in the *Guía del maestro* suggest adjusting pacing and using vocabulary games and independent reading to challenge students who are at grade-level proficiency. The *Libro del vocabulario* in the *Guía del maestro* includes creative writing and themed projects to deepen understanding. The "Paquete de fluidez" in Unit 4 features text comparisons and group discussions to foster critical thinking and communication skills.

3.2 Instructional Methods

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

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

The *Guía del maestro* materials include direct prompts to support the teacher in modeling and explaining the suffixes *-ísimo* and *-ísima* in Unit 8, Lesson 5. The section "Repasar palabras con los sufijos *-ísimo/-ísima*" provides a bulleted list of guidance for the explicit introduction of these suffixes, prompting: "Proyecte en la pizarra el Componente digital 5.1 con el esquema de adjetivos con los sufijos *-ísimo/-ísima*" and "Lea la primera frase 'el perro pequeñísimo' y pida a la clase: 'Observen la imagen del perro chihuahua.' Luego, pregunte: '¿De qué tamaño es?' (Pequeñísimo). '¿Es lo mismo un perro pequeño que uno pequeñísimo?' (No, es más que pequeño). 'Entonces, si a la palabra *pequeño* (señale el adjetivo del componente digital) le agregamos la terminación *-ísimo* (señale en el componente digital la terminación), se forma el adjetivo *pequeñísimo* (señale ahora el nuevo adjetivo), lo cual significa que algo es muy pequeño."

Guía del maestro Unit 4 materials also include explicit prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. In Lesson 1, students create a self-portrait and write a persuasive speech about themselves. The materials provide guidance to lead students in creating a self-portrait: "Muestre a los estudiantes las tarjetas de imágenes 4–6 (retratos de George Washington, John Adams, and Thomas Jefferson) y explique que esas imágenes se llaman retratos."

"Componentes digitales" in Unit 2 provide the teacher with explicit prompts and guidance to support modeling and explaining syllable segmentation. The teacher uses direct prompts for students to watch how the teacher breaks down the syllables. The Unit 3 *Cuaderno de actividades* also provides exact phrases to explain that syllables are parts of words. The materials guide teachers in modeling syllable counting using claps, providing pacing tips and suggesting ways to keep students engaged.

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

The materials provide teacher guidance and recommendations for delivering lessons effectively using a range of instructional strategies, such as the "Línea del tiempo" activity in Unit 10, Lesson 4 of the *Guía*

del maestro. The materials guide teachers to display the "Luchar por una causa" timeline and recommend students first review information on the people who will appear on the timeline. Students then examine the William Penn Picture Card to determine where on the timeline the Picture Card should be put to indicate when William Penn did his essential work.

The materials include detailed teacher guidance and suggested practices to support effective lesson facilitation through varied instructional approaches. In Unit 7, Lesson 2 of the *Guía del maestro* during "Verificar la comprensión," students turn and talk about slavery. In another instructional approach, "Hand up/hand down," teachers read statements about the Founding Fathers' beliefs; if the students believe the statement to be true, they raise their hands. If the statement does not represent something the Founding Fathers believed, students put their hands down.

To enhance instructional delivery, the materials offer teachers recommended strategies and guidance for facilitating lessons using diverse teaching methods. For example, in Unit 7, Lesson 1 of the *Guía del maestro*, "Verificar la comprensión" includes the *De pie/sentados* method, in which students listen to statements from the teacher. If the statement is related to slavery, students stand up; if the statement is not related to slavery, students sit down. During this "Verificar la comprensión," teachers also ask questions such as "¿Qué es la esclavitud?" and "¿Por qué era injusto la esclavitud?" Students discuss and record their responses on a "Página de actividades" in their *Cuaderno de actividades*.

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—guided, independent, and collaborative—and provide teacher guidance along with recommended structures such as whole-group, small-group, and individual work. For instance, the teacher presents a read-aloud about Kelvin Doe in Unit 10, Lesson 12 of the *Guía del maestro*, asking questions in a whole-group discussion. The students learn that Doe "encontró inspiración en todas las cosas diferentes que descubrió en la basura." Students partner to discuss people, places, or experiences that inspire them. Independently, the students draw something inspirational and write sentences using the vocabulary word *inspiración*.

In addition to supporting multiple practice formats, including guided, independent, and collaborative learning, the materials offer suggested instructional groupings to support effective implementation. For instance, in Unit 8, Lesson 3 of the *Guía del maestro*, the materials suggest that teachers use a whole-group true/false activity for follow-up. During "Hacer conexiones: Células," the teacher divides students into groups of four to learn about types of body cells such as *conectivo*, *muscular*, *nervioso*, and *epitelial*. Lesson 3 also provides independent practice opportunities using a "Página de actividades" in the *Cuaderno de actividades*.

To ensure effective instruction, the materials include teacher guidance and support a range of practice types, such as guided, independent, and collaborative learning, using recommended formats such as whole-group, small-group, and individual settings. For example, in "Preguntas de comprensión" in Unit 7, Lesson 4 of the *Guía del maestro*, students answer comprehension questions in a whole-group setting. Using the "Tabla de t: vida y contribuciones," students work with a partner to write what they have learned about Harriet Tubman's life. The students then present their information on the T-Chart to the class.

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 Biliteracy Resource Guide outlines how the materials align with various Texas bilingual models, including Dual Language (One-Way and Two-Way), Transitional Bilingual (Early and Late Exit), and ESL. The guide includes sample schedules for 90/10 and 50/50 models, showing how instruction can alternate by subject, day, or week.

The materials include implementation guidance to support teachers in various dual-language models such as 90/10 and 50/50. For example, according to the materials, 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 also provide integrated support for successful application through plans featuring clear language goals, effective teaching methods, and engaging teacher instructions with useful advice for enhancing content and language growth. For example, Unit 10 materials provide a list of contents for each lesson in the unit. The introduction includes "Recursos para el maestro, Componentes de la Unit, Por qué luchar por una causa es importante, Conocimientos previos de los estudiantes, Vocabulario esencial, Objetivos del contenido esencial," and "Escritura."

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 provide embedded guidance to help teachers support emergent bilingual students in building academic vocabulary through oral and written discourse. For example, in *Destrezas fundamentales*, Unit 8, Lesson 2, students write sentences that contain nouns, verbs, and adverbs using an activity page. The teacher explains what an adverb is, noting that "Los adverbios que terminan en *-mente* en español equivalen a los que terminan en *-ly* en inglés," giving examples such as *rápidamente/rapidly*, and providing an English explanation in "Conexión bilingüe."

The Unit 8, Lesson 2 "Conexión bilingüe" in *Destrezas fundamentales* also introduces Spanish prefixes *super-* and *re-* with their English counterparts for comparison. Teachers are directed to the *Guía de rutinas* at the end of the unit, which includes a section on cognates. Activities such as *Muro de cognados*, *Comparación de cognados*, and *Cognados falsos* reinforce vocabulary transfer and promote student understanding of linguistic connections through structured, teacher-supported practice.

To support language development, the materials offer embedded guidance for teachers to help emergent bilingual students enhance their academic vocabulary through meaningful speaking and writing tasks. For example, Unit 4, Lesson 1 in the *Guía del maestro* begins with the section "Preparación previa," during which the teacher posts a timeline from 1770–1820 to indicate the dates of the Declaration of Independence, the Revolutionary War, and the Constitution and build background knowledge. To improve comprehension of the critical events that took place before the War of 1812, the teacher reviews the information in the "Conexiones esenciales" using Picture Cards.

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 Spanish. For example, the "Conexión bilingüe" in Unit 8, Lesson 3 of *Destrezas fundamentales* guides teachers to teach cognates such as *increíble/incredible*, *independiente/independent*, and *inaccessible/inaccessible*.

The Biliteracy Resource Guide outlines various dual language models, including two-way and one-way bilingual programs. The section "Conexión bilingüe" reinforces metalinguistic transfer through targeted instructional strategies, including contrastive analysis exercises, discussion-based activities, and scaffolded support.

The materials are designed for dual language immersion (DLI) programs and include resources that outline opportunities to address metalinguistic transfer from English to Spanish. For example, the Biliteracy Resource Guide includes an example of how to teach cognates during a science lesson on states of matter. Students highlight the cognates *solid/sólido*, *liquid/líquido*, and *gas/gas*.

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 deliver structured, step-by-step phonics instruction to build foundational literacy skills in a logical progression. For example, Unit 4, Lesson 5 in the *Guía de maestro* provides explicit guidance for reviewing the two distinct sounds the letter *r* can represent. Visuals such as *pero* and *perro* are used to illustrate the /r/ and /rr/ sounds, respectively. Students are then guided to pronounce words containing both sounds and identify whether they correspond to the /r/ or /rr/ pronunciation.

The materials provide systematic, sequential instruction in phonics skills, starting with decoding simple multisyllabic words and progressing to those with more complex sound-spelling patterns. For example, in Unit 3, Lesson 8 of *Destrezas fundamentales*, students write multisyllabic words with a /ks/ sound using *cc* and *x* and begin by practicing the routine of working in small groups. Students demonstrate and apply their phonetic knowledge by working with words that have different spellings for the same sound, such as the /ks/ sound in the *dirección* and *examen*.

The materials provide explicit, systematic instruction of phonics skills by teaching individual letter-sound correspondences, starting in Unit 1 with consonants and short vowels, supported by teacher guidance and visual aids. This instruction progresses across Units 2 and 3 in a clear, sequenced scope from simple sounds to more complex patterns, including blends, digraphs, diphthongs, and silent letters. Students engage in review and reinforcement activities to ensure mastery before new phonics elements are introduced. Multisensory activities such as matching Letter Cards to sounds and blending exercises are integrated to reinforce sound-symbol relationships.

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 offer explicit and purposeful ongoing phonics practice in isolation to reinforce skill development on the use of prefixes such as *super-*, *re-*, *des-*, and *in-*, as well as suffixes such as *-ito/-ita* and *-ísimo/-ísima*. Students engage in repetitive exercises that focus on recognizing and manipulating these morphological units, which are featured throughout the *Cuaderno de actividades*. Students classify and build words using taught prefixes and suffixes, thereby reinforcing phonics skills beyond simple syllable and consonant patterns. Additionally, decodable texts incorporate words featuring these prefixes and suffixes, allowing students to apply their phonics knowledge in authentic reading contexts.

Destrezas fundamentales materials include structured, intentional phonics practice delivered in isolation to support consistent reinforcement of foundational reading skills. For example, an activity in Unit 3, Lesson 14 provides explicit instructions for the teacher to present Picture Cards of the words *kiwi*, *taco*, and *queso* for students to recognize the sound /k/ with different letters. Subsequently, students read words featuring the sound /k/ in the decodable reader for Unit 1, "Nico y Lisa." In Unit 9, Lesson 6, students continue practicing the words in isolation, reading Picture Cards for words such as *canario* and *koala*. Students use the decodable text "Encuentros en la selva" to review words with the sound /k/.

To strengthen decoding skills, the materials provide ongoing, explicit phonics practice in isolation as part of a targeted instructional approach. For example, the lesson plan for Unit 2, Lesson 2 in the *Guía de maestro* includes explicit instruction of the sounds /r/ and /rr/. The teacher shows Picture Cards for *rana*, *carro*, and *churro*. Later, students read words with these sounds in the Lesson 2 decodable reader "¿Burro o caballo?" Students practice reading words containing these sounds in "Practicar palabras con los sonidos /r/ y /rr/."

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.

Daily lessons include explicit phonics instruction in Spanish supported with teacher modeling. For example, in Unit 3, Lesson 14 of *Destrezas fundamentales*, teachers review the sound /k/ with a ball game. The teacher begins by showing Picture Cards for the words *kiwi*, *taco*, and *queso*. Then the teacher explains, "Una palabra que contiene la letra *q* es *queso* y tiene el sonido /k/."

The materials feature daily, structured phonics instruction in Spanish, supported by teacher modeling to reinforce key concepts. For example, the teacher models the /sh/ sound by showing the letter combination *sh*, pronouncing it slowly, then guides students to repeat and identify the sound within words. The materials emphasize explicit teacher modeling by combining clear articulation of phonics sounds with visual cues, such as pointing to letters while pronouncing their corresponding sounds.

Lessons include daily opportunities for explicit phonics instruction in Spanish, with embedded teacher modeling to guide student learning. For example, in Unit 2, Lesson 5 of *Destrezas fundamentales*, teachers remind students of the two sounds associated with the letter *c*. Next, the teacher shows Letter and Image Cards with hard and soft *c* sounds. If necessary, teachers correct sounds with proper pronunciation. Teachers provide modeling for struggling students by following the lesson plan guidance: "Puede mostrarles más palabras para practicar la pronunciación, deteniéndose en la sílaba donde se encuentra esa consonante." In the section "Bloque de palabras," teachers support students' understanding of the hard and soft *c* sounds, emphasizing the letter *c* when reading out loud.

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

Daily lessons provide opportunities for explicit guided instruction with embedded guidance for delivering immediate and corrective feedback. For example, in Unit 4, Lesson 5 of *Destrezas fundamentales*, teachers review sounds /r/ and /rr/, *r suave* and *rr fuerte*, using Letter and Image cards from the "Componentes digitales." Students repeat after the teacher and later read sentences aloud. The teacher provides real-time feedback through small groups and guided reading to support phonics, fluency, and

comprehension, using prompts to address errors.

Daily lessons feature opportunities for structured guided instruction, along with teacher support for offering timely and corrective feedback. Unit 9, Lesson 6 in *Destrezas fundamentales*, reviews words containing the /k/ sound, which is made by the letters *c*, *k*, and the digraph *qu*. While showing Picture Cards, the teachers asks students to listen to the sound the letter or letters make. Then the teacher asks the students, "Which letter in this word is pronounced /k/?" They read the word while segmenting it—*ca-na-rio*—and clap on the /k/ sound. The teacher asks which letter in the word *canario* makes the /k/ sound. Students write sentences using the words *koala* and *queso*, sharing one sentence with a partner. At the end of the lesson, the teacher gives the students affirming feedback.

Lessons also include daily opportunities for guided practice, supported by clear guidance to help teachers deliver immediate and effective feedback. For example, in Unit 3, Lesson 8, the focus is identifying words with the sound /ks/ with the letters *cc* or *x*. The teacher shows Word Cards for *dirección* and *exámen* while pronouncing each word loudly and clearly. The teacher explains that the letters *cc* in the word *dirección* have the same sound /ks/ as the *x* in the word *exámen*. Then the teacher shows the cards again and asks the students to say each word four times. Finally, the students complete a "Página de actividades" with the corresponding letters *cc* or *x*. If students struggle with the exercise, the teacher can give them the hint that words ending in *-ión* are written with the letters *cc*.

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

Daily lessons offer varied opportunities for students to practice phonics skills through collaborative learning and independent activities. For example, in Unit 4, Lesson 8, students work in pairs to create and share sentences using words with /n/ and /ñ/. Later, students use the *Cuaderno de actividades* to identify and underline parts of words with these sounds, collaborating as directed. The materials provide daily phonics practice through a combination of collaborative and independent activities, including partner games, group reading, silent reading, and word building.

The materials provide daily phonics lessons that incorporate multiple practice formats, including collaborative tasks and independent work to reinforce skills. For example, in Unit 9, Lesson 6, students read words from previous lessons that contain the /k/ sound, spelled with *c*, *k*, or *qu*. Students segment the words, clap while making the /k/ sound, and write sentences containing *koala* and *queso*. Later, students take turns sharing their sentences with a partner and write one of the sentences that the partner shares.

Grade 2 instruction includes daily opportunities for students to apply phonics skills through a mix of peer collaboration and independent practice, supporting diverse learning needs. Students independently

practice phonics skills in a Unit 2, Lesson 1 *Cuaderno de actividades* exercise in which they read words with the letter n or ñ, gesturally "underlining" the parts of the words that make the /n/ or /ñ/ sounds. The materials provide additional practice at the end of the lesson, in which students will use "Palabras decodificables" or "Frases y oraciones" to practice the sounds /n/ and /ñ/.

4.3 Ongoing Practice Opportunities

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

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

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

The materials consistently integrate phonics review and practice activities across the curriculum. For example, in Unit 3, Lesson 8 of *Destrezas fundamentales*, the students are introduced to the sound /ks/ with the letters cc and x. In this lesson, students learn that the letters cc in the word *dirección* have the same sound as the letter x in the word *exámen*. Later, in Unit 6, Lesson 10, the students review the same phonics rule using different words.

The curriculum includes ongoing phonics review and practice activities embedded throughout instructional materials to reinforce skill development. Unit 5, Lesson 6 of *Destrezas fundamentales* covers the diphthongs *au* and *ei*, for instance. During the lesson, students work with a "Componente digital" and learn words such as *auto*, *flauta*, *reina*, and *seis*. The following lesson includes a review of the diphthongs in which students work with Picture Cards featuring ing *au* and *ei* words.

Consistent opportunities for phonics review and practice throughout the materials ensure reinforcement of foundational literacy skills throughout the year. The materials provide unit "Pausas" to review previously taught skills, supporting cumulative phonics review. The Unit 2, Lesson 3 materials in *Destrezas fundamentales* provide instruction on words that contain the /ch/ sound. Later, in Pausa 1, the section "Más ayuda con el sonido /ch/" provides additional practice opportunities for students to classify whether a word contains the sound /ch/. At the end of the unit, review games for various phonics concepts taught in previous lessons offer additional opportunities for practice.

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

Students are given practice opportunities with diphthongs that have been explicitly taught; the materials offer explicit instruction on how the sound /ks/ can be made using different letters, such as cc and x, for example. The sound /ks/ is introduced in Unit 3, Lesson 8 of *Destrezas fundamentales* through teacher

modeling of reading and analyzing different words that include the sound /ks/. Students then practice with a "Página de actividades" and analyze words such as *acción*, *éxito*, *saxofón*, *lección*, *excursión*, and *sección*.

The instructional materials provide a sequenced introduction of phonics skills across Units 1–4, ensuring that practice activities include skills that have been explicitly taught. The scope and sequence document outlines the progression of phonics skills from consonant blends in Unit 1 to vowel teams in Units 2 and 3, followed by syllable types in Unit 4. The *Guía del maestro* recommends that direct instruction, modeling, and think-aloud strategies are employed before student practice.

The materials include practice opportunities for diphthongs that have been explicitly taught. For example, Unit 2 in the *Guía del maestro* provides explicit instruction on diphthongs *iu* and *ui*. Lesson 10 introduces the two diphthongs as the teacher models by reading words and analyzing the diphthongs within the words *ciudad*, *cuidar*, *ruido*, *triunfo*, and *ruiseñor*. Later, students practice separating words with these diphthongs into syllables. At the end of the unit, the activities provide extra practice for the two previously taught diphthongs, *u* and *ui*.

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

The materials include decodable texts that incorporate the cumulative practice of previously taught phonics skills. For example, Unit 9, Lesson 6 "Lectura de textos decodificables" includes a review of the /k/ sound with the letters *c*, *k*, and *que*. The lesson provides a decodable text, "Encuentros en la selva," in which students read and practice the /k/ sound with the letters *c*, *k*, and *que*.

The decodable texts offer cumulative practice by integrating phonics patterns, such as *r*-controlled vowels, digraphs, and multisyllabic word structures, which were taught in prior lessons. For example, reading passages in Units 2–4 revisit *r*-controlled vowels and digraphs from previous units while incorporating syllable division and vowel-team patterns introduced progressively.

Unit 2, Lesson 1 materials provide decodable readers that incorporate cumulative practice of taught phonics skills; phonics instruction includes words containing /n/ and /ñ/ sounds. The decodable chapter "El viaje" includes embedded bold-faced words such as *una*, *niña*, *tenemos*, *soñó*, and *sueño* to reinforce phonics objectives and provide students practice of recently acquired skills.

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

Lessons include a focused phonics component with practice opportunities in isolation and in decodable connected text. The *Cuaderno de actividades* offers focused skills lessons with isolated practice. Students learn /r/ and /rr/ sounds (*r suave* and *rr fuerte*), analyze spelling patterns, and use a "Componente digital" and a Graphic Organizer to compare words with both sounds in Unit 4, Lesson 8.

Unit 9, Lesson 7 emphasizes targeted phonics skills, providing students with opportunities to practice words containing the letters *c*, *k*, and *que* in isolation and apply them within decodable text. The lesson includes an activity in which students use pieces of construction paper and different colored pencils to recognize words that contain the letters *c*, *k*, and *que*. Students also read the decodable text "El regalo perfecto," in which they focus on the bold words to review the /k/ sound.

The materials feature lessons that combine explicit phonics instruction with guided practice through isolated word work and decodable reading passages. Students practice in isolation via phonics drills and word-study activities embedded in the Unit 4 spelling and phonics lessons, in which students segment and blend sounds. Reading Workshop activities across Units 1–4 support connected text practice, including guided reading of decodable texts designed to align with the phonics patterns being taught. Additionally, the *Libro de vocabulario* and "Paquete de fluidez" offer fluency-building exercises that integrate isolated word recognition and contextual reading.

4.4 Assessment

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

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

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

The materials include various developmentally appropriate assessment tools. For example, Unit 1 of the *Destrezas fundamentales* provides ongoing opportunities to evaluate spelling skills using the "Registro de la práctica de ortografía" for reviewing students' spelling notebooks. The tool allows the teacher to record the names of students who did not spell each word correctly on the first attempt and to identify the types of mistakes they made.

The instructional materials provide age-appropriate assessments that align with developmental milestones and accurately measure student progress. For example, Unit 10, Lesson 1 materials include observation checklists that the teacher uses to assess the definition of the unit vocabulary word *coraje*. In Lesson 2, the teacher assesses the independent practice of vocabulary words when creating sentences using the phrase "dar crédito."

Assessment tools in the materials are thoughtfully designed to match grade 2 students' developmental levels and support meaningful evaluation of learning outcomes. For example, each unit includes mid-unit and end-of-unit assessments to measure students' learning as they progress through unit lessons. These assessments include varying and TEKS-aligned question types, as well as grade-level appropriate reading passages and comprehension questions. For example, in the Unit 8 "Evaluación formativa," students write descriptions of four basic nutrition types and explain how to maintain a healthy body.

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

The *Guía de programa e implementación* includes progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Students participate in the "Dictado" routine to strengthen their writing and listening skills, for example. This structured activity consists of repeating two complete sentences for three consecutive lessons each week, with a focus on

specific skills.

In Unit 3, students develop foundational skills through a word-recognition activity in which they are asked, "¿Qué significa la palabra *sustrajo*?" for example. The materials offer structured opportunities for students to apply decoding strategies to recognize unfamiliar words. The teacher is guided to observe how students analyze word structure and meaning, systematically tracking their ability to decode multisyllabic words and apply phonics skills.

The *Destrezas fundamentales* materials provide checklists to monitor student progress using phonics and spelling patterns in each unit. A class registry in Lesson 10, "Registro de la práctica de patrones ortográficos," for example, can be used to track the progress of students' spelling words with the hard and soft *g* sounds. The Lesson 11 checklist monitors the spelling of words with the soft *j* sound. The teacher can look for patterns in the student's spelling errors. If they identify such a pattern, the teacher talks with the student and asks them to explain their thought process when spelling the words.

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

Each unit includes regular assessment opportunities across the school year, such as the end-of-unit assessments that target specific phonics skills. The Unit 1 materials include an "Evaluación final de la unit," in which students review sounds and words with the diphthong *ai*, as well as write multisyllabic words.

Assessment opportunities are embedded across the academic year for ongoing evaluation of student learning and growth. For example, in Unit 7, Lesson 9, the materials include a midterm assessment that focuses on words with suffixes *-or*, *-ora*, and *-ción*, subject and verb conjunction, and words with *m* before *p* or *b*. The materials include summative end-of-unit assessments that measure student mastery of skills and concepts taught during each of the 11 units.

The materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. For example, the definition and the intended purpose for the "Evaluación formativa diaria" is to provide an ongoing, day-to-day process in which teachers can monitor students' work, supporting the teacher in adjusting instruction based on student learning progress and needs.

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 *Guía del maestro* includes trackers for teachers to track individual student progress. For example, Unit 4 in *Destrezas fundamentales*, provides comprehension question trackers for several lessons to support teachers in monitoring students' responses to the reading material.

A "Registro anecdótico de fluidez" in Unit 2 enables teachers to track individual student fluency progress. The tracker includes a rubric to help teachers group students based on results. If a student scores 10–12 points, they exceed expectations. If a student scores 7–9 points, they meet expectations. Students who score 6 points or fewer need support.

The materials include various hard-copy class checklists to track progress on skills. For example, Unit 7 materials in the *Destrezas fundamentales: Guía del maestro* provide class checklists—"Registros de preguntas sobre el capítulo"—for Lessons 2, 3, 4, and 9. Using these tools, the teacher will record each student's name from their class roster and verify whether they correctly answered the comprehension questions for that lesson.

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

The materials provide guidance and tools to support teachers in responding to whole-class student data to analyze patterns in student performance, such as the "Análisis de errores del estudiante," a spelling data tracking sheet in Unit 1, Lesson 11. Teachers can keep track of any words the student spelled incorrectly and look for patterns using the provided information.

Data-management tools that enable teachers to document class-wide student data regarding progress in phonological awareness and phonics skills are included in the materials. For example, in Unit 6 of

Destrezas fundamentales, the materials include a "Registro de observación de hiatos" for the entire group. Teachers list the number of words that were correctly separated into syllables and add specific comments in the last column, based on the observations.

Materials include various data-management tools to track whole-class progress, such as Exit Tickets and Comprehension Questions. For example, in Lesson 1, the teachers can quickly and visually collect qualitative data about the entire class via a "Boleto de salida." The aggregated results enable teachers to analyze patterns of student understanding across the class and identify specific comprehension needs.

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

The materials provide specific guidance on how to adjust the frequency of progress monitoring based on individual student strengths and needs. For example, in Unit 4 of *Destrezas fundamentales*, comprehension question checklists for the lessons enable the teachers to record whether each student answered the comprehension questions correctly. A table shows how progress monitoring is paced through unit-based evaluations during the unit; according to this table, "Verificar la comprensión" will be administered during Lessons 5 and 13, for example.

The materials include targeted guidance to help educators determine appropriate progress monitoring intervals aligned with students' varying abilities and learning needs. The materials include formative assessments and checks for understanding, such as the *Cuaderno de dictado*. Students correct errors in their journals using a colored pencil and refer to their past corrections to help with current errors. The teacher collects and reviews student dictation work for use as a formative assessment tool to determine the frequency of progress monitoring.

Grade 2 instructional resources offer clear recommendations for tailoring the frequency of progress monitoring to support each student's unique strengths and areas for growth. A table in the Unit 8 evaluation of the *Destrezas fundamentales: Guía del maestro* shows how progress monitoring is paced through unit-based evaluations during the unit. For Unit 8, "Verificar la comprensión" will be administered during Lessons 1, 3, 4, 5, 6, 8, 10, 13, and 16 to monitor comprehension based on student needs.

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

The materials provide guidance to accelerate student learning and support mastery of specific concepts. For example, Unit 4 lessons in the *Destrezas fundamentales: Guía del maestro* include "Apoyo adicional,"

which provides targeted support strategies to accelerate instruction for students requiring extra assistance based on progress monitoring data.

Unit 1 lessons in the *Destrezas fundamentales: Guía del maestro* include a section in the pre-preparation guide to support students who are not yet reading by setting up several listening centers, as well as a story-drawing center for students who finish quickly.

To promote efficient learning, the materials offer strategies that guide teachers in accelerating instruction toward mastery of key concepts. For example, in Unit 9, Lesson 1 of the *Destrezas fundamentales: Guía del maestro*, "Apoyo adicional" provides additional support to accelerate instruction via a "hot potato" game in which students form a circle and pass a ball of paper from student to student as they sing a song and say a word with the sound /s/.

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 modeling and independent practice. For example, in Unit 10, Lesson 1 of the *Guía del maestro*, the teacher defines the meaning of the vocabulary word *coraje*, saying, "En la lectura en voz alta escucharon lo siguiente: 'Las personas sobre las que aprenderás tuvieron coraje.' Digan la palabra *coraje* conmigo. El coraje es la valentía al enfrentar una situación peligrosa. Si tuvieras que encontrar el coraje para hacer algo, ¿qué sería? Compartan sus ideas con la clase." During guided practice, the teacher moves around the classroom to provide coaching by reminding students, "Se necesita coraje para . . ." As the students activate their prior knowledge of the word *coraje*, they have independent practice time to ask and answer questions, and clarify information using multi-word responses.

The materials provide explicit and systematic instructional guidance for developing oral language and oracy through collaborative practice and teacher feedback. Teacher guidance in the Unit 1 introduction of the *Guía del maestro* suggests: "Puede optar por modelar estas habilidades para que los estudiantes las practiquen durante las actividades . . ." Pairs or small groups of students act out stories from their cultural backgrounds while using the newly acquired vocabulary words, ensuring multiple opportunities for oral expression and listening. Students collaborate to make appropriate contributions and build upon their classmates' ideas. The teacher provides feedback by redirecting students who stray from the topic or provide incorrect responses.

Unit 8, Lesson 2 provides explicit and systematic guidance for teachers to help students have respectful conversations, including how to read with a partner, use details from the text in responses, and ask

questions about the text. Lastly, in "Observación: Preguntas para comentar," the teachers are guided to take notes in the "Registro de observación" section: "Tome notas en el Registro de observación de preguntas para comentar sobre la habilidad de los estudiantes para responder en voz alta las preguntas literales, para inferir o evaluativas sobre los detalles importantes del capítulo, usando los códigos proporcionados."

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

The materials provide opportunities for students to engage in social and academic communication for various purposes and audiences. For example, Unit 1, Lesson 2 in *Destrezas fundamentales* provides an opportunity for students to practice maintaining respectful conversations and listening attentively. The teacher says, "Hoy vamos a aprender cómo iniciar y mantener conversaciones respetuosas con nuestros compañeros. Escuchar con atención y tomar turnos para hablar nos ayuda a aprender mejor." The teacher then asks why paying attention to others is important: "¿Cómo te sientes cuando alguien te escucha con atención? ¿Por qué es importante tomar turnos? ¿Puedes agregar algo más a tu idea?" Students answer the questions in pairs, taking turns to listen, respond, and repeat what their partners say.

The materials support student development in communicating effectively for different purposes and audiences through structured social and academic interactions. In the Unit 7, Lesson 6 "Actividad de conciencia sintáctica registro discursivo," the *Guía del maestro* provides a bulleted list of teacher guidance to support TEKS 2.1.E, which pertains to developing social communication with adults versus with friends. For example, the third bullet contains instructions on how to speak with the school principal, including sentence frames that students use when speaking: "Explique que, por ejemplo, cuando los estudiantes saludan al director de la escuela, podrían decir: 'Buenos días, señor/señorita . . . ¿Cómo está?' Cuando saludan a un amigo, podrían decir: 'Hola, ¿qué tal?'"

Destrezas fundamentales Unit 3, Lesson 1 includes activities that foster meaningful student communication, encouraging interaction in social and academic contexts tailored to diverse audiences. At the beginning of the lesson, the teacher asks students to share with a partner what they learned about endangered animals and then present their ideas to the group, supporting social as well as academic communication. Later in the lesson, students write a letter to their family in the *Cuaderno de actividades*, explaining what they learned about habitats.

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 listen actively, ask questions, engage in discussions, and share information. For example, in Unit 10, Lesson 5 of the *Guía del maestro*, while learning why abolitionists fought to end slavery, students engage in a related partner question-and-answer activity. The instructions state: "Piensa en una pregunta que puedas hacerle a un compañero sobre la lectura que comience con la palabra *por qué*. Gira hacia tu vecino y hazle una pregunta diferente que comience con *por qué*." The teacher provides sentence starters to use in the discussion, such as "¿Por qué los abolitionistas . . . ?" and "¿Por qué algunas personas no . . . ?" and reminds students to listen to their partner's answer. Students take turns asking and answering questions.

The materials include meaningful Spanish-language activities that promote active listening, questioning, collaborative discussion, and information sharing to support comprehension and communication. In Lesson 2, *Prometeo y Pandora*, students listen to a read-aloud, answer comprehension questions, and use transition words to discuss the sequence of events with a partner. The teacher also encourages students to ask clarifying questions as they retell the story with a partner, using transition words.

There are authentic opportunities for students to develop Spanish language skills through active listening, inquiry, dialogue, and the exchange of information. For example, in the "Lectura en voz alta" for Unit 11, Lesson 11 of the *Guía del maestro*, students use a "Página de actividades" from the *Cuaderno de actividades* to refer to words that begin questions such as *quién*, *qué*, *cuándo*, *dónde*, *por qué*, and *cómo*. As students listen to a read-aloud, they formulate questions using the question stems. Later in the lesson, students share their questions with a partner, answer each other's questions, and engage in a discussion about the information they have learned.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The materials explicitly and systematically introduce letter-sound relationships in a sequence that supports basic decoding and encoding in Spanish. For example, in Unit 9, Lesson 8 of *Destrezas fundamentales*, students read and write *c*, *k*, or *qu* words with the /k/ sound. Students complete a Word Card activity based on the story "Habitantes de la selva: leyendas mayas." In groups, students read words such as *colibrí*, *cazadores*, *quetzal*, *mosquito*, and *Kahuil* from their cards. The teacher asks, "¿Qué tienen en común estas palabras aparte del hecho de que vienen del libro de lectura que han estado leyendo?" All the words on the cards contain the /k/ sound. The teacher then explains, "El sonido que produce la letra *k* también lo emiten las letras *c* y *qu*, por lo que pueden ver que en español hay tres diferentes letras que generan el sonido /k/."

The materials provide direct and systematic instruction in letter-sound relationships, presented in a logical order that enables students to apply these skills to foundational decoding and encoding tasks in Spanish. For example, students review *h* words in *Destrezas fundamentales*, Unit 9, Lesson 10. After the teacher explains that the letter *h* is silent, students look at Picture Cards for the words *hormiga* and *helado*. Students find additional words that start with *h* and create a poster to show that *h* has no sound.

Instruction includes explicit, sequential teaching of letter-sound relationships to support early reading and writing development in Spanish through practical application. For example, in Unit 7, Lesson 1 of the *Destrezas fundamentales: Guía del maestro*, the "Escuchar con atención" section provides explicit instruction for decoding multisyllabic words containing *mp*. The teacher is directed to display the related "Componente digital" and "Lea las palabras una por una segmentándolas en sílabas y pida a los estudiantes que repitan después de usted: *em-pe-zar*; *tiem-po*."

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 explicit Spanish instruction that connects phonemes to letters within words, including suggested feedback to address common student errors and misconceptions. For example, in *Destrezas fundamentales*, Unit 1, Lesson 2, students work in small groups using Picture Cards and Small Syllable Cards for *da, de, do, doc, dien, na, ta, te*, and *tor*. Students use the Small Syllable Cards to form words with *d* and *t* based on the contents of each Picture Card. Students read their words aloud while the teacher actively monitors the class. When students make errors, the teacher repeats the instructions: "Formen con las Tarjetas pequeñas de sílabas el nombre de la imagen . . . una vez que los formen, léanlo en voz alta."

The materials provide targeted teacher support for delivering explicit instruction in Spanish on phoneme-letter connections, along with recommended feedback strategies to correct frequent misunderstandings. Students practice "dictado" in *Destrezas fundamentales*, Unit 3, Lesson 3, focusing on words with letters that made the *c suave* sound /s/ with the syllables *ce* and *ci*, and words with the letter that made the sound /b/ with *b* or *v*. The teacher reads the sentence "Yo vivo en una ciudad grande. Hice un programa de reciclaje". Students repeat the sentence and write it in their *Cuaderno del dictado*. The "Apoyo a la enseñanza" sidebar provides the teacher with suggestions to correct common errors. For example, if students have trouble with the /s/ sound, the teacher can say, "La pronunciación correcta de la letra *c* es /ci/ como en las palabras *cine* y *cinco*."

Instruction includes detailed teacher guidance for explicitly teaching phoneme-to-letter connect in Spanish, with feedback suggestions to help address typical student challenges and reinforce learning. In Unit 2, Lesson 7 of *Destrezas fundamentales*, students read and write Spanish words containing the diphthong *ua*. The teacher displays a "Componente digital," then demonstrates orthographic awareness in decoding and writing *ua* words. The teacher reads words such as *iguana*, and students repeat and write each word. The "Apoyo a la enseñanza" sidebar offers teacher guidance to support students with syllabification of words with diphthongs: "Puede recordarles a los estudiantes que una sílaba está formada por uno o varios sonidos articulados que se pronuncian en una sola emisión o golpe de voz (en una misma salida de aire)."

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 variety of Spanish-language activities and resources to help students develop, practice, and reinforce letter-sound correspondence for decoding single- and multisyllable words in isolation and in authentic decodable texts.

For example, in Unit 9, Lesson 3 of *Destrezas fundamentales*, students review grade 1 and 2 words containing diphthongs *ai*, *ie*, and *ua*. To begin the lesson, the teacher reminds the students that a diphthong is the combination of two vowels within a single syllable, writing the words *continuar*, *paisaje*, *dientes*, *pensamiento*, *cuatro*, and *bailar* on the board. Students read the first word aloud, and the teacher divides it into the syllables *con-ti-nuar*. With a partner, students identify the syllable that has a diphthong, using sentence starters such as "En la palabra _____ la sílaba que tiene un diptongo es _____ y las vocales que forman el diptongo son _____." Partners then work through the remaining words. To practice reading words with diphthongs *ai*, *ie*, and *ua*, students read the decodable reader "Un gran problema." Students needing additional support can review words with these diphthongs at the end of Lesson 3.

The materials provide a range of activities and resources in Spanish that support the development and cumulative reinforcement of letter-sound correspondence, enabling students to decode words in isolation and within authentic decodable texts. For example, in Unit 1, Lesson 2 of *Destrezas fundamentales*, students review decoding (reading) and encoding (spelling) multisyllabic words by blending and segmenting words that contain the sounds /y/ and /ll/, as well as words with the diphthong *ai*. The teacher begins the lesson by explaining that "Tanto la *b* como la *v* representan en español el sonido /b/ y como consecuencia, suenan casi igual; para distinguirlas, a la *b* también se le llama 'be alta,' 'be grande' o 'be larga,' y a la 'uve,' 've baja,' 've pequeña' o 've corta.'" The teacher reminds students that the sounds of the letters *y* (ye) and *ll* (elle) are pronounced the same: /y/, and that words with two letters in a row that represent a single sound, such as *ll*, can appear in print.

Instruction includes diverse Spanish-language activities designed to strengthen students' ability to apply letter-sound relationships for decoding syllables and multisyllabic words, with practice in isolated-word work and connected, authentic text. Students complete a "Página de actividades" in the *Cuaderno de actividades* by correctly completing listed words with *ia* or *io*. In a later "Página de actividades," students read a list of words aloud and circle the diphthongs in each word.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. For example, the Unit 1 introduction of the *Destrezas fundamentales: Guía del maestro* specifies which sound-spelling patterns students learned in grade 1: "Los estudiantes que completaron con éxito el programa de primer grado aprendieron la ortografía de todos los sonidos consonánticos al igual que los grupos consonánticos, o sílabas trabadas, como *fl*, *br*, and *pl* y los dígrafos *rr*, *ch*, and *ll*." The next item outlines the spelling patterns that will be taught in grade 2: "En este segundo grado, los estudiantes también aprenderán los diptongos y los hiatos, y las sílabas *gue*, *gui*, *güe*, and *güi*."

The Unit 8 introduction and unit summary in *Destrezas fundamentales: Guía del maestro* include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations in alignment with TEKS 2.2.A.vi. The materials state: "La Unit 8 del Grado 2 está dedicada a enseñar patrones ortográficos más avanzados y sus reglas. En esta Unit se hace énfasis en los sufijos *-ón*, *-ona*, *-ísimo*, *-ísima*, *-or*, *-ora* y *-ción*, *-ito* e *-ita* y en los prefijos *super-*, *re-*, *pre-*, *des-* e *in-*."

Destrezas fundamentales Unit 1 materials provide a scope and sequence that includes the lesson number, skills, and concepts to be taught in sequential order. For instance, in Lesson 1, "Conciencia fonológica," students learn to "mezclar y segmentar palabras," reviewing "los sonidos /p/, /b/, /m/, /l/, /f/, /d/, and /t/" in "Fonética y lectura," and completing the "cadena de palabras: palabras de una, dos y tres sílabas." In "Ortografía," students learn "ortografía de palabras de una, dos y tres sílabas con /p/ > p y /b/ > b, /m/ > m, /l/ > l, /f/ > f, /d/ > d, y /t/ > t," while in Escritura, students practice "escritura de palabras con una, dos y tres sílabas con /p/ > p y /b/ > b, /m/ > m, /l/ > l, /f/ > f, /d/ > d, y /t/ > t." This scope and sequence provides

an overview of the skills and concepts that are in accordance with the SLAR TEKS 2.2.A.i and 2.2.B.i.

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

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. For instance, in Unit 7, Lesson 6 of the *Destrezas fundamentales: Guía del maestro*, the materials include scripted teacher guidance for teaching "Palabras con el sufijo *-ción*," which connects to TEKS 2.2.A.vi and 2.2.B.i. The script reads: "Los sufijos son terminaciones que se agregan a las raíces de las palabras para formar otras. Las palabras que revisaremos hoy están formadas con el sufijo *-ción*." Later the teacher explains, "Las raíces de las palabras siempre se mantienen y las terminaciones cambian para formar nuevas palabras, tal como se muestra en el Componente digital 6.2." The guidance provides examples the teacher uses during instruction such as "Mi motivación es jugar en el equipo de la escuela," "Hugo siempre pone atención," and "La invención de la bombilla eléctrica fue genial."

Unit 8, Lesson 2 in the *Destrezas fundamentales: Guía del maestro* contains specific teacher guidance for teaching "identificación y uso de prefijos," which connects to TEKS 2.2.A.vi and 2.2.B.iv for the decoding and encoding of prefixes. The teacher's directions include: "Explíquelos: 'Todos juntos deberemos completar la palabra en cada oración, ya sea con el prefijo *super-*, *re-* o *pre-*.' Lea en voz alta la primera oración: 'En casa tuvimos que ____ organizar las actividades de limpieza.' Pregunte a los estudiantes: '¿Cuál es el prefijo que va con la palabra *organizar*: *super-*, *re-* o *pre-*?' Pida que platiquen con su compañero de al lado para dar respuesta a la pregunta. Pida a un estudiante que diga cuál es el prefijo que va con la palabra *organizar* (*re-*)."

Teacher guidance appears in *Destrezas fundamentales*, Unit 9 Lesson 1, which includes a lesson connected to SLAR TEKS 2.2.A.ii and 2.2.B.i that reviews reading and writing words with the /s/ sound spelled with the letters *c*, *z*, or *s*. In the lesson, "Identificarán la letra que suena como /s/ al ver y escuchar las palabras que [el maestro] mostraré en la Tarjetas de imágenes." The teacher shows the Picture Card for *isla*, intones the word, and asks students to repeat it. Next, the teacher reads the word while segmenting its syllables—*is-la*—and asking, "¿Qué letra en esta palabra se pronuncia como /s/?" The lesson continues with the words *cigüeña* and *zorro*.

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

The materials include a variety of activities and/or resources authentic to Spanish for students to practice and reinforce grade-level sound-spelling patterns. "Pausa 1" in Unit 7 of the *Destrezas fundamentales*:

Guía del maestro includes many activities to connect with TEKS 2.2.A.i and 2.2.B.i, which pertain to decoding and encoding multisyllabic words. Examples from "Pausa 1" include "Más ayuda con palabras con *m* antes de *p*," in which teachers read a list of *mp* words with students; "Más ayuda con palabras con *m* antes de *b*," in which teachers play a game with students who hear the teacher read an *mp* or an *mb* word and determine on which side of the table to write it, and "Más ayuda con palabras with sufijo *-ción*," in which students create new words by adding the suffix *-ción* to a word from a word bank.

Unit 8, Lesson 2 "Apoyo adicional" in the *Guía del maestro* contains a mini-lesson that supports TEKS 2.2.A.vi and 2.2.B.iv, during which students roll a cube inscribed with prefixes *re-*, *pre-*, and *super-* to determine which prefix they will apply to a root word to create a new word, thereby developing their understanding of prefixes.

"Pausas" 1 and 2 in Unit 9 of the *Destrezas fundamentales: Guía del maestro* provide cumulative review opportunities for students to practice sound-spelling patterns taught in the unit, such as "Más ayuda con las palabras con el sonido /s/ escrito *c*, *z*, or *s*." Students play "hot potato" with words containing the /s/ sound. The materials also contain the cumulative review activities "Más ayuda con diptongos," in which students identify various diphthongs in words, and "Más ayuda con palabras con *gue*, *gui*, *güe*, and *güi*," in which the teacher says a word containing one of these sounds and students determine in which column of a table they belong.

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)

In connection with TEKS 2.2.A.i and 2.2.B.i, Unit 2, "Pausa 1" in the *Destrezas fundamentales: Guía del maestro* contains "Más ayuda con la ortografía," which includes the activity "Juego de béisbol." Students play a baseball-themed board game in which they draw a card from a pile while "at bat." If the student reads the card correctly, they move to the next base.

The materials also support the decoding of words in the context of the Unit 2 decodable text "El Viaje." Students decode words with *n* and *ñ* such as *años*, *nada*, *nunca*, and *sueño* from Chapter 1.

The Unit 7 *Destrezas fundamentales Cuaderno de actividades* includes the activity "Escribir palabras con *m* antes de *p*," in which students encode *mp* words. Students also complete a "Dictado" using the decodable text "Luchar por un sueño." The teacher dictates a set of sentences from the text including "Selena disfrutaba componer canciones. Tocaba música con su familia también," and students write what they hear, using appropriate spelling and grammar rules.

In Unit 9, Lesson 5 of *Destrezas fundamentales* students review and read words containing *gue*, *gui*, *güe*, and *güi*. The teacher points to words on a projected Componente digital, and students read the words aloud. At the end of the lesson, the teacher says the words aloud and students write them without looking. When finished, students check their written words with the help of the digital component. Students also complete a "Página de actividades," in which partners take turns writing and sharing sentences using words with the /k/ sound. Afterward, students write words that the teacher dictates.

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 "Vistazo, alcance y secuencia" lists TEKS 2.3.C being taught during Units 3, 4, 7, and 8 in the *Destrezas fundamentales*. These lessons pertain to instruction on affixes and their use to determine meanings of words.

Each unit in the *Destrezas fundamentales: Guía del maestro* provides a "Mapa de destrezas" noting the vertical alignment of topics of study within the skills units. Per the map, study of suffixes and prefixes begins in Units 3 and 4, and study on affixes continues through Units 8 and 9 through a systematic Spanish sequence.

Each unit introduction in *Destrezas fundamentales: Guía del maestro* contains a calendar outlining the sequence of lesson topics to cover Spanish morphemes during the unit. For example, "Calendario de la unit 4" contains a table noting Day 6 instruction on the prefix *re-*, while a lesson for the prefix *in-* takes place on day 7.

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)

Unit 4, Lesson 5 in the *Destrezas fundamentales: Guía del maestro* contains explicit instruction for the introduction of meaning of the prefix *super-* and how this prefix changes the meaning of attached base words. The teacher guidance states, "Escriba en la pizarra la palabra *héroe*, pida a toda la clase que la lea en voz alta, luego invítalos a mencionar qué indica ese sustantivo (que es heroico, que ayuda o salva a los demás). Escriba con un marcador de otro color el prefijo *super-* pegado a la palabra y sin guión (-), lea la

nueva palabra en voz alta y sílaba por sílaba y pídales que la repitan. Luego, pregúnteles: '¿La palabra *superhéroe* sigue significando lo mismo? ¿Es lo mismo un héroe que un superhéroe? ¿Qué significa *superhéroe*?' Later in the lesson, students practice decoding and encoding words with the prefix *super-* in a "Página de actividades" of the *Cuaderno de actividades*, matching words with the prefix *super-* to their meanings.

The Unit 7, Lesson 6 materials in the *Destrezas fundamentales: Guía del maestro* include direct instruction for teachers to present the meanings of words with the suffix *-ción*: "Explique el significado de cada palabra: '*Motivación* es el sentimiento o el deseo que nos hace querer hacer algo; atención, aplicar el entendimiento a algo o a alguien; cortesía, urbanidad, demostración de respeto; invención, acción y efecto de descubrir o hallar algo nuevo o desconocido, cosa inventada.'" Later, the "Ortografía dictado" provides opportunities to decode and encode using sentences from an accompanying reading selection, "El talento de David," such as "David y sus amigos jugaban béisbol. La mayor ambición de David era ser un atleta profesional."

In Unit 3, Lesson 15 of *Destrezas fundamentales*, the teacher introduces students to reading and writing words using suffixes *-ísimo* and *-ísima*: "Hoy vamos a aprender sobre otro sufijo. ¿Quién puede enumerar algunos de los sufijos que ya hemos aprendido? Hoy veremos algunos sufijos que indican que se intensifica la cualidad a la que se refieren." Students create sentences with the words and read them aloud with a partner. Finally, students work in a "Página de actividades," writing words to which they add the intensifier *-ísimo* or *-ísima*.

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

The materials include a variety of activities to practice morphological skills. For example, at the end of Unit 4, Lesson 7 in the *Destrezas fundamentales: Guía del maestro*, the "Apoyo adicional" offers "Más ayuda con el uso de palabras con el prefijo *in-*." This activity provides an opportunity to develop understanding of how to use words with the prefix *-in*.

In "Más ayuda con palabras con el prefijo *re-*," students play the game "Buscando palabras con prefijos," practicing skills by searching for words with the suffix *re-*. Later, in "Más ayuda con palabras con el prefijo *des-*," students can again practice morphological skills as they play "Encuentra al intruso," in which they listen to dictated words and determine which word contains the letters *des*, but in which the letters do not function as the prefix *des-*.

"Pausa 1" in Unit 4 of the *Destrezas fundamentales: Guía del maestro* offers "Más ayuda con prefijos." In this section, the materials supply various activities to develop, practice, and reinforce prefix skills such as

"Palabras con el prefijo *super-*," in which students form words using the prefix *super-* and then select the appropriate word to match a sentence based on context; "Palabras con el prefijo *re-*," in which students find and color words with prefix *re-*; and "Palabras con el prefijo *des-*," which asks students to add words with the prefix *des-* to the correct sentence based on context.

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 *Cuaderno de actividades* for *Destrezas fundamentales*, Unit 4, includes an activity in which students add the prefix *super-* to a base word to create a new word, such as *supermercado*. The materials also include a Unit 7 activity in which students match words ending in *-ción* to companion words ending in suffixes *-or* and *-ora*, such as *investigación/investigadora*.

In Unit 4, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, students read accompanying decodable text "Lavinia," in which they decode bolded words with the prefix *super-*, such as *supermercado* and *superpuesto*, within the context of the story. Later, students complete an activity in which they encode the correct word containing the prefix *super-* from the word bank to its meaning.

In Unit 3, Lesson 14, *Destrezas fundamentales*, the teacher writes word pairs *libro/librero*, *jardín/jardinero*, and *granja/granjero* and explains, "La raíz de las palabras es la primera parte y los sufijos son letras que se unen a la raíz para formar otra palabra. Es decir, la raíz es la parte de la palabra que no cambia y los sufijos *-ero* y *-era* se agregan al final de la raíz para crear una palabra nueva." The teacher writes the word *jardín*, and students partner to discuss which suffix would be ideal for this word. Later, students complete a "Página de actividades" in which they read the root word aloud and then determine which suffix can be used to form a new word.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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

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

The materials provide teacher guidance to help students determine the meaning of unfamiliar Spanish words using illustrations, text, and contextual clues aligned with grade-level Spanish Language Arts TEKS. For example, in Unit 9, Lesson 5 of *Destrezas fundamentales*, students review and read words with syllables *gue*, *gui*, *güe*, and *güi*. The materials guide the teacher to use Picture Cards for the words *guepardo*, *guitarra*, *pingüino*, and *cigüeña*, and read the words aloud. Showing the related Digital Component, the teacher points to the syllable *gue*, says the syllable aloud, and points to the words containing the same syllable. Students say the words aloud while pointing at the syllables.

In Units 1–4 of the *Guía del maestro*, the teacher models how to use illustrations to activate prior knowledge. In the activities "¡Hola!" and "Sorpresa en el bosque," students infer word meanings. Teachers are provided with sample prompts to direct students' attention to surrounding text—both sentences and paragraphs—to identify definitions, synonyms, examples, or cause-and-effect clues that clarify word meanings. Teachers implement think-aloud strategies and scaffolded questioning to build students' skills in using context clues independently, including re-reading and questioning techniques to enhance comprehension.

Additionally, the lesson plan for Unit 7, Lesson 6 in the *Guía del maestro* references TEKS 2.3.B (B) to use context within and beyond a sentence to determine the meaning of unfamiliar words. For the "Lectura en voz alta: El inicio de la guerra," teacher guidance provides digital images to support student comprehension of the read-aloud.

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

The materials include teacher guidance in Spanish for providing explicit instruction on how to use print and digital resources such as picture dictionaries, glossaries, eBooks, and online dictionaries. For example, the Unit 2, Lesson 2 materials in *Destrezas fundamentales* guide the teacher in using the dictionary while introducing the vocabulary word *acariciar*. The teacher tells students, "Pude explicarles el significado de las palabras porque lo busqué en el diccionario." The teacher shows the students the dictionary and says, "Este es un diccionario y aquí podemos buscar el significado de las palabras desconocidas."

The materials offer Spanish-language teacher support for delivering direct instruction on the purpose and effective use of print and digital tools, including picture dictionaries, glossaries, eBooks, and online dictionaries. In *Destrezas fundamentales* Unit 9, Lesson 4, the materials include "Vistazo previo al vocabulario esencial," which provides teacher guidance to support students in using a dictionary: "Antes de leer el capítulo, repase las siguientes palabras con los estudiantes y para ayudarlos con el significado de las no conozcan, asístalos con el uso de un diccionario o un recurso digital."

The materials include guidance in Spanish to help teachers explicitly teach students how to use a variety of print and digital resources, including glossaries, eBooks, picture dictionaries, and online references, to support vocabulary development. Unit 2, Lesson 2 in *Destrezas fundamentales* instructs teachers to "Prepare un diccionario o un recurso digital para ayudar a los estudiantes con el significado de palabras desconocidas." Later in Lesson 2, during "Vistazo previo al vocabulario," teachers model looking up unfamiliar words in the dictionary, using one of the core vocabulary words to demonstrate.

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

The materials include Spanish-language activities that use print and digital resources to help students determine word meanings and pronunciations. In Unit 1, Lesson 1 of *Destrezas fundamentales*, students practice using print or online dictionaries using a "Página de actividades." During the read-aloud, students can use a picture dictionary or a digital resource found in the Teacher Resource section to look up the meanings of *festival*, *escenario*, and *público*.

The materials provide tasks in Spanish that guide students in using print and digital tools—such as dictionaries and glossaries—to identify word meanings and correct pronunciations. For example, in *Destrezas fundamentales*, Unit 9, Lesson 2, before reading the chapter "Habitantes de la selva: Leyendas mayas," students review the vocabulary words. The teacher writes the vocabulary words on the board and practices the pronunciation with the students. Students use a dictionary or a digital resource to find the meaning of the vocabulary word *colibrí*, *selva*, *leyenda*, *maya*, *cosmos*, *fango*, and *plumaje*.

The materials feature Spanish-language activities that engage students in using print and digital references to build vocabulary and support accurate pronunciation. For example, in sections such as the "Vistazo previo al vocabulario esencial," students are encouraged to use dictionaries—both print and online—to look up unknown words. Phonics activities help students practice saying words by breaking them into syllables and sounds. Words such as *queso*, *cine*, *reconstruir*, and *granja* are practiced out loud with pictures and interactive tools so students can hear and repeat the correct pronunciation.

5.G Fluency

5.G.1 Reading Fluency (1–3)

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

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

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

The materials support Spanish fluency development through modeled instruction, guided student practice, and targeted teacher feedback. For example, in Unit 3, Lesson 8, students read the decodable text "La solución" and practice words with *diptongos* and *hiatos*. The teacher models pronunciation (e.g., *aire*) and explains concepts such as how *ai* forms a *diptongo*. Students also work on *hiatos* such as *teatro* by breaking words into syllables. A "Componente digital" offers additional practice. The teacher continues to model pronunciation of words with *diptongos* and *hiatos*. Students find the words with a *diptongo* or *hiato* while the teacher provides corrective feedback if a student needs support to complete the activity.

The materials include lessons, activities, and tasks that model and practice fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback. For example, in Unit 4, students participate in structured fluency activities, including repeated readings, paired reading, and choral reading, focusing on expression, accuracy, and pacing using decodable texts such as "La noticia" and "Merienda en el parque." These activities include isolated word and phrase practice as well as passages from authentic texts in which students apply fluent reading strategies across contexts.

The materials provide frequent read-aloud opportunities for teachers to model fluency and prosody such as Unit 7, Lesson 2's "Lectura en voz alta," which uses the decodable reader "Los grandes despertares y los fundadores." The teachers display Picture Cards while reading aloud about critical historical events and people during the early phases of the movement to abolish slavery in the United States. The materials provide teachers with scaffolded supports during the reading lesson to enhance the students' comprehension of the text. For example, the teacher gives examples of the words *sacrificar* and *causa* at the beginning of the story to help students understand the history of the United States. In the middle of the story, the teacher asks guiding questions and provides supporting feedback to help students understand why the soldiers needed to be in good spirits. At the end of the story, the teacher provides

corrective feedback as students answer comprehension questions about the soldier's feelings or state of mind.

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

The materials include embedded modeling and practice using authentic Spanish word lists, decodable phrases and sentences, and connected decodable texts within the lessons. For example, after finishing Unit 3, Lesson 8 on words with the /ks/ sound using *cc* and *x*, students complete a "Página de actividades" that includes a table with words such as *acción*, *éxito*, and *saxofón*. This lesson also includes a decodable text, "La solución," in which students have more practice with words with the /ks/ sound.

The materials provide integrated modeling and practice opportunities featuring authentic Spanish word lists, as well as decodable phrases, sentences, and connected texts to support reading development. For example, Unit 9, Lesson 5, includes the decodable text "Un inquieto venado," providing a list of words with the syllables *gue*, *gui*, *güe*, and *güi* taught in the lesson. This passage provides modeling and practice that enables students to apply decoding strategies while enhancing their fluency and comprehension in more realistic reading situations.

The instruction incorporates modeling and guided practice with authentic Spanish language materials, including word lists, decodable phrases and sentences, and connected texts embedded within each lesson. Unit 4, Lesson 1, includes the "Lista de palabras" section, which features decodable words for explicit modeling and practice. Units 3 and 4 integrate decodable phrases such as "La casa es roja" and "El gato corre" to support scaffolded phrase-level reading. Connected decodable texts such as "El sol y la luna" in Unit 2, Lesson 4 provide extended practice with phonics-aligned passages.

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

The materials include Spanish-language practice activities to build word reading fluency in various settings, including independent work, partner practice, and teacher-led small groups. For example, in Unit 3, Lesson 8, students develop word reading fluency through independent and small-group practice. Students work in small groups to practice recognizing words with the /ks/ sound using letters *cc* and *x*. The students are then given decodable readers to practice independent reading for comprehension and for reading fluency of words with the /ks/ sound using the letters *cc* or *x*.

The materials offer Spanish-language tasks to develop word reading fluency through multiple

instructional settings, such as independent practice, peer collaboration, and small-group instruction. In Unit 9, Lesson 6, students participate in various interactive activities, independently and in pairs, to review the /k/ sound in words that contain the letters *c*, *k*, or *qu*. During the lesson, the teacher provides Picture Cards with the words *canario*, *koala*, and *queso*. Students work independently, creating sentences with those words. Later, they work with a partner, sharing the sentences and writing a sentence that their partner shares.

Instruction incorporates fluency-building activities in Spanish that allow students to practice word reading independently, with a partner, and in teacher-guided small groups. Independent fluency practice involves timed oral readings of multisyllabic and high-frequency words to build automaticity. Partner activities include reading of word lists and passages aloud in Spanish to improve speed and accuracy.

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

The materials include a variety of authentic Spanish connected texts to support the development of accuracy, fluency, prosody, and comprehension. For example, in Unit 4, Lesson 1, students learn about reading rhythm and reading with punctuation marks. First, the teacher models reading with rhythm and reading appropriately while heeding punctuation marks. Next, the students work on activities in *Destrezas fundamentales* to practice fluent reading skills.

The materials provide diverse, authentic Spanish connected texts designed to enhance students' reading accuracy, fluency, prosody, and overall comprehension skills.

The instructional materials include various authentic Spanish connected texts for the building of accuracy, fluency, prosody, and comprehension, such as the narrative "Deseo concedido" in Unit 1, the poetry and rhymes in Unit 2, and dialogues and narratives in Unit 3's "Campo y ciudad," and the story "Nico y Lisa" in Unit 4. These texts support the building of accuracy through word decoding and correct reading, fluency via repeated readings and pacing guidance, prosody by encouraging intonation, rhythm, and expression in poetry and oral readings, and comprehension through targeted questions and vocabulary activities.

The curriculum incorporates various authentic Spanish texts that promote the development of key reading skills, including fluency, prosody, accuracy, and comprehension. For example, in Unit 7, Lesson 7 in *Destrezas fundamentales*, students take home "Página de actividades" from the *Cuaderno de actividades* to read the passage "El deseo de ayudar" to a family member and practice answering the accompanying comprehension questions with them after the reading.

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

The materials provide explicit instruction in Spanish on handwriting skills, including handwriting strokes, aligned to grade-level expectations and, when possible, connected to current learning. For example, "Presentar letra cursiva" in *Destrezas fundamentales* Unit 9, Lesson 8 provides explicit instruction for the formation of lowercase and uppercase letters. Teachers model "Letras paracaídas: D, L, Q, x, y Z mayúsculas." The teacher explains these letters are called "letras paracaídas" because they start at the top and then go down, similar to how a falling parachute glides to Earth. Before students write on paper, they practice air writing, following the teacher's gestures.

The materials include direct instruction in Spanish for teaching handwriting, focusing on appropriate handwriting strokes and integrating applicable content connections to reinforce student learning. For example, before students practice writing capital letters *g* and *s* in Unit 8, Lesson 10, the teacher likens the letters to *hilos de cometa largos*: long kite strings. Students practice air writing the letters before they work on the lesson's "Página de actividades."

The instruction features explicit Spanish-language guidance for developing handwriting skills, including grade-appropriate stroke formation that is purposefully linked to ongoing academic content when possible. "Escritura con letra cursiva" in Unit 8 of the *Destrezas fundamentales: Guía del maestro* provides a list of tips to ensure teachers can provide support left-handed students. For example, the first bullet point advises teachers to "considere la disposición de los asientos para los estudiantes zurdos. La colocación de los brazos y los codos en relación con otros estudiantes puede afectar su espacio de escritura."

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

The materials provide frequent opportunities and resources in Spanish for students to authentically practice and develop grade-appropriate handwriting skills. In Unit 1, Lesson 6, students have the opportunity to practice their cursive handwriting skills by completing an in-class "Página de actividades" and a take-home "Página de actividades," for instance.

There are various Spanish-language activities, tasks, and resources that offer consistent and meaningful practice in developing handwriting skills aligned with grade-level expectations in the materials. For example, the students practice tracing and copying lowercase cursive letters with strokes such as *colinas* (hills) and *valles* (valleys), as well as uppercase letters such as *b*, *h*, *k*, *p* and *r*, with step-by-step guidance. These handwriting activities incorporate vocabulary and grammar from their language lessons, such as words with prefixes *super-*, *re*, *in*, *des-*, suffixes *-ito/-ita*, *-ísimo/-ísima*, *-ón/-ona*, and sound patterns such as *mp* and *mb*.

The instruction offers regular Spanish-language practice through tasks and resources that support the authentic development of handwriting skills appropriate to students' developmental level. Using the *Cuaderno de actividades*, students write cursive words containing capital *i* and *j*, as well as practice writing words and sentences containing uppercase *s* and *g* in cursive for a Unit 8 activity. This practice continues in a Unit 10 activity in which students are instructed: "Piensa en un nombre y un apellido que empiecen con G o S. Escríbelos en letra cursiva."

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

The materials include units designed to build student knowledge based in the field of history. In Unit 10, "Luchar por una causa," students learn about the civil rights champions Martin Luther King and Rosa Parks, as well as the contributions of César Chavez and Dolores Huerta. In Unit 11, students read informational texts about the history of the Wright Brothers' flying machines and their contributions to the aviation industry. Students read and write about slavery and the US Civil War in Unit 7 as they study historical figures such as Harriet Tubman, Robert E. Lee, and Clara Barton.

The curriculum features units intentionally structured to develop content knowledge related to historical topics and themes. Students read and analyze literature through fairy tales and tall tales, engaging with classic texts such as "La bella y la bestia." Students also build knowledge in history and literature as they explore ancient Greece, analyzing narrative elements and themes in Greek myths such as "Deméter y Perséfone."

The materials include units that promote knowledge building through content grounded in historical studies, supporting comprehension and context development. For example, as students study the human body in Unit 8, they read books such as *El cuerpo humano: componentes básicos y nutrición*, in which they will learn the basic components of the human body and the nutrition needed for good health.

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

The materials include a scope and sequence that provides a structured approach to building knowledge across grade levels. According to the *Guía de programa e implementación*, instruction in grades K–2 gradually progresses from foundational reading skills to comprehension and application. Unit 5 on the water cycle demonstrates how students build on earlier lessons from kindergarten and grade 1, such as units on plant growth, weather, space, and animals. A dedicated section on prior knowledge helps teachers connect new content to what students have already learned.

"Cuentos de hadas y cuentos exagerados" in Unit 1 builds on core content from kindergarten and grade 1, such as "Rimas y fábulas infantiles" and "Fábulas y cuentos." This intentional progression enables students to connect new literary content with prior knowledge, deepening comprehension. These connections highlight how the curriculum scaffolds learning year after year.

"Estableciendo conexiones año tras año" in the *Guía de programa e implementación* provides a scope and sequence that outlines knowledge-building topics from kindergarten through grade 5. The chart uses color-coded dotted lines to connect related themes across grade levels; a green dotted line links the five senses in kindergarten to the human body in grades 1 and 2, showing a progression in science content, for example. The *Guía* also connects subjects such as literature and history, helping teachers understand how learning builds over time.

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

The "Vistazo, alcance y secuencia" maps out learning progressions across grade levels, highlighting the prior knowledge students need, the new content taught in grade 2, and what students will learn in future grades. It emphasizes the vertical alignment of instruction, ensuring continuity and readiness. The curriculum also offers extended engagement with Spanish texts through *Aprendizaje Bluebonnet*, enabling students to deepen their understanding of connected knowledge-building topics in Spanish.

The units are designed to allow students extended time for connected knowledge-building topics and Spanish texts. For example, Unit 10, which focuses on the Civil Rights Movement, is designed to span 14 class days, including 1 day for review and 2 days for assessments. In this unit, students learn about Martin Luther King Jr., William Penn, and Jackie Robinson, as well as how César Chavez and Dolores Huerta fought for and protected workers' rights.

In Unit 1, students engage in an extended study of literary genres using Spanish texts. The unit introduces classic fairy tales and tall tales, helping students explore well-known story elements and

themes while building on related content from kindergarten and grade 1. This foundation supports deeper literary understanding in future grades. The unit spans approximately two weeks and offers students meaningful interaction with connected texts in Spanish.

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

Lessons are connected through anchoring Spanish texts or text sets that are intentionally designed to build background knowledge over time. For example, Unit 4, on the War of 1812, is designed to build student knowledge about westward expansion, the later American Civil War, and immigration. Students will study these topics in social studies in grade 2 and future grades. There are eight lessons designed to be taught over two weeks.

Unit 10, on the Civil Rights Movement, is designed to help students understand the connection between ideas and actions, and how ordinary people can do extraordinary things. The lessons enable students to make connections to similar people in their communities or people they have learned about in prior grades. Students learn about the dedication and sacrifice of nine key figures who fought for various causes, such as religious freedom, the abolition of slavery, and equal protection under the law for all people.

The curriculum connects lessons through core Spanish texts or text sets to strategically build students' background knowledge across Units 7–10, beginning with a study of the US Civil War, followed by Unit 9 readings of Spanish texts pertaining to immigration into the United States. Finally, students move into Unit 10, in which they interact with texts pertaining to human rights in the United States. These texts are connected across the units, enabling the students to build their background knowledge over the course of the year.

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

The Unit 10 materials integrate Spanish grammar, vocabulary, discussion, and writing activities that connect to the unit's central theme of how ordinary people can create social change. Each lesson introduces key vocabulary supported by Word Work activities, with repeated exposure to terms such as *courage* to promote retention and use. Students also explore the structure of free-verse poetry and apply what they have learned from read-alouds to write their own poems using correct Spanish grammar. These activities simultaneously reinforce language development and content understanding.

In Unit 11, students explore the history of aviation while building on prior units about ancient Greek

civilizations and myths. The unit connects language instruction with history, engineering, and science, laying a foundation for future studies in world history. Each lesson introduces key vocabulary, such as *aviators*, *support*, and *vulnerability*, supported by Word Work activities. Students gather information about notable figures in aviation and conclude the unit by writing an informational composition using proper Spanish grammar and the newly acquired vocabulary.

The materials include Spanish grammar, vocabulary, discussion, and writing activities that are connected to the knowledge-building topic of the lesson, such as in Unit 7, in which students are reintroduced to the topic of the American Civil War from kindergarten and grade 1. The additional knowledge gained in grade 2 will support understanding of the topic in future grades. Each lesson of the unit includes key vocabulary—such as *rebel*, *advisors*, and *valor*—and associated Word Work activities. Additionally, students identify the subjects and predicates of sentences in *Destrezas fundamentales*, Lesson 7's "Gramática," subsequently applying this learning in their informational essays.

6.A.2 Context and Student Background Knowledge

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

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

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

The materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. For example, as students study the history of slavery and the conflict that led to the Civil War, the teacher is guided to have group discussions to help students activate prior knowledge from kindergarten and grade 1.

The materials supply background knowledge by making connections to previously learned content in prior grades. For example, Lesson 1 of Unit 8 on health and nutrition prompts the teacher to ask the students to define the word *saludable*. The teacher creates a working definition of the word based on student responses. Students will learn about healthy foods and how the human body processes foods for its well-being.

Additionally, the *Guía de maestro* provides "Conexiones esenciales" for the teacher to activate prior knowledge on the unit's topic or concepts. In Unit 1, on fairy tales, for example, the teacher asks students to review a previously studied fairy tale from grade 1, such as "La bella y el bestia" or "La bella durmiente."

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

The materials activate prior knowledge by connecting to information learned in previous grade 2 units. In Unit 2, students learn about the ancient Greeks—their lives, traditions, and government, in Unit 2. Later, in Unit 3, Lesson 1, students begin a unit on Greek history, which starts by asking students to share what they have already learned about the ancient Greek civilization, "Pida a los estudiantes que compartan lo que ya han aprendido sobre la antigua civilización griega."

The materials promote activation of prior knowledge in Spanish by establishing meaningful links across instructional units within a grade level. While "Conexión bilingüe" primarily intends to establish metalinguistic connections between Spanish and English, the materials provide guidance to highlight

strategic connections within the contents of the lesson. Some lessons, for example, refer to cognates across the units within the grade level. A section on cognates provides a word list including *correcto*, *festivales*, *partes*, and *plantas* to explicitly guide teachers to help students bridge understanding between unit content and their existing knowledge from other subject areas.

Grade-level materials support knowledge activation in Spanish through intentional connections that build continuity across units. For example, in Unit 2, students learn about the ancient Greeks, their lives, traditions, and government. As students begin Unit 2 the guidance prompts teachers, "Pida a los estudiantes que compartan lo que ya han aprendido sobre la antigua civilización griega."

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

The materials offer students relevant and targeted context or background knowledge in Spanish to enhance student engagement with the text. For example, in Unit 4, on the War of 1812, students answer supplied questions to demonstrate comprehension of a related read-aloud text.

Each lesson contains a "Rotafólio de imágenes" for the current and previous units to provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. The images provide context to help the students remember related information about the topic as it is read aloud. In Lesson 1 of Unit 11, students look at various pictures to engage them in a study of aviation. Each picture depicts a flying animal or person; students look at the pictures and imagine what they would do if they could fly.

In the "Lectura en voz alta" for Unit 7 on the Civil War, the teacher shows images from the "Rotafolio de imágenes" to provide students with the necessary context and background knowledge to enhance engagement. The teacher asks students to describe what they see in each image, provide examples of good and bad decisions, and explain why it is important to learn about good and bad things people have done in the past, for example. Such prompts provide opportunities for students to become engaged in the upcoming passages about the problem of slavery.

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

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

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

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

Spanish-language questions in the materials engage students with big ideas and themes. For instance, in Unit 10, Lesson 8, students read a story about Jackie Robinson and injustices he faced in the community. Throughout the story, students discuss questions such as "¿Qué tipo de persona creía Branch Rickey que era Jackie Robinson?" and "¿Qué palabra o frase de las que han aprendido significa responder a la injusticia sin usar la fuerza física?" These questions allow students to grasp the main idea of the story and its theme.

The materials include Spanish-language questions designed to guide students in exploring central themes and big ideas throughout the curriculum. During a Unit 11 read-aloud lesson about Charles Lindbergh, students are asked "¿Dónde comenzó y dónde terminó el viaje de Charles Lindbergh y el Spirit of St. Louis? ¿Cuánto tiempo duró el vuelo? ¿Cómo influyó Charles Lindbergh en el mundo de la aviación?" These questions engage students with the "big idea" of persistence in the context of early aviation history.

The instruction features questions in Spanish that encourage students to think critically about significant concepts and thematic connections. Unit 1, Lesson 1 on fairy tales includes questions such as "¿Qué lección aprendiste de un cuento de hadas que leíste?" and "¿Qué partes de cada uno de los cuentos fantásticos podrían suceder realmente?" prompting students to explore topics related to narrative genres and their lessons. Similarly, in Unit 2, students imagine living in a democracy or a monarchy and reflect on the topic of various government systems and their impact.

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

The materials include questions and tasks designed in Spanish to prompt students to synthesize knowledge and concepts across texts within lessons. For example, Unit 4 provides two activities in the *Cuaderno de actividades* in which students collaborate to identify the causes of the War of 1812 and reflect on what they learned in the lesson texts about the people involved. In a third activity, students apply their knowledge by writing a persuasive essay as an extended-response task to synthesize the information.

The materials feature Spanish-language questions and tasks intentionally crafted to prompt students to integrate and synthesize ideas from multiple texts within a lesson. For example, the Unit 10, Lesson 2, materials include a historical fiction text about Queen Esther's faith, which led her to take a brave action that saved an entire group of people. Later, in Lesson 4, students read an informational story about William Penn, who remained steadfast in his beliefs and created positive change for others. Students are subsequently asked "¿Quiénes son las dos personas que aparecen en esta Línea de tiempo?, ¿Qué rasgos tienen en común la reina Ester y William Penn?, ¿Por qué causa luchó la reina Ester?, and ¿Por qué causa luchó William Penn?"

The questions and tasks throughout the unit and across units integrate grade-level reading, writing, speaking, listening, and/or language TEKS to synthesize subject-matter concepts such as science and social studies. Units 2 and 3, on ancient Greece, demonstrate an integration of TEKS across various activities, such as those in which students read texts and write responses that require them to think critically about the material, make predictions, and summarize their understanding of connected topics. For example, in "Conexiones principales" for Lesson 1, on Mount Olympus, students are asked to make a connection to what they learned in the previous unit about ancient Greece and to recall what Poseidon ruled over. The materials include tasks that explicitly ask students to connect ideas, compare and contrast information, or apply concepts from one text or unit to another. In "¿Qué sabemos ya sobre la ficción?" of Lesson 1, students compare what they learned in Unit 1 about the differences in fiction and nonfiction texts and what they learned in Unit 2 about the ancient Greeks through nonfiction texts. Students then answer a comprehension question about the features of a Greek myth, drawing on what they learned in previous units.

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

The "Vistazo, alcance y secuencia" maps out learning progressions across grade levels, highlighting the prior knowledge students need, the new content taught in grade 2, and what students will learn in future grades. It emphasizes the vertical alignment of instruction, ensuring continuity and readiness. The

curriculum also offers extended engagement with Spanish texts through *Aprendizaje Bluebonnet*, enabling students to deepen their understanding of connected knowledge-building topics in Spanish.

The units are designed to allow students extended time for connected knowledge-building topics and Spanish texts. For example, Unit 10, which focuses on the Civil Rights Movement, is designed to span 14 class days, including 1 day for review and 2 days for assessments. In this unit, students learn about Martin Luther King Jr., William Penn, and Jackie Robinson, as well as how César Chavez and Dolores Huerta fought for and protected workers' rights.

In Unit 1, students engage in an extended study of literary genres using Spanish texts. The unit introduces classic fairy tales and tall tales, helping students explore well-known story elements and themes while building on related content from kindergarten and grade 1. This foundation supports deeper literary understanding in future grades. The unit spans approximately two weeks and offers students meaningful interaction with connected texts in Spanish.

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

The materials provide opportunities for students to apply their knowledge beyond the classroom. After learning about tall tales in Unit 1, for example, students are encouraged to apply their understanding by searching for community resources, such as statues, monuments, or museums that commemorate Paul Bunyan, John Henry, or Casey Jones, demonstrating the real-world application of their knowledge.

The materials include tasks and activities that encourage students to extend their learning and apply acquired knowledge outside of the classroom setting. For example, in a culminating activity for Unit 1, students write a diary entry using the perspective of a character of their choice from a story covered in the unit, retelling an encounter with the protagonist, Alice. Students discuss whether their character likes Alice or describe how Alice felt during or after the encounter. This task requires students to synthesize their understanding of the story and write creatively from the perspective of a character in a diary format—a real-world form of personal writing.

The instruction provides meaningful opportunities for students to transfer and apply their knowledge to everyday situations beyond the classroom environment. For example, in the Unit 9 "Actividad de investigación—inmigrantes famosos," students connect what they have learned about the history of immigration in the United States to the present day. Students investigate famous immigrants who have realized success in the US, such as Charles Steinmetz.

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

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

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

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

Each unit within the *Guía del maestro* includes "Vocabulario académico y esencia" organized by lesson. The *Guía de programa de implementación* explains which types of Spanish academic vocabulary words fall under Tiers 2 and 3. For example, the Unit 4 "Vocabulario académico y esencia" section of the *Guía del maestro* provides vocabulary for all 12 lessons, and according to the *Guía de programa de implementación*, the students are learning and interacting with Tiers 2 and 3 words.

For example, in Unit 10, Lesson 1, the "Vocabulario esencial" of the *Guía del maestro* includes *coraje*, *derechos civiles*, *discriminación*, *movimiento*, and *no violencia*. In Unit 7, Lesson 9, the Civil War-related words in the *Guía del maestro* "Vocabulario esencial" include *asesores*, *frágil*, *general*, *juramento*, and *páramo*. Based on information in the program guide, the students are learning and interacting with Tiers 2 and 3 words in both instances.

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

Materials include practice opportunities with appropriate language scaffolds to support all learners. In Unit 10, students learn vocabulary related to the Civil Rights era, such as *asesores*, *costumbres*, *descendientes*, *desfilar*, and *luto*. Students focus on the word *costumbre* in Lesson 3 through a structured activity involving pronunciation, definition, example use, and personal reflection. Students share their own family customs using the sentence frame "Otra costumbre es . . ."

The materials provide language support for teachers to differentiate Spanish vocabulary development for students of all levels. In Unit 11, students learn essential vocabulary such as *confianza*, *descendía*, *esférico*, and *infló*. The Lesson 5 materials include texts about the history of aviation, along with guided questions to help students identify and define the word *esférico*. For students who need support, the teacher

provides sentence starters, such as "___ es esférico." In a related activity, students find synonyms for the word *spherical*, such as *round*, *circular*, *globular*, and *ball-shaped*, creating sentences using these variations.

Unit 9, Lesson 3 of the *Guía del maestro* includes vocabulary development support tailored for all learners. Content scaffolds such as visual aids are provided to help beginning and intermediate students understand key terms related to Charles Steinmetz and immigration. The *Guía* also offers differentiated sentence frames such as "La Estatua de la Libertad es un símbolo de . . ." for at-level students, and more complex responses for advanced learners.

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

Unit 10 includes tasks designed to engage students in the use of academic vocabulary. For example, in Lesson 8, students practice the word *desafiar* by creating a Word Wall, writing on index cards and placing *desafiar* and its synonyms at the end of a horizontal line. Students share their thoughts when they hear the word *desafiar*, and the teacher asks students to say what they think is the opposite of *desafiar*.

Instructional tasks are designed to actively engage students in the intentional use of academic vocabulary in Spanish across various contexts. For example, in Unit 11, students learn Spanish academic vocabulary via an activity in which they draw something spherical and write a description of the object using the vocabulary word *esférico*.

Additionally, in the Unit 8 *Cuaderno de actividades*, students complete a "Página de actividades" in which they label the parts of the digestive system on a diagram. Later in the lesson, students learn about the excretory system, label the diagram, and write an explanation of the excretory system's function in the human body.

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

The materials use nonverbal teaching strategies—such as Picture Cards in every unit—to support students in acquiring key academic Spanish vocabulary.

In Unit 3, the "Pósteres de palabras con múltiples significados" provide examples of images and visual support for vocabulary. For example, for the word *extraño*, one image represents *raro*, *singular*, while another shows *echar de menos*, helping students visually distinguish between meanings. Similarly, one

image for the word *arco* shows a bow for shooting arrows, and another shows a bow used for playing musical instruments.

The Unit 8 "Rotafolio de imágenes" provides colorful illustrations and photos to support comprehension of a read-aloud text about human body systems. Unit 8's "Tarjetas de imágenes" show small items such as metal nails in very close detail to support students' understanding of how Antonie van Leeuwenhoek's use of a microscope helped him learn about microbiology.

Additionally, a poster related to the Civil Rights movement in the "Rotafolio de imágenes" helps students visualize and understand the concepts *derechos civiles*, *discriminación*, *movimiento*, and *no violencia*.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

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

The *Cuaderno de actividades: Destrezas fundamentales* supports instruction that enables students to ask and generate questions in Spanish. For example, in Unit 11, Lesson 3, students formulate questions on aviation as well as historical figures who interest them, including words such as *quién*, *qué*, *cuándo*, *dónde*, and *por qué*. Students work with a partner to complete a "Página de actividades," writing questions using the provided words.

Through targeted activities, the *Cuaderno de actividades: Destrezas fundamentales* encourages students to engage in inquiry by asking and generating meaningful questions in Spanish. For example, Unit 2 of the *Guía del maestro* provides prompts and sentence stems in Spanish to help students formulate open-ended questions such as "¿Por qué crees que . . . ?" and "¿Cómo podemos investigar . . . ?"

The materials also contain instructions to guide students in asking questions during research inquiries. For example, the *Cuaderno de actividades* provides an organizer for students to record their questions in Unit 11, Lesson 6, as well as a table of question stems that can help them improve the types of questions they ask. For example, instead of asking "¿Quién . . ." they can ask "¿Se basa . . . ?"

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

The *Cuaderno de actividades: Destrezas fundamentales* supports instruction that enables students to generate and follow a research plan. For example, two Unit 4 activities provide a research plan or checklist for writing an essay. Then, in Unit 11, students plan, research, and create informative texts for an Aviators Hall of Fame project. Lessons focus on key research skills: brainstorming, formulating questions, gathering information from texts, and writing about what they have learned, developing students' understanding of the research process.

The materials support instruction for students to generate and follow a research plan, providing, for example, Graphic Organizers that include titles and guiding questions to aid students in the research process. In Unit 11, Lesson 4, students make a research plan using a "Página de actividades" containing five steps to help students find information about a topic.

The Unit 11, Lesson 4 "Aplicación and plan de investigación" in the *Guía del maestro* provides guidance for teachers to support students as they produce and follow a plan for their investigation, such as "Mencione que necesitamos un plan que nos ayude a organizar nuestros pensamientos y la información que recopilamos. Luego usaremos esta información con el fin de preparar nuestra presentación para el Salón de la Fama de los Aviadores."

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

The grade 2 materials require students to gather relevant information from various sources to support learning and understanding. For example, in Unit 11, Lesson 7, students complete the investigation plan for their writing assignment. Students use a "Página de actividades" to review their research plans. The materials provide explicit instruction on primary and secondary sources; in the "Aplicación" and "Buscar respuestas" sections, the teacher explains that primary sources come from firsthand accounts, while secondary sources are written by those with secondhand knowledge.

The materials engage students in collecting pertinent information from a variety of sources to develop research and critical-thinking skills. In "Aplicación y buscar respuestas" of the *Guía del maestro*, the lesson plan for Unit 11, Lesson 7 provides explicit instruction on how to differentiate between the two types of resources. The teacher explains that there are two types of sources and writes "primary sources" and "secondary sources" on the board. Then, the teacher explains that a primary source is a document that provides firsthand testimony, and a secondary source is written by someone who has examined a primary source.

Students identify primary sources of information for their projects in the "Aplicación" section of Unit 11, Lesson 9. They also play a game called "Telephone" to introduce the concept of primary and secondary sources.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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

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

The materials contain a teacher resource at the end of each unit that details the text complexity measures of core texts. For example, in the Unit 7 *Guía del maestro*, "Medidas de complejidad del texto" offers 13 complex read-alouds as referenced on the chart with bulleted lists of qualitative and quantitative measures. According to the list, core text "Los abolicionistas" includes "1,087 palabras, Los temas incluyen a los abolicionistas, presentado de una manera simple y comprensible, Incluye oraciones compuestas con construcciones complejas ocasionales, Las ilustraciones incluyen mapas sencillos."

The Unit 3 *Guía del maestro* lists core texts used throughout the unit that are grade-level appropriate and are Spanish transadaptation, such as "El viaje de los pingüinos" and "El ciclo del agua." Unit 11, Lesson 1 in the *Guía del maestro* includes the text "Alas que funcionan," which covers the familiar topic of flying.

The materials specify that core texts are either originally written in Spanish or are transadaptations, and provide information about the authors and sources. The texts are presented in language and themes suitable for second grade students, and reference the use of Lexile levels and other readability measures to ensure grade-level appropriateness.

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

The texts are appropriate Spanish transadaptations and are of publishable quality, professionally formatted, and colorfully illustrated. For example, the *Guía del maestro* Unit 10, Lesson 7, includes the

text "Trabajando por los derechos civiles," which presents basic comparison and contrast of the abolitionist and Civil Rights movements to deepen understanding. The text includes questions at the end of the section to encourage reflection, colorful illustrations, and unit-specific terms, such as the *Civil Rights Act* and *segregation*.

Unit 11, Lesson 7 of the *Guía del maestro* includes the text "El viaje épico de Charles Lindbergh." The content is free of error and includes examples of figurative language, such as metaphors, as well as compound sentences with occasional complex constructions.

"Luchar por un sueño" is a student reader with error-free text and colorful illustrations featured in the *Destrezas fundamentales Unit 7 Libro de lectura*. Other high-quality features include captions, timelines, maps, bold-faced words corresponding to unit vocabulary, and a glossary.

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

The materials include traditional and contemporary authentic or transadapted Spanish texts across multiple content areas. For example, in Unit 1, Lesson 2 of the *Guía del maestro*, the materials include a read-aloud of the traditional tale, "El traje nuevo del emperador," while Unit 5, Lesson 4 contains a contemporary text, "El ciclo de la vida de una planta."

In addition, the Unit 9 materials in *Libro de lectura* include the traditional text "Leyendas mayas" and Unit 10, Lesson 3 of the *Guía del maestro* features a contemporary historical fiction read-aloud, "Ester, guardiana de su gente."

The materials also offer classical fairy tales, traditional folktales, and American tall tales, presented in Spanish as authentic texts or high-quality transadaptations. For example, in Unit 1, "Cuentos de hadas y cuentos exagerados" features a range of traditional, classical, and diverse texts. The core readings include "La princesa que no sabía reír," "El traje nuevo del emperador," "La bella y la bestia," "Paul Bunyan," "Pecos Bill," "John Henry," and "Casey Jones."

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

The materials include texts that authentically reflect the diverse backgrounds of students. For example, Unit 10, Lesson 11 of the *Guía del maestro* provides texts about César Chávez and Dolores Huerta, who fought for workers' rights, even as they suffered discrimination. The lesson features "César Chávez y Dolores Huerta: protectores de los derechos de los trabajadores."

A story about Bessie Coleman in the *Guía del maestro* Unit 11, Lesson 6 provides engaging content involving experiences of women in education. The text focuses on a young woman who helped her mother at home with her 12 siblings while earning enough money for college and flight school. The text highlights Coleman's importance and impact on aviation.

The texts include content that authentically reflects students' diverse backgrounds and experiences through meaningful connections. The lessons include classic and diverse stories such as "La princesa que no sabía reír," "Paul Bunyan," and "John Henry," as well as opportunities for students to compare the characters' experiences to their own. The *Guía del maestro* explicitly connects the unit theme to students' cultural experiences, showing how the content is relevant to the students.

7.2 Interaction with Grade-Level Text

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

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

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

Unit 10, Lesson 4 of the *Guía del maestro* offers an opportunity for students to listen and critically respond to a read-aloud about William Penn and respond orally and in writing to support the theme of religious freedom. The teacher asks comprehension questions such as "¿Cuáles fueron algunas de las formas en que William Penn trabajó por la libertad religiosa?" and "¿Qué grupo de personas hizo de la colonia de Pensilvania su hogar?" Students then work independently to write a free-verse poem in which they express and justify their opinion about William Penn and his accomplishments.

The materials include other examples of opportunities for students to orally respond and write in response to Spanish texts. In Unit 11, Lesson 5 of the *Guía del maestro*, the teacher reads a story about Alberto Santos-Dumont, an aviator from Brazil who lived in Paris, France. Throughout the reading, students respond critically to the questions "¿Qué creen que significa eso?" and "¿Piensan que el sueño de Santos-Dumont algún día se convierta en realidad?". At the end of the lesson, students work on a "Página de actividades" in which they identify appropriate sources to answer their questions about the text.

In the *Guía del maestro* Unit 8, Lesson 5, students consider and respond to comprehension questions such as "Han aprendido que tanto la saliva como los jugos gástricos actúan para eliminar los gérmenes. ¿Por qué es necesario? ¿Cómo entran los gérmenes en el cuerpo?" Later, students complete two *Cuaderno de actividades* "Páginas de actividades" in which students order the steps of digestion as well as write and explain orally what they have learned about the digestive system.

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

The materials include opportunities in each lesson for students to discuss the structure of Spanish text. For example, in Unit 3, after reading "El viaje de los pingüinos," students respond to the prompt "¿Por qué el autor eligió contar la historia de esta manera?"

The materials include opportunities in each lesson for students to discuss the author's purpose of grade-level Spanish text through the analysis of photos. During the read-aloud "Un mosaíco de inmigrantes" in Unit 9, Lesson 8 of the *Guía del maestro*, students view an image and the teacher asks, "¿Cómo ayuda esta imagen al lector a apoyar la idea de que hay 'muchas caras de los antepasados inmigrantes?'"

The materials offer opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text. For example, in the *Guía del maestro* Unit 11, Lesson 11, students listen to the story "El niño que alcanzó las estrellas" and are prompted to discuss the author's purpose with questions like "¿Por qué habrá decidido el autor mencionar este evento?", "¿De qué manera organiza el autor la historia?", and "¿Qué frase o palabra en esta página nos dice que la historia está escrita de manera cronológica?"

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

The materials include opportunities in each lesson for students to engage in analysis of grade-level text through the completion of Graphic Organizers. For example, in Unit 10, Lesson 8 of the *Guía del maestro*, the teacher asks students to identify what they have learned thus far, posing questions such as "¿Quiénes son las personas que aparecen en la línea del tiempo?" and "¿Qué significa *discriminación*?" Before the read-aloud, students complete a Graphic Organizer with information on the origins of the Civil Rights Movement.

The materials include opportunities in each lesson for students to engage in a variety of reading skills, such as making predictions and inferences. For example, students engage in a read-aloud about the Civil Rights Movement, making and confirming predictions before and during reading ("What do you think will happen next?"), generating questions at different levels ("What is the main problem in the story?" "Why do you think the character acted this way?"), and making inferences based on text evidence. After reading, students analyze and evaluate characters' actions and synthesize information by connecting the story to their own experiences.

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, Unit 11, Lesson 10 in the *Guía del maestro* provides questions for students to evaluate their comprehension about the Tuskegee aviators, such as "¿Por qué creen que el entretenimiento era tan estricto?" and "¿Creen que si las tareas en nuestra escuela fueran tan difíciles, estarías más preparado en el futuro?"

7.3 Supporting Access to Grade-Level Text

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

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

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

The materials include teacher guidance and supports, such as sentence frames, to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor. For example, in Unit 1, Lesson 1 of the *Guía del maestro*, students develop and answer questions about pioneers and the science of aviation. The teacher supports students to ensure all students can access the text with scaffolds such as the sentence stems "Me pregunto sobre _____," "Algunos de los aviadores sobre los que tengo preguntas son _____ y _____," and "Para que un avión vuele se necesita _____."

Unit 3 in the *Guía del maestro* provides explicit scaffolds for vocabulary and comprehension, such as pre-teaching keywords, using Picture Cards, and modeling think-alouds to ensure all students can access the text. The guide also suggests specific questions to ask before, during, and after reading, supporting comprehension and engagement with authentic or transadapted Spanish texts.

To ensure all students can access the text, the materials include embedded scaffolds, such as question stems to facilitate communication. For instance, in *Guía del maestro* Unit 7, Lesson 2, the sidebar provides four scaffolds under "Audición y expresión oral intercambiar información e ideas." The materials suggest teachers provide a sentence stem to help at-level students exchange ideas: "A nivel dé a los estudiantes comienzos de oración (p. ej., 'El Primer Gran Despertar tuvo un impacto sobre lo que pensaba la gente de la esclavitud porque _____').".

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

The materials offer enrichment opportunities for proficient students to analyze authentic or transadapted Spanish texts. For example, in Unit 1, Lesson 1 of the *Guía del maestro*, students explore the characteristics of fairy tales through guided discussion questions, identifying common features such as

magical characters, royal figures, and story structure. In a follow-up activity, "De pie/Sentados," students demonstrate comprehension by standing for true statements and sitting for false statements about fairy tale traits.

In the *Guía del maestro* Unit 10, Lesson 8, students engage in the analysis of texts related to the Civil Rights Movement. Students review the information learned using the timeline "Lucha por una causa," then read a text about a famous man who fought for civil rights, "Jackie Robinson: campeón de la igualdad." Students who demonstrate proficiency are asked to support their opinions with detailed evidence from the read-aloud or relevant prior knowledge.

In Unit 11, Lesson 5 of the *Guía del maestro*, students evaluate text evidence to determine key ideas about the impact of the Wright brothers' first flight on aviation. The teacher reads the text "Alberto Santos-Dumont" aloud. After the read-aloud, students answer comprehension questions. Lastly, students identify appropriate resources for researching aviators and their contributions to aviation. Proficient students explain answers to the questions aloud.

7.4 Analysis of Text Complexity

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

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

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

The materials include qualitative and quantitative measures to classify texts as appropriate grade 2 readers. For example, at 1388 words, the text "Alas que funcionan" from Lesson 1 is classified as an appropriate grade 2 reader. The materials also provide the rationale of educational purpose, stating, "El texto cubre el tema conocido de volar con la introducción de nuevos detalles e ideas. El texto presenta escenarios de resolución de problemas sobre volar. El texto requiere que los estudiantes saquen conclusiones del contexto al conectar la idea del vuelo de las aves con la explicación científica de cómo funcionan las alas."

The "Recursos por nivel del programa" section of the *Guía de programa e implementación* provides a detailed analysis of core texts. For example, the materials provide the following analysis about grade level placement according to difficulty: "Los textos son seleccionados o desarrollados usando medidas cuantitativas, como las medidas del texto Lexile, que se basa en factores como la longitud de las oraciones y palabras, y frecuencia de palabras desconocidas para medir la dificultad del texto."

The *Guía del maestro* includes a quantitative analysis of each Spanish core text, along with a rationale for each text's educational purpose and grade-level placement, at the end of every unit. The *Guía del maestro* contains the table "Medidas de la complejidad de los textos," listing each core text along with a rationale for its placement within the Grade 2 materials based on word count.

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

The core texts are written at the appropriate level of complexity in Spanish for the grade, as determined by their quantitative and qualitative analyses, and their relationship to student tasks. For example, the core text for Unit 10, Lesson 13 in the *Guía del maestro* is a nonfiction article about Kelvin Doe, who created several inventions from discarded items to improve the lives of others in his community. The text includes academic vocabulary, such as *desechaba*, *empoderar*, and *desechó*. The quantitative analysis confirms that the text's vocabulary and sentence length are suitable for grade 2 readers, while the

qualitative analysis highlights its role in conveying factual information.

The core text in Unit 11, Lesson 7 in the *Guía del maestro* is a nonfiction story about American aviation pioneer Charles Lindbergh. The quantitative analysis confirms that the text's vocabulary and sentence length are suitable for readers in grade 2. The qualitative analysis highlights its effectiveness in introducing figurative language concepts in a clear and accessible manner.

The materials include core texts that are suitably challenging in Spanish for the grade level, as indicated by quantitative and qualitative evaluations. For example, in Unit 11, Lessons 9 and 10 of the *Guía del maestro*, the core text "Los aviadores de Tuskegee" is an appropriate length for a grade 2 read-aloud spread over two lessons, at 1,400 words. Qualitatively, the text incorporates more sophisticated vocabulary, including words such as *vulnerable* and *escortado*.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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

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

The texts designated for read-alouds are at or above grade-level complexity and provide appropriate scaffolds. For example, the text "César Chavez y Dolores Huerta: protectores de los derechos de los trabajadores" in the *Guía del maestro* Unit 10, Lesson 11, contains 2,073 words and is evaluated at grade-level difficulty or higher. Read-aloud materials include prompts for responses and scaffolded questions at the end of each section.

The texts designated for read-aloud and shared reading are age-appropriate and contain a variety of structures with appropriate scaffolds. For example, in Unit 11, Lesson 9 of the *Guía del maestro*, the text "Los aviadores de Tuskegee" is above grade-level complexity. This text incorporates academic language, compound sentences with occasional complex constructions, and questions. The text also includes scaffolded prompts at the end of sections to encourage reflection.

The materials include at or above-grade level texts designated for read-aloud that incorporate a variety of scaffolds. For example, Unit 7, Lesson 4 of the *Guía del maestro* contains the read-aloud "Harriet Tubman," an appropriate grade-level text. The text includes a variety of structures with appropriate scaffolds, such as the inclusion of dialogue to incorporate conversational language and illustrations, as well as simple maps to support comprehension.

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

The Unit 7 skills reader, "Luchar por un sueño," is an authentic transadapted text that is written at a complexity level appropriate for grade 2 students to practice reading independently. The Unit 9 skills reader, "Habitantes de la selva: Leyendas maya," is an authentic Spanish text at a higher complexity level

that is also appropriate for students to engage in independent reading.

In grade 2, texts are designed for students to practice independent reading. For example, the *Cuaderno de actividades* for Unit 3 presents a range of texts at various complexity levels, to include short stories, informational texts, and poems. The texts are written in accessible language for second graders to read independently, and some are adaptations of traditional tales or informational passages.

In Unit 8 of the *Destrezas fundamentales: Guía del maestro*, students independently read accompanying chapters from the student-facing reader "Amigos en el mar." The text is at an appropriate complexity level according to the number of words in the book, which allows for independent practice.

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

The materials include a chart that shows the seven steps to successful independent reading program implementation that includes reading independently for a sustained period of time. According to a graphic in the "Recursos por nivel del programa, Guía de lectura independiente," the steps include creating routines, monitoring students' reading, facilitating reading conferences, maintaining parent communication, supporting students' goal-setting, and celebrating successes.

The materials include a plan for the self-selection of texts and setting goals for independent reading. For example, in *Destrezas fundamentales* Unit 9, Lesson 8, students will read one chapter of their choice from "Habitantes de la selva: Leyendas mayas." Students will read for a sustained period of time, with appropriate rhythm, intonation, and fluency.

The materials include student-facing planning and accountability resources for achieving independent reading goals. For instance, the "Guía para facilitar la lectura independiente" contains take-home letters in "English RA 2.1" and "Spanish RA 2" that provide family guidance to support students' independent reading goals. Additionally, the materials provide student-facing "Registros de lectura" for different levels of independent readers such as RA 3.1 Forma A (Lectores emergentes), RA 3.2 Forma B (Lectores en desarrollo), and RA 3.3 Forma C (Lectores independientes).

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

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

Grade 2 materials include questions and tasks in Spanish that require students to use evidence from the text to demonstrate comprehension and justify their thinking. For instance, in the *Destrezas fundamentales: Guía del maestro*, Unit 7, students read the companion decodable text and complete an activity from the *Cuaderno de actividades* to respond to comprehension questions about the reading selection. The instructions require students to put the page number in which they located the answer to each question. Teachers are guided to say, "Explique: 'Para responder, deberán consultar el capítulo. Es importante que vean las imágenes y lean los pies de imagen de las ilustraciones porque contienen información.'"

In Unit 8, Lesson 8 of the *Destrezas fundamentales: Guía del maestro*, students read the accompanying decodable text and work with a partner to orally summarize their understanding of the reading selection. The teachers are directed to: "También deben señalar los detalles que nos ayuden a entender las ideas clave del texto." Later, students use the *Cuaderno de actividades* to write a summary of the chapter, being sure to include page numbers indicating the location of the text evidence.

In the *Cuaderno de actividades*, Unit 9 students, complete the "Página de actividades: Preguntas de comprensión con evidencia textual" to support claims. After reading the chapter "Un inquieto venado," students are directed to "[R]esponde las preguntas y escribe en qué página se encuentra la respuesta. Luego, encierra en un círculo la opción que presenta la idea clave del capítulo." For Question 1 "¿De qué color eran los venados?" students write the answer on the blank lines and add the page number beneath

the response next to "Página: ____."

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

The questions and tasks in the materials are designed in Spanish and require students to use text evidence when evaluating the key ideas and details of high-quality texts. For example, in *Destrezas fundamentales: Guía del maestro* Unit 2, Lesson 7, students read "¡Un cocodrilo!" from the companion decodable text. Students use the *Cuaderno de actividades* to answer comprehension questions about the key ideas and details of the story. Teachers are guided to tell students to provide evidence from the text for each answer: "Apoye a los estudiantes para que completen la primera pregunta de la "Página de actividades" 7.2, mostrando cómo ubicar la página del Libro de lectura en donde se encuentra la respuesta correcta".

The materials provide grade 2 students the opportunity to evaluate the language, craft, and structure of high-quality texts. For example, in the *Guía del maestro*, Unit 7, Lesson 1 provides instruction on the language, craft, and structure of informational texts as stated in TEKS 2.7.B. The teacher leads students to specific parts of the companion decodable text to notice text features and how they support the reader's understanding of the text. The guidance states: "Agregue que los textos informativos también se apoyan en gráficos para dar información. Pida a los estudiantes: 'Observen el gráfico que abarca las páginas 4 y 5.' Pregunte: '¿Saben qué es?' (Una línea de tiempo)".

In Unit 10, Lesson 3 of the *Guía del maestro*, students review details of a high-quality text about Queen Esther and evaluate the character traits she showed in defending her people. After reading the text "Ester: guardiana de su gente," students answer questions such as "¿Qué quería Mardoqueo que hiciera Ester?" and "¿Qué rasgos del personaje describen a Ester en la historia de la lección anterior?" The guidance suggests that the teacher lead students to provide text evidence: "Anime a los estudiantes a usar los detalles principales del texto en oraciones completas cuando respondan a una pregunta."

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

Students summarize the central idea and details of a Unit 7 text selection using a "Página de actividades" from the *Destrezas fundamentales: Cuaderno de actividades*. The materials include Spanish-language questions to support student claims such as "¿Cuál es la idea central de este capítulo?" and "¿Cuáles son

dos detalles de apoyo de la idea central?"

In the Unit 9 *Cuaderno de actividades* of *Destrezas fundamentales*, students read the text "Superar sus miedos." Students use a "Página de actividades" to summarize the story by writing what happened "al inicio, después, y al final." Then students provide written answers to questions about the characteristics of the main characters: "¿Cómo son los gustos de Ignacio y Leonora? ¿Son similares o diferentes? Compáralos" and "Escribe las características físicas de Ignacio y Leonora que aparecen en el texto." Finally, students draw the part of the story that they liked the most in the space provided.

The *Cuaderno de actividades*, Unit 10 provides opportunities to compare and contrast using a "Página de actividades". In this activity, students create a Venn diagram to compare and contrast the abolitionist movement and the Civil Rights Movement. To guide students, the teacher asks, "¿Dónde en el diagrama de Venn escribirían las maneras en el que el movimiento abolicionista y el movimiento por los derechos civiles son similares el uno al otro?"

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

"Lectura en voz alta preguntas de comprensión" in the *Guía del maestro* for Unit 7, Lesson 8 provides questions of various types at different levels of cognitive complexity. For example, Question 1 is a literal question: "¿Qué evento importante observaron Samuel y Violeta?" and Question 4 is an inferencing question: "¿Por qué creen que un soldado de la Unión, y no uno de la Confederación, leyó la proclamación?"

A "Página de actividades" in the *Cuaderno de actividades, Destrezas fundamentales*, Unit 8, contains true/false comprehension questions. The materials also include questions that are at a higher level of complexity and require students to complete an open-ended task. For example, one "Página de actividades" contains a Summary Organizer that students complete to demonstrate understanding of the selected text.

The materials provide a variety of question types that vary in complexity level. For example, in the *Guía del maestro*, Unit 10, Lesson 12, students listen to the story "Dr. Hector P. García: héroe de Texas" to learn about why he helped improve the lives of many Texans. After the reading, the materials guide the teacher to ask students different types of questions, such as evaluative: "¿Cuál es el propósito del autor al escribir esta lectura en voz alta?"; literal: "¿Cómo trabajó Dr. García para mejorar las vidas de los veteranos?"; and inferencial: "¿Por qué celebramos el Día del Dr. Hector P. García en Texas?"

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

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

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

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

The materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims. For example, in the *Destrezas fundamentales: Guía del maestro*, Unit 1, "Apoyo de enseñanza," teachers guide students to reread the text to find evidence to support their answers using a sentence stem. The teacher guidance states, "Pida a los estudiantes que vuelvan a leer el tercer párrafo y luego pregúnteles: '¿Cómo quisieron celebrar el festival Lisa y Nico?' Pida a los estudiantes que completen la siguiente oración: Lisa y Nico quisieron celebrar el festival con ____."

In Unit 1, Lesson 1 of *Destrezas fundamentales: Guía del maestro*, "Lectura volver a contar," the teacher models how to answer a multiple-choice question by returning to find evidence in the text. The teacher guidance states, "Diga: 'Van a responder la primera pregunta conmigo y luego responderán solos el resto de las preguntas para demostrar su comprensión del capítulo.' Lea la primera pregunta y todas las opciones de respuesta en voz alta mientras los estudiantes observan. Demuestre cómo repasar el texto y leer en voz alta para encontrar la respuesta. Pida a los estudiantes que le ayuden a eliminar las opciones incorrectas y a leer en voz alta la oración del capítulo que contesta la pregunta."

In *Guía del maestro* Unit 10, Lesson 3, students write a response about the story "Ester parte 2: guardian de su gente" using evidence from the text to support their responses. After explaining the lesson objective, the teacher reads the prompt "Escribe sobre un momento en el texto donde Ester mostró valentía." With a partner, students use a "Página de actividades" to generate ideas about Ester. The teacher directs students to write the main idea, *valentía*, in the middle circle and supporting details—ideas, words, or phrases they want to use in their response—in the surrounding circles. The teacher demonstrates how to respond to the prompt using evidence from the text: "Ester mostró valentía en el primer párrafo cuando se presentó ante el rey para hacer una solicitud."

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

In Unit 7, Lesson 1's "Lectura en voz alta practicar palabras: *valor*" in the *Guía del maestro*, teachers lead a discussion to facilitate the acquisition of a vocabulary term for an evidence-based discussion. The materials provide a numbered list of guidance for teachers to follow to direct the discussion, including "5. ¿Qué tiene valor para ti y por qué? Trata de usar la palabra *valor* cuando hables sobre este tema. [Haga estas preguntas a dos o tres estudiantes. 6. De ser necesario, guíalos o parafrasee las respuestas como: '____ tiene gran valor para mí porque ____']. 7. ¿Sobre qué palabra estuvimos conversando?"

In the *Guía del maestro*, Unit 7, Lesson 4 "Lectura en voz alta preguntas de comprensión," teachers guide students to Think-Pair-Share to answer a question using evidence from the text. The guidance states: "¿Qué piensan sobre las acciones que tomó Harriet Tubman para ayudar a la gente esclavizada a ganar su libertad? Usen detalles de la historia para explicar su respuesta." The teacher guidance continues with specific language and syntax from the text that should be in the student responses. For example, the materials state: "Las respuestas variarán, pero deben incluir evidencia de comprensión de lo siguiente: Harriet Tubman fue bondadosa de ayudar a gente a escaparse aun cuando fuera peligroso. Ella fue como una héroe guiando a las personas a través del Tren Subterráneo en la oscuridad con gente persiguiéndolos."

Students engage in evidence-based discussions using Spanish academic vocabulary in Unit 10, Lesson 3 of the *Guía del maestro*. Students listen to the text "El pueblo judío que vivía en Persia decidió establecer la costumbre de que ellos y sus descendientes, y todos los que se unieron a ellos, debían sin falta observar estos dos días cada año . . . en cada generación, por cada familia, y . . . en cada ciudad". Students say the word *costumbre* aloud. The teacher explains that a *costumbre* is a well-known way of doing things according to society, such as the custom of celebrating Purim in Jewish culture. The teacher asks students "¿Puedes pensar en alguna otra costumbre? ¿Hay costumbres especiales que tenga tu familia?" If necessary, the teacher provides sentence stems such as "Otra costumbre es . . ." At the end of the lesson, the teacher asks "¿Cuál es la palabra de la que hemos estado hablando?"

8.B Writing

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

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

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

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

Unit 1, Lesson 1, "Reescritura de lectura en voz alta" in the *Guía del maestro* includes mentor texts that allow students to compose their own writing. For example, students read a fairy tale mentor text, "La princesa que no sabía reír," and write their own version after changing one element from the text. The materials state, "Explique que en esta nueva versión, la niña no usará ni juguetes ni juegos para hacer reír a la princesa. Pida a los estudiantes que, con la "Página de actividades" 1.1, vuelvan a escribir el cuento de hadas, completando los recuadros correspondientes con nuevos personajes, escenarios y acciones."

In the *Guía del maestro*, Unit 8, Lesson 9, "Aplicación mi diario del cuerpo humano," students listen to the read-aloud mentor text "Un cuerpo humano saludable." Following the read-aloud, students write a paragraph describing a day in which they practice many healthy habits.

Students study the structure and form of free-verse poetry and learn how to synthesize information from the read-aloud, "Cambio a través de la no violencia," in the *Guía del maestro*, Unit 10, Lesson 1. In alignment with TEKS 2.6.H and 2.9.B, the teacher facilitates a student discussion about what impressed them most about the subjects of the read-aloud, as well as what challenges these individuals faced. Next, the teacher explains the structure and lack of rules governing free-verse poetry and challenges students to write a free-verse poem about each person featured in the read-aloud.

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

"Aplicación reescritura de lectura en voz alta," Unit 1, Lesson 1 of the *Guía del maestro* offers students an opportunity to compose a literary text in Spanish. Students rewrite the story "La princesa que no sabía reír," changing one story element so that in the new version, the girl does not use toys or games to make the princess laugh. Later, in Unit 2, Lesson 10, "Aplicación planificar una narración de ficción," teachers help students plan a narrative story about a character from ancient Greece.

Unit 10, Lesson 2, "Aplicación escritura del verso libre" in the *Guía del maestro* corresponds to TEKS 2.12.A. Students complete two "Páginas de actividades" in the *Cuaderno de actividades*, writing a free-verse poem using the following teacher guidance: "Explique que los estudiantes van a escribir un poema en verso libre sobre Ester que exprese su personaje."

In the *Guía del maestro*, Unit 10, Lesson 11, students write a free-verse poem in which they express an opinion about the accomplishments of César Chavez or Dolores Huerta. The teacher displays a "Tarjeta de imágenes" and guides a discussion in which students describe the cause for which César Chavez and Dolores Huerta were fighting. Students follow the steps of the writing process to compose a free-verse poem that expresses their opinions about the topic.

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

In the *Guía del maestro*, Unit 4, Lesson 2, "Aplicación planifica un discurso persuasivo," students plan and write a brief speech on the War of 1812 from the perspective of a pro-war "hawk" or an antiwar merchant. The teacher guidance states: "Explique que los estudiantes planearán y escribirán un breve discurso desde el punto de vista de un Halcón de la Guerra o de un comerciante de Estados Unidos en 1812. Explique que usted será James Madison y que los estudiantes le presentarán sus discursos tratando de persuadirlo de que vaya a la guerra con Gran Bretaña o no."

For Lesson 4, "Boleto de salida," in Unit 5 of the *Guía del maestro*, students summarize the life cycle of a floral plant. Teachers are guided "Por último, en una hoja de papel, pida a los estudiantes que escriban un resumen del ciclo de vida de una planta floral. Anímelos a utilizar palabras temporales como *primero*, *después*, *luego* y *último*." Later, in the *Guía del maestro*, Unit 8, Lesson 9, students write a paragraph in their diary of the human body describing a day in which they practice many healthy habits.

In the *Guía del maestro*, Unit 10, Lesson 14, students read an informational text about bees and

butterflies. After the reading, students write to create a community action plan using a Graphic Organizer to record the information. Students brainstorm to identify a community problem they would like to solve, then determine the causes of the problem. After completing the writing task, students present and share their community action plan with the school and families.

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

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

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

The materials provide students with various opportunities to compose written correspondence in Spanish. For example, in the *Guía del maestro*, Unit 4, Lesson 3, students plan a persuasive piece addressed to James Madison. The teacher plays the role of James Madison, explaining to the students that they will present their speeches to Madison to persuade or dissuade him from going to war with Great Britain.

In Unit 5 of the *Destrezas fundamentales: Guía del maestro*, students plan and write a persuasive letter to convince parents to allow them to have a new pet. The materials connect to 2.12.C, in which students compose correspondence in Spanish.

Additionally, in Unit 9, Lessons 8 and 9 of the *Guía del maestro*, students synthesize information about immigration by planning and composing a letter to describe daily life by writing from the perspective of a recently arrived immigrant.

8.B.2 Writing Process

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

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

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

The Unit 4 materials guide students through the elements of the writing process in Spanish, with an age-appropriate progression in conventions authentic to Spanish writing. Students use Graphic Organizers and brainstorming activities while planning to generate ideas and organize their thoughts before writing. During drafting, students write sentences and short paragraphs, focusing on correct use of Spanish conventions such as capitalization, punctuation, and accent marks. The revision stage includes peer and teacher feedback, in which students reread their work and make improvements in clarity and accuracy. Editing activities focus on correcting spelling, grammar, and punctuation errors, reinforcing Spanish writing conventions. Finally, students share or publish their work by reading aloud to classmates or displaying their writing in the classroom.

In Unit 11, Lesson 4 of the *Guía del maestro*, students use a "Página de actividades" to create a plan to research the contributions of aviation pioneers. The teacher explains the five steps of the research plan. In the first step, "Elegir un tema" (planning), students plan the research topic. During the second step, "Buscar información" (planning), students can use many different tools to search for answers to their questions. Following the third step, "Organizar la información" (drafting), students organize information into categories using their notes and graphic organizers. In the fourth step, "Preparar el proyecto de investigación final" (drafting/revising/editing), students use a rubric to ensure they include all necessary elements in the final presentation. Students also receive feedback from the teacher and peers to revise for the final presentation. In the last step, "Presentar y compartir la investigación final" (sharing/publishing), students rehearse the presentation in front of an audience.

The materials support students' coherent use of the elements of the writing process (planning, drafting, revising, conferring, and editing) to compose texts in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. For example, two "Páginas de actividades" in the Unit 11 *Cuaderno de práctica* provide a Graphic Organizer that students use to plan and organize their research. Later, in Unit 11, Lesson 13 of the *Guía del maestro*, students use their planning documents to

compose a draft of their aviation research. In Lesson 14, students use the rubric provided in a related "Página de actividades" to revise and edit their draft.

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

The materials provide instructional guidance in Spanish for teachers to deliver clear, direct instruction on each stage of the writing process—planning, drafting, revising, editing, and publishing—ensuring an age-appropriate progression in authentic Spanish conventions. For planning, the teacher guidance includes the use of visual organizers and brainstorming activities in which students generate and organize ideas before writing. Drafting is supported with sentence frames and model texts, helping students compose their own sentences and short paragraphs while focusing on Spanish conventions, such as capitalization and punctuation. Revising is addressed through peer and teacher feedback, with prompts for students to reread and improve their writing for clarity and correctness. Editing activities include explicit practice with spelling, accent marks, and punctuation, reinforcing Spanish writing norms. Finally, students share or publish their work by reading aloud or displaying their writing.

In *Destrezas fundamentales*, Unit 9, Lesson 10, the teacher introduces an opinion writing project and uses a "Componente digital" to explain how to support opinions with reasons and text evidence. In Lesson 11, the teacher models the use of a planning template to help students begin drafting their opinion pieces. Lesson 13 focuses on revision and editing, in which students add details and use a checklist to refine their work. Finally, in Lesson 14, students publish and share their completed opinion texts with peers.

The materials include teacher guidance in Spanish to deliver explicit instruction on planning and drafting, as well as support for students through conferencing and revising. In Unit 3, Lesson 3 of the *Destrezas fundamentales: Guía del maestro*, students plan to write a reading report using a Graphic Organizer from a "Componente digital," with teacher prompts explaining the key elements of a report. The guidance helps students understand what to include, such as the title, author, characters, events, personal reactions, and lessons learned. In Lesson 4, students begin drafting their reports using another "Componente digital" as a model. Teachers guide students in analyzing the example text and reflecting on its structure.

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

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

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

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

The *Guía del maestro* Unit 6 materials continue to provide explicit instruction at the sentence level. For structure, teachers are given sample sentences and are directed to demonstrate how to expand simple sentences by adding descriptive words or phrases. For syntax, the guide includes activities in which students practice correct word order and use of conjunctions in Spanish sentences. For vocabulary, teachers are encouraged to pre-teach and review key Spanish words before writing activities, and to support students in incorporating these words into their writing, reinforcing vocabulary development in context.

The materials offer instructions for educators to deliver direct teaching in Spanish on writing at the sentence level, emphasizing structure, syntax, and Spanish vocabulary. For example, *Destrezas fundamentales* Unit 9, Lesson 2 provides explicit instruction on sentence structure. The teacher explains, "Van a crear y escribir oraciones que contengan sustantivos, verbos y adverbios," and reminds students that a noun is a word used to name a person, animal, or thing, such as *house*, *doll*, or *bicycle*; a verb is a word that indicates an action such as *give*, *cook*, or *stop*; and an adverb is a word that describes in what manner the action takes place, such as *kindly*, *carefully*, or *suddenly*.

The materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. For instance, in Unit 4, Lesson 4 of the *Destrezas fundamentales: Guía del maestro*, teachers are instructed to direct students to use adjectives to describe nouns: "Explique: 'Van a leer las oraciones y van a elegir uno de los dos adjetivos para completarlas. Después, marquen o resalten con un lápiz de color el sustantivo que están describiendo. El propósito de marcar el sustantivo con color es observar cómo el adjetivo va seguido de este y lo modifica, y también que observen la concordancia de género y número. Tome como ejemplo el ejercicio del numeral cinco.'"

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

In Unit 5, the materials provide guidance for teachers to systematically and explicitly build from sentence-level writing to full compositions, in alignment with grade-level Spanish TEKS. Teachers are instructed to scaffold writing instruction by first having students write sentences, then combine sentences into short paragraphs, and finally, compose longer texts. The *Guía del maestro* includes explicit directions for each stage, such as using Graphic Organizers for planning, providing revision checklists, and modeling how to expand ideas from sentences to compositions. This progression ensures students develop the skills necessary for grade-appropriate written compositions.

The materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. For example, in Unit 3, Lesson 3 of *Destrezas fundamentales*, students reorder sentences to practice subject-verb agreement, review the subject and verb in a sentence, and review verbs in present, past, and future tenses. At the end of the unit, students write more complex sentences using subject-verb agreement.

The materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing and building to compositions according to grade-level Spanish language arts TEKS 2.11.D.i. In Unit 5, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, teachers are directed to model revision by adding sentences to create new paragraphs with central ideas: "Explique a los estudiantes: 'Cada párrafo debe tener una nueva idea. Cuando hay un párrafo que tiene muchas ideas lo mejor es separar las ideas en nuevos párrafos.' Muestre la marca para separar párrafos."

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

Unit 4 materials provide systematic opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. Students begin by writing simple sentences using supplied sentence frames and vocabulary lists, then progress to creating more detailed and varied sentences by adding descriptive words and conjunctions. For revising, students are guided to reread their sentences and improve them for clarity and detail, often with peer or teacher feedback. Editing activities focus on correcting spelling, punctuation, and capitalization errors at the sentence level, with explicit practice and checklists to support mastery of Spanish conventions.

Destrezas fundamentales, Lesson 13 provides a "Página de actividades" with a checklist for students to revise and edit their draft for the final writing that will be published. Similarly, in Unit 3 of the *Destrezas*

fundamentales: Cuaderno de actividades, students complete a "Página de actividades" in which they order and write words to form complete sentences with correct subject/verb agreement. Later, in "Pausa" 1, students revise and order words to create increasingly complex sentences using a "Página de actividades."

8.B.4 Grade-Level Standard Spanish Conventions

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

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

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

The materials offer opportunities for students to practice and apply Spanish academic language conventions in and out of context. Instruction covers simple and compound sentences, subject-verb agreement, verb tenses, and parts of speech such as nouns, adjectives, adverbs, prepositions, pronouns, and conjunctions. Students build sentences and short paragraphs while practicing correct capitalization and punctuation, aligned with Spanish language arts TEKS. For example, in Unit 9, Lesson 2, students use Noun, Verb, and Adverb Cards to create sentences, then apply the skill independently in a "Página de actividades."

The materials include opportunities for practice and application in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. For example, in Unit 2, Lesson 12, students review capitalization and appropriate sentence punctuation by correcting sentences with grammatical errors. Students use a Componente digital to provide visual support regarding the editing symbols they use in this activity. They work independently on a "Página de actividades" in which they correct two sentences using different colors to mark the correct punctuation.

The materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language in sentences and short paragraphs using correct capitalization according to the grade-level Spanish language arts TEKS 2.11.D.ix. For example, in Unit 3, Lesson 14 of *Destrezas fundamentales*, students practice sorting common and proper nouns out of context using a "Página de actividades." Later, in Unit 4, Lesson 15, students draft a personal narrative using capitalization skills.

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

The materials offer structured chances to practice and apply Spanish grammar, punctuation, and usage, in contextual and non-contextual settings. For example, in *Destrezas fundamentales*, Unit 4, Lesson 4, students familiarize themselves with adjectives. They use different adjectives to describe some nouns and orally identify them in different sentences. Then, they form complete sentences with adjectives. The teacher shows Picture Cards and asks, "¿Qué es lo que observan?" Students mention the nouns on each card. Later in the lesson, students read the decodable text "La noticia" and identify adjectives while reading.

The materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. For example, in *Destrezas fundamentales* Unit 5, Lesson 10, students identify the indirect object in a sentence and replace the indirect object with a pronoun. The teacher explains, "Para identificar el objeto indirecto de una oración es necesario hacer las preguntas ¿a quién?, o ¿para quién?" Students work in a three-column "Componente digital," reading a sentence in the left column first and asking, "¿A quién?" Then they read the question in the center column and write the indirect object in the last column and fill in the blank with the pronoun.

Additionally, in Unit 6, Lesson 1 of *Destrezas fundamentales*, the teacher explains the difference between *ser* and *estar* and practices modeling some sentences. Then students use a "Página de práctica" from the *Cuaderno de práctica* to practice using the two verbs. In the same lesson, the materials provide a Dictado activity in which students practice using the verb *están* within the context of sentences from the companion text "Un día con animales marinos."