

Texas Education Agency

Spanish Phonics, 2

Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798896347620	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	2	Flags Not in Report	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	55 out of 55	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	4
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 Griegos?", 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*, *firmeramente*, 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 Depth of Knowledge (DOK) 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 §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

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

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

The materials 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 *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 Assessments

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

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

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

The 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 abolicionistas . . . ?" 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 pídale 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.