

Texas Education Agency

Spanish Phonics, 3

Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798897703609	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	0	Flags Not in Report	Flags in Report	0

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	81 out of 81	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	<u>11</u>
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 grade 3 *Aprendizaje Bluebonnet* materials include a comprehensive scope and sequence document titled "Vistazo, alcance y secuencia." This resource provides a side-by-side overview of the Texas Essential Knowledge and Skills (TEKS), and key instructional concepts the course teaches throughout the year. This document "describes the instructional plan for the year, detailing the sequence of skills, texts, and assessments to ensure comprehensive language arts and reading instruction."

The "Vistazo, alcance y secuencia" provides a lesson-by-lesson outline indicating which of the TEKS are taught each day, illustrating a systematic and spiraled approach to instruction across the academic year. For example, in Unidad 1, Lección 1, TEKS 3.1A, students "listen actively, ask relevant questions to clarify information, and make pertinent comments." According to the outline, the course teaches this concept daily in Unidad 1, and regularly in every subsequent unit.

The materials include a scope and sequence that lists the main concepts that the course teaches. The *Guía del maestro* is a detailed unit overview that aligns with these concepts. For example, Unidad 4, "La civilización romana antigua," has 13 lessons. Each unit of instruction outlines concepts taught throughout the course, which include reading, spelling, grammar, morphology, and writing.

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 grade 3 Aprendizaje Bluebonnet "Vistazo, alcance y secuencia" document includes pacing guides designed for 169, 180, and 210 instructional day calendars, offering educators flexibility to meet various scheduling needs. These calendars include extra instructional days for teachers to use at their discretion throughout the academic year. Each unit's duration ranges from 12–18 instructional days, with extra days per unit for teachers to use at their discretion. Unidades 1 and 10 do not include extra instructional days.

The materials support the effective implementation of various calendars. For example, the pacing calendar for 180 instructional days supports one to three extra instructional days per unit. The pacing calendar for 210 instructional days provides one to five additional instructional days per unit. The *Guía del maestro* explains that teachers should use these extra days 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 purpose of the *Guía de programa e implementación* is to "provide educators with information about the research, structure, implementation, and approach to Bluebonnet Learning Reading and Language Arts for grades K–5." The grade 3 lessons incorporate Texas history, geography, and sociocultural contexts, whenever possible. The unit order of the grade 3 materials is intended to "develop fundamental literacy skills through units focused on language, phonological awareness, phonics and morphology, and the decoding and spelling of single- and multi-syllable words."

The *Aprendizaje Bluebonnet* materials provide clear explanations of each unit and its place within the overall instructional sequence. The *Navigation Guide* outlines the instructional components for each grade level, illustrates how the content of each unit builds upon prior learning, and introduces skills that students will develop in later units. This coherence ensures that instruction is cumulative and connected, rather than isolated by unit.

The *Navigation Guide* communicates the intentional design behind the curriculum's structure. The unit sequence ensures that students build background knowledge progressively across the school year. Each unit begins with a section titled "Conexiones esenciales," which prompts students to reflect on their prior knowledge and make meaningful connections to upcoming content. This intentional approach fosters deeper learning by promoting continuity and coherence throughout the instructional year.

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

The materials include a unit internalization protocol titled "Protocolo de internalización de la unidad del maestro." The unit internalization process is organized into the following sequence: "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. 4. Organize for Instruction—Gather resources, plan scaffolds, and prepare classroom materials."

The "Protocolo de internalización de la unidad del maestro" includes comprehensive support for lesson preparation and internalization. The first protocol step begins with understanding the purpose and objectives of the lesson. Next, teachers understand the sequence and pacing of the lesson, followed by planning and rehearsing for each activity. Lastly, the protocol helps educators organize instructional resources while considering the diverse needs of all learners. The internalization protocols provide step-by-step guidance to help teachers prepare at the lesson level. The protocols 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 grade 3 materials include a protocol with targeted guidance for instructional leaders, as outlined in the grade K–3 "Protocolo de internalización de la unidad del facilitador." This protocol outlines a four-step process to help leaders support teachers to effectively prepare 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 grade K–3 "Protocolo de internalización de la unidad del facilitador" provides specific strategies for assisting teachers in understanding and implementing unit content. The protocol 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 provide a "Pauta de observación" tool for instructional leaders, which is an observation checklist to use during classroom walkthroughs and instructional coaching sessions. The checklist is divided into three significant sections: "1. Pre-Observation—Key elements to verify before 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."

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 grade 3 materials consist of 10 units, each accompanied by a teacher guide, or *Guía del maestro*. The units begin with a detailed overview that includes background content knowledge and essential vocabulary. The units also review previously taught concepts and academic terms.

The materials include background knowledge needed to teach unit concepts effectively. For example, Unidad 6, "Astronomía: nuestro sistema solar y más allá," includes a section titled, "¿Por qué es importante la Astronomía: nuestro sistema solar y más allá?" This section supports teacher understanding of how this unit connects science and language arts skills. In addition, the unit overview contains a section titled "Conocimientos previos de los estudiantes," which provides background knowledge for teachers to understand how this unit builds upon prior student learning.

The materials include a detailed unit overview that provides essential vocabulary with accompanying definitions, enabling effective teaching of concepts. For example, vocabulary words identified in bold are incorporated into an activity, reinforcing key terms and supporting vocabulary development across the unit. Unidad 6, Lección 1, in the *Guía del maestro*, defines the word *atmósfera* (*atmosphere*) as a "*manta de gases que rodea nuestro planeta*."

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 grade 3 materials include bilingual family letters in both English and Spanish for Unidades 1–10 under the section titled "Carta de apoyo para las familias – español e inglés." Each family support letter contains three key components: an explanation of the story the students are reading; an explanation of what the students are learning; and conversation starters to help families ask questions that can provoke a discussion about what the student read.

The materials include suggestions in English for families to support student progress during each unit. For example, *Guía del Maestro*, Unidad 4, "La Civilización Romana Antigua," Lección 1, includes material to send home with the student at the end of the lesson, such as two activity pages for the student to read and practice with a family member.

The materials include family welcome letters in a section titled "Carta de bienvenida en español o inglés," which introduce families to the broader grades K–5 Reading and Language Arts curriculum and its emphasis on building background knowledge. For example, in Unidad 3, "El cuerpo humano," the family support letter advises that students will learn about the skeletal, muscular, and nervous systems that make up our bodies. The letter also provides several questions for families to ask their students, such as, "Why is the human body compared to complex machines?"

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 grade 3 materials include tasks aligned to meet the content and language standards of the lessons, as well as the TEKS. For example, in Unidad 1, "Cuentos clásicos: el viento en los sauces," each lesson focuses on specific TEKS for each language arts skill. The TEKS for reading is 3.8B, and students compare and contrast two characters from *El viento en los sauces*.

The materials include all necessary resources to meet the lesson's content and language standards. For example, the "Vistazo a la lección" section outlines all required materials, including student workbooks and selected text excerpts.

The materials include instructional assessments required to meet the content and language standards of the lesson. Lessons incorporate comprehension checkpoints throughout, such as the "Verificar la comprensión" section. In *Guía del maestro*, Unidad 6, Lección 4, for instance, the formative assessment directs students to write a comparison of two texts related to planets in the solar system.

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 grade 3 lessons within the *Guía del maestro* provide lesson overviews, a detailed breakdown of materials, and suggested timing for each instructional component, including direct instruction, guided practice, collaborative work, and independent tasks. For example, a 120 minute lesson allocates 10 minutes for building background and making connections, 60 minutes for listening and oral expression, 35 minutes for reading, and 15 minutes for language.

The beginning of each lesson provides a list of teacher and student materials, including information on when and how these materials support student learning. For example, in Unidad 4, "La civilización romana antigua," each lesson has a "Vistazo a la lección" table that details the time duration, grouping, and materials.

The materials include the necessary and suggested components for each lesson, along with their respective timings. For example, in Unidad 3, the section "Presentar la lectura en voz alta" specifies the time and materials needed for a read-aloud. The teacher should take 10 minutes to make connections with the essential vocabulary. The materials required to deliver the lesson are a picture card T.U4.L1.1, and a large world map.

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

The grade 3 materials are designed to support extended practice during school hours or at home. The *Cuaderno de actividades* provides activity pages for each lesson that students can complete independently, or teachers can assign as homework. For example, Unidad 4, "La civilización romana antigua," Lección 1, has material to send home with the student at the end of the lesson. It suggests two activity pages for the student to read and practice with a family member.

The materials include an English and Spanish family letter in the "Carta de apoyo para las familias" section, with examples of homework students can complete. The family letters suggest ways families can reinforce learning, including reviewing vocabulary or discussing stories together.

The materials include additional enrichment activities to send home, aligned with in-class tasks. For instance, in Unidad 4, Lección 1, the teacher uses Actividad 1.1 during class instruction, while students complete Actividad 1.2 from the *Cuaderno de actividades* 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 materials include diagnostic and formative assessments that vary in types of tasks and questions, such as independent practice, discussion prompts, and grammar exercises. Each unit incorporates diagnostic and formative assessments throughout lessons and includes tasks such as observations, written responses, drawings, and event sequencing. For example, in Unidad 5, Lección 1, students answer a prompt (diagnostic assessment) before they read aloud to determine their knowledge about the topic of exploration. After reading, a formative assessment allows students to identify the key idea and details in the text. Another example is the activity "Evaluación de ortografía," in which students complete spelling tasks that focus on writing words with and without accent marks. Finally, formative assessments use oral questioning activities, such as "¿Has utilizado las palabras en negrita en la lectura en voz alta?"

The lesson and unit materials include summative assessments that vary in types of tasks and questions. For example, essential questions and writing exercises support students' learning and collect data on their progress to monitor comprehension. "Evaluación de la unidad" provides summative assessments and includes reading comprehension, fluency assessment, and spelling assessment, each representing a distinct type of task.

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

The *Guía de programa e implementación* provides definitions and intended purposes of the various instructional assessments included in the program. A table outlines each type of assessment, its purpose,

and how to use the results. For example, daily formative assessments track student and class progress toward TEKS-aligned lesson objectives, and assist teachers in making informed instructional decisions. The table lists common formative tasks like observations, anecdotal records, exit tickets, and activity pages. It also provides guidance on using assessment data, such as identifying student comprehension, organizing small group instruction, and monitoring progress.

The *Guía de programa e implementación* describes unit evaluations as comprehensive summative assessments designed to be completed within a single class period. The primary purpose is to monitor student progress and assess comprehension at the end of each unit through tools for error analysis and evaluation charts to track and record student performance.

In addition, the *Guía de programa e implementación* describes the beginning-of-year assessment with visual examples in the section titled "Evaluación del principio del año (grades 3–5)." The subsection, "Evaluaciones de ortografía," outlines the purpose of spelling assessments as measuring student mastery of core focus objectives aligned with the TEKS. The assessments allow educators to evaluate content understanding and implement targeted interventions as needed. Additionally, the *Guía del maestro* includes spelling analysis sheets to support the evaluation of individual student performance.

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

The grade 3 *Guía de programa e implementación* includes teacher guidance to ensure the consistent and accurate administration of instructional assessments. For example, a chart identifies the type of evaluation, provides an explanation of its purpose, and outlines the administration process. Unit assessments provide teachers with guidance for administering assessments in large or small group instruction.

The materials offer comprehensive teacher guidance for administering midunit and end-of-unit assessments. Instructions in the *Guía del maestro* align with corresponding sections in the *Cuaderno de actividades*, ensuring consistency. Each unit has a guide that provides step-by-step, scripted instructions for both the midunit and end-of-unit evaluations. The guide includes specific questions for teachers to read aloud, including vocabulary prompts, to ensure clarity and accuracy during testing.

A comprehensive guidance document supports the grade 3 instructional assessments, detailing the time required for each task, step-by-step administration procedures, and instructional strategies for teachers. In Unidad 10, Lección 3, students engage in a formative assessment by reading a paragraph about Louis Armstrong and identifying key details. The assessment consists of two components: an exit ticket for student reflection, and a writing activity in which students begin a Sources Cited page using information learned throughout the unit. Both activities include detailed teacher guidance and support materials. Additionally, the resources provide strategies to help students identify and utilize various types of informational sources.

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

The materials include diagnostic, formative, and summative assessments that are aligned with the TEKS and specific lesson objectives. The *Guía de programa e implementación* describes the purpose of all assessments in the program. Each evaluation is tied to a TEKS standard, with guidance on when to administer the assessment based on instructional goals. For example, writing evaluations in each lesson help determine class and student mastery of the Core Focus Objectives aligned with the TEKS.

The materials include end-of-unit summative assessments that are aligned to the TEKS and lesson objectives. For example, Unidad 7, "Evaluaciones del grado" provides an answer key rubric with each question's correct answer, and corresponding TEKS and objective. According to this rubric, Question 1 aligns to grade 3 Spanish language arts and reading (SLAR) TEKS 3.9.D.i and the unit objective of central idea in a text, while Question 3 pertains to TEKS 3.6.F and the unit objective of making inferences using supporting evidence.

The materials also provide guidance on when to assign assessments in relation to specific lesson objectives to evaluate student learning. Unidad 9, "La época colonial en los Estados Unidos," includes a formative assessment in which students fill in missing information on a timeline about the events of the early colonization of North America. This assessment aligns with TEKS 3.6.G: students evaluate details they have read to determine key ideas. At the end of the unit, students complete a final summative assessment in which they read an informational text and literary text, and answer comprehension and vocabulary questions. This aligns with TEKS 3.7.C: students use text evidence to support an appropriate response.

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

Instructional assessments include grade 3 TEKS-aligned items at varying levels of complexity. The Unidad 4, "Evaluaciones del grado" answer key rubric details the depth of knowledge (DOK) for each question in the section labeled "Nivel de DOK." For example, each end-of-unit assessment includes at least eight questions about a collection of reading passages. Most of the questions have a DOK of two; about two questions per passage have a DOK of three; and one question per passage has DOK of one.

The grade 3 materials offer a variety of TEKS-aligned formative and summative assessment types, including multiple choice, constructed response, and open response. For example, in Unidad 7, "Evaluaciones del grado," the end-of-unit assessment answer key rubric shows varying TEKS-aligned item types including drag and drop (Question 10), short constructed response (Question 16), multiple choice (Question 17), and selected text (Question 18).

Unidad 2, "Lección 15: Evaluación de la unidad," assesses reading fluency (TEKS 3.4), literal comprehension (TEKS 3.9.D.i), text-based inference (TEKS 3.10.A), and synthesis through written responses (TEKS 3.6.F, 3.7.B, 3.9.E). This range supports differentiated evaluation of student understanding aligned with the 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.

Instructional assessments provide guidance for interpreting student performance. The Unidad 5, "Evaluaciones del grado" scoring rubrics define proficiency levels and provide sample student responses. For example, students read "La velocidad del canto," then Question 1 asks them to identify a reason why whales sing. The rubric identifies the correct answer (Option A) and clarifies why the other choices are incorrect.

The materials include guidance on how to interpret student performance using instructional assessments. For example, Unidad 1, "Lección 10: Otras aventuras de Sapo," Parte 1, provides teachers with detailed instructions on how to analyze student scores from the "Evaluación de la lectura silenciosa" and the "Evaluación de comprensión del vocabulario." The guidance explains how to assign levels—*nivel bajo*, *nivel adecuado*, and *nivel bueno*—based on student scores and performance on specific readings such as "La caza de insectos," "El susto de Malacara," and "Noche de fantasmas."

The grade 3 instructional assessments provide guidance for interpreting student performance. Teachers track student performance on specific TEKS skills in the "Registro de destrezas fundamentales de grado 3." The teacher guidance suggests that teachers select Level 1 for a student who requires focused, accelerated instruction in this area, and provides the option for supporting students using *apoyos adicionales* during pause points. A teacher may select Level 2 or 3 when a student should continue practicing this skill. Finally, a teacher may select Level 4 when a student masters the indicated TEKS.

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

The *Guía del maestro* offers a variety of tasks and activities to respond to student performance. For instance, in Unidad 5, Lección 4, the "Preguntas de comprensión" section includes comprehension questions to check students' understanding of the reading selection. Similarly, the "Página de actividades" section in Unidad 9, Lección 7, includes comprehension questions for students.

While the grade 3 materials provide tasks and activities to respond to student performance, the "Protocolo de internalización de la lección del maestro" only outlines a general process for teachers to analyze lesson objectives and consider assessment results.

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 grade 3 materials include tools for teachers to track student progress and growth, and tools for students to track their own growth. For example, *Destrezas fundamentales*, Unidad 5, "Recursos del maestro," provides class comprehension question trackers for several lessons. These tools support teachers in tracking student growth as they answer questions related to the chapters.

In addition, Unidad 7 provides a student-facing tracker, "Registro del progreso de fluidez," for students to graph their own fluency progress and growth. Students set a goal for the percentage of words they read correctly, graph the percentage by date, and monitor their progress toward their goal. The tracker is available with 30–100 percent filled in, or as a blank document for students or teachers to write their own labels.

In *Guía del maestro*, Unidad 2, Lección 2, the teacher conducts a guided activity where students classify animals using displayed charts and collaboratively add observations based on their reading. The teacher reviews and corrects the group charts to ensure proper classification of animals into scientific categories (vertebrates, amphibians, mammals, etc.).

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 grade 3 materials provide teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The materials include an "Apoyo a la enseñanza" sidebar, which provides differentiated (scaffolded) activities for students. For example, the Lección 1 sidebar offers the following teacher guidance to support students with writing: "Si los estudiantes tienen dificultades para escribir la respuesta, pídeles que vuelvan a leer las páginas 2–11 y encuentren las palabras y oraciones clave."

Destrezas fundamentales, Unidad 7, Lección 17, includes a section called "Pausa," where the teacher analyzes the results of the unit assessments from the previous two lessons and determines which unit skills students should review. The differentiated lessons to support students who have not yet reached grade-level proficiency include activities such as, "Béisbol con palabras con *h*, Sopa de letras con palabras con *h*, Completa la tabla, Conecta y crea, y Café de fluidez." Students can complete these activities individually, as a pair, in a small group, or as a whole group.

At the end of each unit, the section "Pausa 2" includes tasks and activities that teachers can use to support students who have not mastered skills taught earlier in the unit. For example, in *Guía del maestro*, Unidad 7, "Notas para el maestro," teachers take time to pause and dedicate a day to review, reinforce, and extend previously taught skills.

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 grade 3 materials provide pre-teaching and embedded support to help students understand unfamiliar vocabulary. For example, *Destrezas fundamentales*, Unidad 9, Lección 1, includes a section, called "Vistazo previo al vocabulario esencial," that provides a list of academic vocabulary words for the teacher to review with students. The teacher says the word correctly, then students repeat it.

The materials provide previews and pre-teaching of upcoming vocabulary terms in *Destrezas fundamentales*, Unidad 8, Lección 4. The "Vistazo previo al vocabulario esencial" section provides a list of vocabulary words and their definitions along with this teacher guidance: "Revise con la clase las siguientes palabras del vocabulario que los estudiantes encontrarán en el capítulo 'Cartagena.' Pida a los estudiantes que trabajen con un compañero para decodificar las palabras en forma aislada y dividir las en sílabas."

In addition, the materials include pre-teaching support for idioms. For example, in *Destrezas fundamentales*, Unidad 10, Lección 1, teachers show picture cards to talk and ask questions about words and phrases, such as *se corrió la voz*. The teacher shows picture card 2A-3 during the read-aloud and asks if students can explain the figurative language. The teacher asks, "¿Pueden explicar el significado de la palabra *colaborar* o relatar una experiencia en la que hayan compartido o colaborado con alguien en algo?"

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 grade 3 materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. For example, the *Guía del maestro*, Unidad 9, Lección 1, provides an introduction to colonial life in the United States. Teachers ask advanced questions such as, "¿Cómo creen que los mapas y la línea de tiempo cronológica nos ayudarán a entender las trece colonias?" and "¿Sobre qué región de las trece colonias están más interesados en aprender? ¿Por qué?"

The grade 3 materials include teacher guidance for enrichment and extension activities for students who demonstrate proficiency in grade-level content and skills. Unidades 1–4 in the *Guía del maestro* recommend advanced vocabulary games and peer-led discussions to boost understanding and communication. Unidad 2 suggests having students summarize stories and create their own dictation exercises to build writing and comprehension skills. In Unidad 4, students explore cultural topics through projects and practice using suffixes with hands-on tasks. The section "Pausa 2" contains tasks and activities that teachers use to enrich students who have mastered skills taught earlier in the unit. The materials suggest that teachers take time to pause and dedicate a day to review, reinforce, and extend

previously taught skills. Some of the additional activities offered for this purpose are "Presentación oral: poesía, Ilustradores, Comparar y contrastar: murales, y Gramática: búsqueda de preposiciones."

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 grade 3 materials provide explicit prompts and guidance to support teachers in modeling and explaining key concepts. For example, the *Guía del maestro*, Unidad 5, "Dictado" section includes step-by-step guidance for the academic dictation routine. The section provides the following teacher guidance: "El dictado se empleará como una rutina grupal, en el supuesto de que los estudiantes se encuentran en la misma etapa de desarrollo cognitivo. Aun así, es importante detectar y atender las necesidades específicas de cada estudiante durante la realización de esta actividad."

Unidad 9, Lección 8, offers precise phrases for teachers to use, such as: "Explique que la lección de hoy se centrará en que escriban un final o una conclusión para sus cuentos. Pregunte: Cuando leen el final de un libro, ¿qué descubren? Dirija la atención de los estudiantes a la tabla." Additionally, the materials guide the teacher to use visuals to enhance clarity, such as, "Muestre la tabla de una buena conclusión o la Proyección digital PD.U9.L8.1."

The instructional materials also include explicit prompts and direct guidance to support teachers in modeling and explaining the suffixes *-ción*, *-sión*, and *-xión*. Unidad 8, Lección 8 provides teachers with a bulleted list outlining how to introduce these suffixes. Teachers explain that the suffix *-ción* contains the /s/ sound because the letter *c* is soft when followed by *e*, *i*, or *o*. Teachers remind students that the letter *c* has a hard /k/ sound when followed by *a*, *o*, or *u*. They clarify that the suffix *-sión* also carries the /s/ sound, as the letter *s* is consistently pronounced that way in Spanish. Teachers discuss appropriate pronunciation and intonation for *-xión*, emphasizing how to read fluently with proper pacing, phrasing, and word grouping to support comprehension.

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

The grade 3 materials offer teacher guidance and recommendations for effectively delivering lessons using diverse instructional approaches. For example, the *Guía del maestro*, Unidad 9, Lección 14, includes an activity with a variety of instructional approaches. The students discuss the reading story and share key ideas and supporting details they wrote on the "Página de actividades 14.1." The materials also

recommend completing a quick write activity for one minute to summarize what students learned about life on a mid-Atlantic farm.

Unidad 10, Lección 9, guides teachers to discuss the meaning of vocabulary words from a text. During the lesson, students work with a partner to identify words in the text: *arduo*, *catapultó*, and *oído*. The lesson includes a "Verificar la comprensión" activity in which students show a thumbs up if they understand the meaning of the word, or a thumbs down if they do not.

The grade 3 materials include multiple teaching methods tailored to student needs. For example, Unidad 1, "Introducción," recommends partner reading to build reading skills. Unidad 2 adds vocabulary practice through group talks and digital activities. Unidad 3 uses movement, oral reading, and teamwork. Unidad 4 includes visuals, questions, and class discussions.

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 grade 3 materials support guided and independent practice, offering teacher guidance and recommended structures for whole group and individual instruction to ensure effective implementation. For instance, in *Guía del maestro*, Unidad 9, Lección 2, the teacher presents a guided read-aloud about Sir Walter Raleigh. The teacher asks questions in a whole group discussion, such as: "¿Creen que los colonos sobrevivieron?" After the lesson, students individually retell the story in "Página de actividad 2.2." The lesson concludes with a small group activity in which students complete "Página de Actividades 2.3."

In Unidad 10, Lección 10, the teacher explains to the whole group that there are three steps to complete presentations. In Lección 11, each student independently shares a multimedia presentation to the whole class about their research. Once students finish presenting their work, the teacher divides the class into small groups for a collaborative discussion. Each group writes down and shares its feedback with the rest of the class.

In Unidad 7, Lección 4, "Introducción a la lectura en voz alta," students work in small groups to answer question cards. As a whole group, the teacher reviews the lesson with a game called Pelota de preguntas. The teacher throws a ball to a student who answers a question that begins with one of the following question words: *quién*, *cuándo*, *dónde*, *qué*, *por qué*, or *cómo*. After the review, students work independently to complete "Página de actividades 4.1."

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 grade 3 materials include implementation guidance to help teachers effectively use the resources in state-approved bilingual/ESL programs. The *Guía de programa e implementación* provides an explanation of the product components and teacher guidance on how to implement the components within their Spanish Language Arts instructional block. Each unit includes an introduction with implementation guidance. For example, Unidad 8, "Introducción," provides a general overview of the unit topics including, "Las primeras exploraciones del Norteamérica," "Destrezas esenciales," and "¿Por qué es importante la exploración Europea de Norteamérica?" Next, the introduction provides information about "Conocimientos previos," "Escritura," "Tarea de desempeño y evaluaciones," "Componentes de la enseñanza," and "Vocabulario académico y esencial."

Guía del maestro, Unidades 1–4, provides support for teaching in bilingual or ESL settings. Unidad 1 includes pacing tips, ready-to-use questions, checks for understanding, and grouping suggestions. Unidad 2 provides step-by-step guidance for modeling speaking and teaching phonics to new bilingual students. These tools are part of the main lesson plans. In Unidad 4, the "Conexión bilingüe" notes help teachers connect Spanish and English, build vocabulary, and use cognates.

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 grade 3 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. For example, "the *Biliteracy*

Resource Guide is intended to provide educators with essential information about the structure, implementation, and instructional approach of *Aprendizaje Bluebonnet*." The guide presents the various types of bilingual programs in Texas schools, including Dual Language Two-Way, One-Way, Transitional Bilingual Late Exit, and Transitional Bilingual Early Exit. It explains how teachers can use the "Conexión bilingüe" sections to support students that need help with phonological or metalinguistic awareness, and to examine the similarities and differences between Spanish and English.

The materials offer lesson plans with specific approaches for assisting English learner students, including cognates, connections between languages, suggestions for rephrasing, and methods for assessing comprehension. For example, *Destrezas fundamentales*, Unidad 1, Lección 3, gives an explanation of cognates that the teacher can implement in "La rutina de los cognados para las conexiones bilingües en las lecciones." This unit also includes a "Conexión bilingüe" that explains the similarities between Spanish and English, helping students understand that closed syllables in both languages end in a consonant. Another example is in Unidad 9, Lección 1, where students read and write silent *h* words. At the end of the lesson, the materials provide a "Conexión bilingüe," which explains to students that, in English, the letter *h* often represents the Spanish /j/ sound. This comparison allows students to recognize that, although the *h* in Spanish is silent, it produces the Spanish /j/ sound in English.

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 *Aprendizaje Bluebonnet* materials are suitable for grade 3 dual language immersion (DLI) programs, and include resources that outline opportunities to address metalinguistic transfer from English to the partner language. The *Biliteracy Resource Guide* outlines various Dual Language Models, including Two-Way and One-Way Bilingual Programs. Every lesson embeds support for emergent bilingual students, promoting equitable learning. This type of support is a key component in the implementation of ESL programs in Texas. This program employs targeted instructional strategies, including contrastive analysis exercises, discussion-based activities, and scaffolded support, to reinforce metalinguistic awareness.

The materials state that, "Teachers facilitate cross-linguistic connections by incorporating contrastive analysis of phonetic patterns, grammatical structures, and vocabulary. For example, science lessons on states of matter, which include cognates such as *solid* (*sólido*), *liquid* (*líquido*), and *gas* (*gas*), can be highlighted, allowing students to make meaningful linguistic connections that support comprehension across languages."

The *Aprendizaje Bluebonnet* materials use cognates to develop bilingual vocabulary, stating that, "By leveraging cognates, educators help students build metalinguistic awareness." The materials use "Conexión bilingüe" sections in almost every lesson to help students identify cross-linguistic patterns. For example, in *Destrezas fundamentales*, Unidad 1, Lección 4, the "Conexión bilingüe" section identifies

cognates with "*sílabas trabadas con l y r*" such as *eclipse* (*eclipse*), *explicar* (*explain*), *refrigerador* (*refrigerator*), and *tradición* (*tradition*).

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 follow a structured and sequential progression, starting with foundational sound patterns and gradually introducing more complex components such as prefixes, suffixes, and multisyllabic word decoding. The *Guía del maestro* and *Cuaderno de actividades* provide lesson plans and decodable texts to support daily guided practice decoding fluency and phonics.

For example, in *Destrezas fundamentales*, Unidad 3, Lección 12, activities teach sound/letter correspondence for the sound /k/. In the lesson, students read and write words that represent the /k/ sound using the letters *c*, *k*, or *q*. First, the teacher reviews the /k/ sound in the words *cocodrilo*, *koala*, and *quesadilla*. Students then complete an activity page by writing sentences with words that produce the /k/ sound. The first sentence has a word spelled with the letter *c*, the second sentence has a word with the letter *k*, and the third sentence has a word with the letter *q*.

Another example is in Unidad 8, Lecciones 1 and 2. The materials provide explicit guidance for reviewing the letter/sound correspondence with words and syllables that contain the /j/ spelling pattern, and practicing reading words with the /j/ sound. The *Cuaderno de actividades* provides additional take-home practice in Actividad 2.2. In the same unit, Lecciones 3 and 4 activities supply continuing instruction on the sound-letter correspondence for words with the Spanish letter *g* that make the /j/ sound. The activity "Palabras con /j/" reminds students that the /j/ sound can be made by words with the letter *j* or *g*.

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 systematic, sequenced phonics instruction through a well-defined scope and sequence, beginning with basic syllables and advancing to more complex elements like prefixes, suffixes, and multisyllabic decoding. For instance, *Destrezas fundamentales*, Unidad 5, Lección 1, outlines specific

instructions for the teacher to use picture cards featuring the words *guitarra* and *guerra* to help students identify the /gue/ and /gui/ sounds represented by different letters. Following this, students read words containing the /gue/ and /gui/ sounds in the unit decodable reader.

The *Guía del maestro* provides instructions for teachers to model phonics skills and conduct guided reading sessions that incorporate decoding strategies related to specific phonics elements. The materials include both isolated practice and text-based activities in Spanish. The lessons focus on the silent *h* and diphthongs *ue* and *ui*, both in isolation and through decodable texts. Students engage in targeted exercises that isolate these sound-symbol correspondences, such as identifying and writing words with a silent *h*, and practicing syllable division with diphthongs. Students also read a decodable text to review the silent *h* and diphthongs.

The materials provide explicit guidance for instruction on the soft *g* and hard *g* sounds, both in isolation and through decodable texts. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 8, Lección 8, the lesson plan includes explicit instruction in isolation for words that have the soft and hard *g* spelling patterns. Later, in Lección 3, "Palabras con *g*," students read words with these sounds and spelling patterns in the decodable reader for Capítulo 2 titled "Todo es nuevo."

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

The grade 3 materials include daily lessons of explicit phonics instruction with teacher modeling. The materials guide teachers to deliver direct instruction using specific Spanish terms, phrases, and statements to model new phonics skills. For example, the information in *Destrezas fundamentales*, Unidad 9, Lección 4, guides the teacher in explaining the sounds of the letters *c* and *s*. The teacher states that different letters can represent these sounds. The teacher writes the words *selva* and *ceja* on the board, reads the words aloud, and points to the letters *s* and *c*. The teacher then explains that the sound of the letter *s* in the word *selva* is the same as the sound of the letter *c* in the word *ceja*.

In Unidad 8, Lección 5, the teacher asks the students what sound the letter *x* makes. Next, the teacher explains that the *x* has different sounds based on what part of the word it occupies. Teachers model this using the guidance, "Escriba las siguientes palabras en el pizarrón *Oaxaca*, *examen* y *xilófono* en letra cursiva, modelando cuidadosamente la escritura con la formación correcta de las letras."

In Unidad 5, Lección 1, the teacher displays word cards featuring *guerra* and *guitarra*. The decodable texts use only previously taught phonics skills to support confident and fluent reading. Students begin with guided practice and gradually read independently, reinforcing sound-letter knowledge through texts.

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

The grade 3 materials include daily opportunities for explicit guided instruction with embedded guidance for delivering immediate and corrective feedback. In Unidades 1–4, the materials offer scripted, step-by-step modeling of phonemic awareness and decoding skills, followed by guided student practice to ensure clear understanding. The teacher actively monitors students during practice, providing immediate verbal feedback to address errors as they arise and using specific corrective prompts to reteach and reinforce concepts when necessary.

In *Destrezas fundamentales*, Unidad 5, Lección 1, the teacher reviews the sounds /gue/ and /gui/ using letter and image cards from "Componentes digitales." Students repeat after the teacher and later read sentences aloud. Then the teacher offers correction and encouragement.

In Unidad 9, Lección 1, the teacher conducts a dictation lesson using words that contain the silent letter *h*. The teacher uses "Componentes digitales 1.1," shows the word *helicóptero*, and asks the students which letter is the silent *h*. The teacher gives feedback to the students by pointing out that the letter *h* does not make any sound in Spanish unless it is part of the digraph *ch*.

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

In grade 3, the materials include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning. In *Cuaderno de actividades*, Unidad 5, Lección 3, students work in pairs to create and share sentences using words with /n/ and /ñ/. Later, students identify and underline parts of words with these sounds and collaborate with their peers.

In *Cuaderno de actividades*, Unidad 9, Lección 2, students read and identify words with the silent letter *h*. The teacher explains that although this letter appears in many words, it is silent unless it is part of the digraph *ch*. The teacher shows the "Componentes digitales 2.1," where students work in pairs to find words in the paragraph that have the silent letter *h*. Later, students write a paragraph using three to five words with the silent letter *h*. Students exchange paragraphs with a partner and read and mark those words.

In *Cuaderno de actividades*, Unidad 8, Lección 4, students collaborate with a peer to share examples of words that contain the letter *g*. Students independently practice phonics skills in Unidad 8, Lección 7, by determining which words contain the letter that makes the /j/ sound, and then writing a story with at least five words that contain the /j/ sound.

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 grade 3 materials include intentional cumulative phonics review and practice activities throughout the curriculum. There are built-in pause points in the scope and sequence to review prior skills. For example, in *Destrezas fundamentales*, Unidad 5, Lección 3, students learn about the /güi/ and /güe/ sounds. During "Pausa 1," students practice identifying words that do or do not contain /güi/ and /güe/ in the "Más ayuda con el sonido /güi/ and /güe/" section.

The materials reinforce previously taught skills. For example, Unidad 3, Lecciones 7 and 8, focus on words with the silent letter *h*. The students work with "Componentes digitales 1.1," and learn words like *cohete*, *historia*, *humano*, and *zanahoria*. Subsequent lessons ("Componentes digitales 2.1" and "Página de actividades 2.1") review words with the silent letter *h*.

The materials build upon prior learning across the curriculum. In Unidades 1–4, lessons systematically revisit previously taught sounds, blends, and phonics patterns to reinforce learning in a progressive manner. For example, Unidad 1, "Repaso fonético," reinforces earlier phonics skills, while Unidad 3, "Revisión fonética," revisits and strengthens patterns from prior units. Additionally, Unidades 2 and 4 include active practice tasks such as decoding exercises, word sorts, phoneme manipulation, interactive games, and writing prompts, that allow for cumulative review of previously taught skills.

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

The grade 3 materials provide practice opportunities that include only phonics skills that have been explicitly taught. For example, *Destrezas fundamentales*, Unidad 5, Lección 1, includes explicit guidance for reviewing the two distinct sounds that /gue/ and /gui/ can represent. The teacher uses visuals of *guerra* and *guitarra* to illustrate the /gue/ and /gui/ sounds, respectively. Students then pronounce words containing both sounds and identify whether they correspond to the /gue/ or /gui/ pronunciation.

Destrezas fundamentales, Unidad 8, Lección 1, introduces students to the sound of the letter *j* with words such as *jugo*, *jirafa*, and *jardín*. Later, students practice writing words with the letter *j* sound in "Dictado." Students practice again while reading the decodable story "¡Una gran sorpresa!" and looking for words that contain the letter *j* sound.

The materials provide practice review opportunities for phonics skills. For example, activities such as syllable division review the consonant combinations *mp* and *mb*, and the prefixes and suffixes *super-*, *re-*, *in-*, *-ito*, *-ita*, *-ísimo*, and *-ísima*. Opportunities for students to practice include reading passages, word classification, word building, and writing exercises. These activities are aligned with previously taught skills, and students review only phonics concepts they have already learned.

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

The grade 3 materials include decodable texts that incorporate cumulative practice of taught phonics skills. The story in Unidad 5, Lección 3, reinforces the /güi/ and /güe/ sounds, providing students with targeted practice of recent phonics concepts. The unit also includes *lecturas* that build on previously taught skills, such as vowel teams, blends, and multisyllabic words.

Unidad 3, Lección 7, includes words with the letters *s* and *z*. The lesson provides a decodable text, "Más frutas y verduras," that students read to practice more words that contain the letters *s* and *z*.

Phonics instruction includes words with *hiatos*, such as *ae*, *eo*, and *oe*. The decodable chapter "Trabajadores de la comunidad" and the section "Los conductores" include bolded words such as *trae*, *portaequipajes*, and *video*. These words reinforce phonics objectives and provide opportunities for students to practice recently acquired skills.

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

The grade 3 materials provide targeted instruction with structured opportunities for students to practice skills in isolation and apply them in decodable connected texts. For example, in Unidad 5, Lección 3, students learn the /güi/ and /güe/ sounds and analyze spelling and accent patterns. Students also use "Componentes digitales 2.2" and a graphic organizer in the *Cuaderno de actividades* to compare words with both sounds and practice vocabulary.

Isolated practice in the materials includes lessons on syllable segmentation, prefixes and suffixes, and decoding multisyllabic words with blends and digraphs. Teachers reinforce these skills through phonics, vocabulary, and dictation activities focused on word recognition and spelling. Students also apply these skills in context using the "Campo y ciudad" decodable reader, which has decodable chapters like "El festival" and "Merienda en el parque." Comprehension questions, vocabulary tasks, and fluency activities further support students in integrating decoding with overall reading understanding.

The materials include skills lessons focused on words with *hiatos* (*úa*, *úe*, and *úo*) and opportunities for isolated practice. In *Destrezas fundamentales*, Unidad 7, Lección 6, students analyze the spelling pattern with the orthographic accent that produces the *hiato*. Students then use the *Cuaderno de actividades* to practice words such as *púa*, *acentúe*, *grúa*, and *licúo*. Later in the lesson, students read the decodable selection "Salud y bienestar" and notice bolded syllables in the words *evalúan*, *continúan*, and *gradúan*. This allows students to practice words with *hiatos* through connected, grade-level texts.

4.4 Assessments

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

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

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

The *Guía de programa e implementación* describes a variety of assessment tools that are developmentally appropriate. For example, each unit includes daily formative assessments that allow teachers to gather information about student performance on activities that cover grade-level standards.

The grade 3 materials contain assessment tools that are developmentally appropriate to evaluate student learning. For instance, *Destrezas fundamentales*, Unidad 9, "Palabras con la *h* silenciosa," provides an opportunity for teachers to continually review student spelling. The teacher reviews students' spelling notebooks, identifies which students did not spell each word correctly on the first attempt, assesses the types of mistakes students made, and records the results in the "Registro de la práctica de ortografía."

The materials contain a variety of assessments that are developmentally appropriate to capture student learning. For example, each unit includes a midunit and end-of-unit assessment to measure students' learning as they progress through lessons. These assessments include varying question types that are aligned to the TEKS, as well as grade-level appropriate reading passages and comprehension questions.

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. For example, students participate in a dictation routine to strengthen their writing and listening skills. This structured activity consists of repeating two complete sentences for three consecutive lessons each week, with a focus on specific skills.

The *Guía del maestro* includes an "Hoja de evaluación de ortografía" to monitor student progress. The spelling assessment includes several spelling patterns, and the teacher places an X in the column for each spelling pattern the student spelled incorrectly. The teacher can then evaluate each student's errors, and talk with each student to ask them to explain their thought process when spelling the words, helping to understand student misconceptions.

The materials provide a diagnostic assessment titled, "Evaluación de comprensión del vocabulario I, II, III," to systematically evaluate students on phonics and vocabulary acquisition. Teachers use the performance level placement to plan instruction and group students accordingly. Scoring guidelines for *errores sin corregir* and *palabras correctas* ensure accurate measurement of phonics progress.

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

The grade 3 materials include assessment opportunities that span across the school year. For example, each unit includes an end-of-unit assessment targeting specific phonics skills. Unidad 1 includes an "Hoja de evaluación de ortografía" focused on open and closed syllable words containing consonant clusters with *l* and *r*, that lets teachers track orthographic rules for the unit. Every unit offers a similar tool, allowing teachers to track progress over the course of the school year.

The grade 3 materials contain progress monitoring tools that align to the end-of-unit assessments. For example, the "Registro de fin de año de grado 3" tool in the *Guía del maestro* allows teachers to record and track progress from unit assessments over the course of the year.

In addition, the "Evaluación formativa diaria" provides an ongoing, day-to-day process for the teacher to monitor students' work. It also supports the teacher in adjusting instruction based on student learning.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress. For example, *Destrezas fundamentales: Guía del maestro*, Unidad 5, includes comprehension question trackers for several lessons to support teachers in monitoring student responses to the reading.

Unidad 9 includes a "Registro de la práctica de ortografía" for teachers to track student spelling progress. The teacher can add specific comments in the last column, based on their observations.

Unidad 8 includes an individual student tracker called "Registro de destrezas fundamentales de grado 3." The tracker allows the teacher to view student performance across the 10 units and monitor skills.

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

The grade 3 materials provide data-management tools to help teachers track the progress of their whole class. *Destrezas fundamentales: Guía del maestro*, Unidad 5, provides class comprehension question trackers for multiple lessons to assist teachers in monitoring student responses to the reading.

The materials also provide data-management tools to track across the year. In Unidad 9, the "Registro de fin de año de grado 3" allows teachers to document data from beginning-, middle-, and end-of-year assessments. The tracker records each student name and scores in areas such as fluency, reading, and spelling.

The materials provide data-management tools to analyze patterns and needs of students. *Destrezas fundamentales*, Unidad 7, includes the tool, "Registro de observación de hiatos," for teachers to verify that students correctly spell words that have *hiato* spelling patterns like *gradúan*, *sea*, *realmente*, and *continúan*. The materials also contain printed class checklists for teachers to monitor class mastery of spelling patterns for words with suffixes *-ción*, *-xión*, and *-sión*.

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

The grade 3 materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Teachers use dictation as a group routine, assuming that students are at the same stage of cognitive development. Teachers collect, review, and use dictation work as a formative assessment tool to help differentiate instruction for each student's strengths and needs.

Teachers calculate student progress in fluency and reading comprehension activities by calculating correct words per minute, analyzing errors, and comparing results. Teachers use the "Anecdotal Reading Log" to document student progress. Teachers prepare a copy of the "Registro del progreso de fluidez" for each student, which is located in the "Recursos del maestro." Teachers ask students to write down their total words read during one minute, and the date. Teachers do this daily or weekly based on the strengths and needs of the student.

The end of each lesson in *Guía del maestro*, Unidad 3, includes a section, "Boleto de Salida." Students answer comprehension questions on a sheet of paper. Teachers collect the papers and use the results to group students based on needs and strengths.

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

The grade 3 materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, *Destrezas fundamentales*, Unidad 9, "Apoyo adicional," provides extra practice for students who struggle to master the skills from the lesson. Students must identify the misspelled word with the *h muda*. Students work with a partner, taking turns drawing a card and checking whether the word is spelled correctly or incorrectly.

Lección 6, "Lección diferenciada," provides guidance for accelerating learning for students who have already achieved mastery of the specific concept. The materials state, "Para los estudiantes que ya comprenden la idea principal, se les puede pedir que identifiquen detalles de apoyo adicionales y que expliquen cómo estos respaldan la idea principal."

Unidad 8, Lección 13, provides an activity to accelerate instruction. The "Apoyo adicional" section provides guidance for teachers to use homophone and homograph cards, and red and blue dots. Students place a red dot on the card if it is a homophone, and a blue dot if it is a homograph.

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 grade 3 materials include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, in *Guía del maestro*, Unidad 10, Lección 1, students conduct research and present their findings to their classmates, supporting oral language development. The materials guide the teacher to support students to develop good questions that help them learn more about the topic. The teacher explicitly and systematically demonstrates how to ask questions that would help a researcher learn more about the song "Summertime." Students work independently, formulating questions in the "Página de actividades 1.1." Next, students share their questions with a partner while the teacher coaches student conversations with the questions, "En qué se parecen las cosas que tú y tu compañero están preguntando? ¿En qué se diferencian?" Students can then generate additional questions.

The materials use strategies like modeling, coaching, guided and independent practice, and targeted feedback. For example, in *Destrezas fundamentales*, Unidad 1, Lección 5, "Palabras con r/rr y ll/y," the teacher models paired reading with a student volunteer. Students then engage in guided practice as they alternate reading sentences. The students offer positive feedback to each other using sentence starters provided in "Componente digital 5.4," while the teacher circulates the classroom to observe, coach, and provide feedback. The lesson also prompts students to express themselves coherently, use appropriate volume and enunciation, and share their lists of words with peers, adding new words from their classmates.

The *Guía del maestro*, Unidad 7, Lección 6, "Audición y expresión oral: tabla de presentación oral" section provides explicit and systematic instructional guidance to help students practice oral communication. The

section introduces five categories—volume, clarity of speech, intonation, rhythm, and preparation—and how to provide feedback to peers. Teachers display "Proyección digital PD.U7.L6.2," which offers examples for each category, such as, "El volumen es adecuado para que todos los oyentes escuchen durante toda la presentación," for the volume category. Students select one of the poems listed and present it to the class, following the teacher guidance, "Dígales que estarán trabajando en cada categoría de la 'Tabla de presentación oral' para practicar cómo ser oradores efectivos."

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

The grade 3 materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, students work on presentations throughout *Guía del maestro*, Unidad 9. In Lección 17, students share their writing and read their presentations to a partner. The lesson includes bullet points that remind students to be respectful, listen carefully, ask questions, read with fluency, and read with good pace and expression. The teacher observes students' conversations and redirects or provides feedback if needed.

The grade 3 materials include structured opportunities for students to practice addressing different audiences and communicative goals. The introduction and routines sections direct students to read in pairs by sitting with a reading partner, taking turns reading aloud, listening actively, and asking questions to check comprehension. As students progress through the lesson, the teacher models reading with a volunteer, emphasizing rhythm, expression, and intonation, and using a provided guide to make comments. For example, the materials state: "Pida a los estudiantes que se sienten junto a su compañero de lectura . . . lean el capítulo . . . escuchando activamente y haciendo preguntas para verificar la comprensión. Muestre el 'Componente digital 8.2' e indique a los estudiantes que pueden usar las 'Guías para comentar durante la lectura.'"

Grade 3 instruction offers students opportunities to engage in social and academic discourse for a range of audiences and intentions. For example, an activity in the *Guía del maestro*, Unidad 6, Lección 15, supports TEKS 3.1.C, which pertains to social communication. Students practice effectively communicating ideas by speaking coherently, with clear annunciation, at an appropriate rate and volume. The activity contains the following instructions: "Pida a los estudiantes que compartan sus experiencias brevemente enunciando clara y distintamente cada palabra correctamente."

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 grade 3 materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, *Guía del maestro*, Unidad 10, Lección 1, provides an introduction to colonial America. The

teacher starts the lesson by asking the students, "¿Por qué creen que la geografía es importante?" Then, the teacher explains that for the next few days, students will learn about the colonial period of American history. The teacher introduces the class to a guest speaker. Students formulate questions for the guest speaker using the "Página de actividades 1.1." The teacher provides sentence starters such as, "¿qué pensaste cuándo . . . ?, ¿por qué lo pensaste . . . ?, ¿cuándo sucedió . . . ? y ¿cómo fue . . . ?"

The *Guía del maestro*, Unidad 1, Lección 2, instructs students to listen attentively as the teacher reads a text aloud. The students then engage in a discussion about the text with a partner, ask questions to clarify information, and share what they learned with the class. The lesson guidance states: "Lea el texto en voz alta mientras los estudiantes escuchan atentamente. Pida a los estudiantes que comenten con un compañero sobre la idea principal y los detalles del texto. Anime a los estudiantes a hacer preguntas si no entienden alguna parte. Invite a varios estudiantes a compartir sus ideas sobre el texto con el grupo."

Unidad 9, Lección 4, provides authentic opportunities in Spanish for students to listen actively and ask questions. In the section, "Introducción a la lectura en voz alta," students utilize blank speech bubbles in the *Cuaderno de actividades*, "Página de actividades 4.1," to ask and answer questions from the selected text "Jamestown y los Powhatan." As students listen to the read-aloud, they focus on formulating questions in one bubble and writing the corresponding answer in the other.

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 grade 3 materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. For example, *Destrezas fundamentales*, Unidad 9, Lección 4, instructs students on reading and writing words with the /s/ sound represented by the letters c or s. Students use "Página de actividades 4.1" to identify words that contain the /s/ sound. Students read a short text and circle the words that have the /s/ sound represented by a soft c or s.

Unidad 1, Lección 1, instructs students on reading and writing multisyllabic words with the same sound represented by different letters, such as diphthongs, *hiatos*, and syllables with consonant clusters. Students use "Página de actividades 2.1" to practice spelling these words, and "Página de actividades 2.3" to practice reading, focusing on the letter-sound correspondences introduced in the lesson.

Grade 3 instruction introduces letter-sound correspondences in a clear and logical order, providing systematic and explicit support for students to apply these skills in foundational Spanish reading and writing tasks. For instance, Unidad 7, Lección 1, provides explicit instruction about decoding multisyllabic words with *hiatos* *ao*, *ea*, and *oa*. Teachers display "Componentes digitales 1.1" showing words with *hiatos*, and read the following bulleted guidance, "Modele en el pizarrón cómo separar estas palabras en sílabas, marcando los hiatos al hacerlo. Por ejemplo, explique que *extraordinario* se segmenta *ex-tra-or-di-na-rio*, porque la *o* se pronuncia separada de la *a* generando el hiato."

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 grade 3 materials include teacher guidance to provide explicit instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students

based on common errors and misconceptions. For example, *Destrezas fundamentales*, Unidad 9, Lección 4, instructs students to read and write words with the /s/ sound spelled with the letters *c*, *o*, and *s*. Students review the /s/ sound, and the teacher mentions that different letters can represent this sound and that it is essential to recognize those letters. Students work on "Página de actividades 4.1," in which they read a short text and circle the words that have the /s/ sound represented by soft *c* or *s*. If students do not identify one of the words with the /s/ sound, the materials suggest that the teacher points out which paragraph or sentence the word is in, so students can locate it more easily.

In Unidad 9, Lección 5, students read and write words with the /k/ sound represented by the letters *c*, *k*, or *qu*. The teacher writes the words *cocodrilo*, *koala*, and *quesadilla*, and circles the *c*, *k*, and *qu* in each word. Then, the teacher explains that the letter *c* has the /k/ sound when it occurs before the vowels *a*, *o*, and *u*, or a consonant, and at the end of a word. The letter *k* contains the /k/ sound when the letter occurs before vowels. The letter *q* contains the /k/ sound in the syllables *que* and *qui*. Students work on "Página de actividades 5.1," identifying and circling words that contain the /k/ sound. While students are working, the teacher circulates around the classroom and offers immediate, corrective feedback with phrases like: "¿Estás seguro de que la letra *c* se pronuncia /s/en esta palabra? Esta palabra no se escribe con *z*; piensa en otras y coméntala con tu compañero."

In Unidad 7, Lección 2, "Dictado," "Apoyo a la enseñanza," the materials provide teacher guidance to support students with syllabification of words with *hiatos*. The guidance states: "Pida a los estudiantes que escriban la regla para dividir hiatos: Un hiato es una palabra que contiene dos vocales seguidas que se pronuncian en sílabas separadas. Los estudiantes contribuirán a una tabla explicativa que enumera las palabras con hiato recién aprendidas. Ejemplos: *video*, *trae*, *paseos*, *maestros*."

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 grade 3 materials include a variety of activities and 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. For example, in *Destrezas fundamentales*, Unidad 6, Lección 6, students use a print or digital resource to determine the meaning, syllabification, and pronunciation of words with diphthongs. The teacher writes the word *acuático*, and students read it aloud. The teacher segments the word into syllables and asks students to identify the number of syllables. The teacher reminds the class that a diphthong occurs when two consecutive vowels are pronounced in the same syllable. Students work on "Página de actividades 6.1," using a word bank to identify words that contain diphthongs.

As part of Unidad 7, Lección 1, students complete "Página de actividades 1.1" in the *Cuaderno de actividades*, segmenting words with *hiatos* into syllables.

In the same lesson, students read the decodable reading selection, "La escuela y los deportes," to practice decoding bolded words with *hiatos* such as *crear*, *estrategias*, *planear*, *retroalimentación*, and *extraordinarias*. Next, students add the words to the "Página de actividades 1.2: Palabras con hiatos *ao*, *ea*, *oa*."

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 grade 3 materials sequence the introduction of grade-level sound-spelling patterns and syllable combinations. For example, the materials use a bulleted list to explain the program and the order of introduction to orthographic patterns in *Destrezas fundamentales: Guía del maestro*, Unidad 1, "Bienvenidos, maestros de tercer grado," "Introducción." Bullet 5 explains that the systematic instruction remains simple at first, and then gradually incorporates complexity as students gain confidence and automaticity. The bulleted information states: "Este programa comienza enseñando la ortografía más común o menos ambigua para un sonido. Luego, enseña los múltiples patrones ortográficos para los sonidos que pueden escribirse de varias formas diferentes. De esta manera, el sistema se mantiene sencillo al principio, y la complejidad se va incorporando gradualmente a medida que los estudiantes ganan confianza y automatizan sus destrezas de lectoescritura."

Unidad 8 summarizes upcoming learning in the "Introducción" and "Resumen de la unidad" sections. The materials state, "La Unidad 8 está diseñada para fortalecer las habilidades ortográficas y de vocabulario de los estudiantes. La unidad inicia con el estudio de palabras que contienen el sonido /j/, representado por las letras *j*, *g*, y *x*, así como el sonido suave de la *x*. Posteriormente, los estudiantes trabajarán con palabras terminadas en *-ción*, *-sión*, y *-xión*, enfocándose en identificar su significado, aplicar las reglas ortográficas y analizar cómo los sufijos modifican el significado de las palabras." These skills align with TEKS 3.2.B.viii and 3.2.A.vi.

In Unidad 9, the "Resumen de la unidad" section explains that the unit begins with a review of a particular sound, and then students focus on a new sound by identifying, reading, and writing words that contain different letters that represent that sound. The section then explains that students also learn and practice the correct use of accent marks to solidify their understanding of the rules for verb conjugations.

As students learn the correct use of the past participle verb, they continue to expand their vocabulary by applying suffixes. The guidance states: "La unidad 9 comenzará con un repaso de palabras con *h*, incluyendo aquellas con la *h* intercalada. Luego, los estudiantes se enfocarán en los sonidos /s/ y /k/, identificando, leyendo y escribiendo palabras que contienen las distintas letras que los representan. A medida que avancen en la unidad, trabajarán en el uso correcto del acento ortográfico en los tiempos pretérito perfecto simple, pretérito imperfecto y condicional simple, consolidando su comprensión de las reglas de acentuación en conjugaciones verbales. También aprenderán a utilizar correctamente la forma verbal del pasado participio y posteriormente, continuarán ampliando su vocabulario con palabras que contiene sufijo *-ura*."

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

The grade 3 materials include explicit teacher guidance in the *Destrezas fundamentales: Guía del maestro*, Unidad 7, Lección 2, bulleted list of scripted teacher guidance for teaching "Hiatos *ae, eo, oe*." The list connects to TEKS 3.2A.vi and 3.2.B.iii. The first two bullet points provide explicit teacher guidance to help students break up words into syllables by focusing on special vowel combinations called *hiatos* and diphthongs. The guidance states: "Explique a los estudiantes que juntos van a practicar la separación de ciertas palabras en sílabas. Algunas palabras tienen combinaciones de vocales especiales llamadas hiatos. Otras palabras tienen combinaciones de vocales especiales llamadas diptongos. Menciona que a veces necesitaremos agregar un acento ortográfico, llamado tilde, el cual aprenderemos y practicaremos con más detalle en las siguientes lecciones."

Bullets four and five in the same list supply explicit instruction on the segmentation of words with *hiatos*: "Escriba la palabra *video* en letra cursiva en la cartulina. Modele cuidadosamente la formación correcta de las letras. Pida a los estudiantes que lean la palabra en voz alta. Repite la palabra y demuestra cómo segmentar las sílabas: *vi-de-o*. Ahora, pida a los estudiantes que cuenten las sílabas e identifiquen el hiato en la palabra. Modele cómo separar las sílabas con un guion mientras los estudiantes segmentan la palabra."

The materials include teacher guidance on modeling cursive strokes by writing examples of words students learned in previous lessons to connect their understanding. Students then read correctly spelled and misspelled words in cursive, correcting and decoding as needed. For example, "Pregunte a los estudiantes qué sonido hace la letra *j*. Confirme la pronunciación correcta. Modele los trazos de letra cursiva, escribiendo algunos ejemplos de palabras que aprendieron en la lección anterior para conectar sus conocimientos. Por ejemplo: *pasaje* o *jadeando*. En la cartulina, escriba dos palabras polisílabas con *j*. Una de ellas debe estar escrita correctamente y la otra debe estar mal escrita. Puede elegir entre las palabras de habilidad en el capítulo de hoy: *burbujas, viajero, ajustar, jornada, rodajas*. Pida a los estudiantes que lean cada palabra lentamente y en voz baja. Confirme la decodificación correcta."

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 grade 3 materials develop grade-level sound-spelling patterns at the end of each lesson in the section "Apoyo adicional." Unidad 8, Lección 8, provides additional practice opportunities to support instruction of decoding and encoding words with soft *c* (TEKS 3.2.Aii and 3.2.B.viii). In addition, the materials include "Palabras con *-cción*," in which students investigate words with the suffix *-cción* and compare them to words with the suffixes *-ción* and *-xión*. Later, students write words with *-cción* in sentences.

The *Destrezas fundamentales: Guía del maestro*, Unidad 7, "Pausa" section includes activities that connect with TEKS 3.2.A.iv and 3.2.B.iii, which pertain to decoding and encoding words with *hiato*. Examples of activities from the section "Más ayuda con hiatos" include "Hiatos," in which students review the concept by circling words with *hiato* from a list of words, separating them into syllables, and using self-selected words to write sentences. Another example is the activity "¿Tiene hiato?" where students cut and sort words based on their *hiato*. Finally, in "Plegable de hiatos," students create a foldable to explain what *hiato* is and provide examples of words that contain *hiato*.

The "Pausa" section also provides extra activities for students to review the skills and concepts taught in the unit, such as "Béisbol con palabras con *h*," "Sopa de letras con palabras con *h*," "Crucigramas de sonidos /s/ y /k/, y Conecta y crea."

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)

Destrezas fundamentales: Guía del maestro, Unidad 1, "Pausa," "Más ayuda con sílabas trabadas" connects with TEKS 3.2.B.x. For example, in the game "Busca tu pareja," students read their card and look for a partner who has a card with a similar spelling pattern. The materials also support decoding words in the context of the unit decodable text, such as "Recaudar fondos" in Unidad 1. Students decode *palabras trabadas* within the chapter such as *costumbres*, *descubrieron*, and *tradiciones*.

The materials support TEKS 3.2.B.iii in the *Cuaderno de actividades*, Unidad 7. In Actividad 1.1, "Palabras con los hiatos *ao*, *ea*, *oa*," students encode words with *hiato* and segment them appropriately. In addition, students participate in "Dictado día 1" using the decodable text for Unidad 7, "Trabajadores de la comunidad." The teacher dictates the following set of sentences from the text: "Los entrenadores deportivos saben planear y crear actividades para jugar de manera segura y prevenir accidentes como

caídas. Son maestros extraordinarios." Then students write what they hear, using appropriate spelling and grammar rules.

In *Destrezas fundamentales: Guía del maestro*, Unidad 9, Lección 1, students read and write silent *h* words. Using "Componentes digitales 1.1," students work with a partner to read each word and segment it into syllables. Next, they select five of the words and use them to independently write a free verse poem. Finally, students trade poems and verify the correct use of the silent *h*.

5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	10/10
5.E.2c	All criteria for guidance met.	6/6
5.E.2d	All criteria for guidance met.	8/8
—	TOTAL	26/26

5.E.2a – Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (sílabo tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

The "Grade 3 Spanish and English Foundational Skills Units" guide includes a systematic sequence that lists SLAR TEKS 3.2.B.i, pertaining to the encoding of *palabras agudas* and *graves*. Unidad 2, Lecciones 2–4 and 7, teach this skill. Then, Lecciones 8–11 teach encoding *palabras esdrújulas*.

The *Biliteracy Resource Guide* contains a side-by-side comparison of the scope and sequence for grade 3 Spanish and English language arts units. For instance, the "Grade 3 Spanish and English Foundational Skills Units" guide contains the TEKS in order of presentation throughout the units. The guide provides evidence that Unidad 1 teaches SLAR TEKS 3.2.A.i, pertaining to the decoding of orthographic accents, while Unidad 6 teaches TEKS 3.2.A.iv, decoding *hiato* and diphthongs.

In "Recursos por nivel del programa," the *Biliteracy Resource Guide* includes a foundational skill table by unit that lists all the SLAR TEKS taught in a systematic order. The table indicates the number of days, unit, lesson, lesson title, and the TEKS taught over time to support skills for decoding and encoding.

5.E.2b – Materials include teacher guidance to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (sílabo tónica), word type and accent mark rules. (PR 2.A.1) (T)

The grade 3 materials include teacher guidance to decode and encode multisyllabic words depending on diphthongs and *hiatos* in the *Destrezas fundamentales: Guía del maestro*, Unidad 6, Lección 1, "Introducción de diptongos." Bullet 3 says, "Introduzca el significado de *diptongo*. Explique que los

diptongos ocurren cuando dos vocales distintas se pronuncian dentro de la misma sílaba." Bullet 6 instructs teachers on guiding students to read and write words with diphthongs: "Señale la segunda palabra, *viaje*, y pida a los estudiantes que la lean en voz alta. Pida que segmenten la palabra en sílabas mientras usted las escribe en la tabla. Señale cada sílaba de la palabra y pregunte a los estudiantes cuál es la sílaba que contiene el diptongo."

Unidad 7, Lección 1, "Hiatos *ao*, *ea*, *oa*," provides teacher guidance to introduce students to *hiato*: "Explique que un hiato se presenta cuando dos vocales fuertes están juntas pero al contrario de un diptongo, se pronuncian en diferentes sílabas." The teacher then instructs students to decode *hiato*, following the guidance, "Por ejemplo, explique qué *extraordinario* se segmenta *ex-traor-di-na-rio*, porque la *o* se pronuncia separada de la *a* generando el hiato." The lesson also includes teacher guidance on encoding, such as, "Explique a los estudiantes que deberán segmentar las palabras en sílabas y encerrar en un círculo el hiato en cada palabra."

In Unidad 5, Lección 7, "Introducir el acento diacrítico," the teacher introduces the use of accents to decode and encode words with and without diacritical accent. For example, the teacher guidance states, "Señale la tilde en la palabra *té* y comente con la clase la razón por la cual la palabra lleva una tilde. Explique a los estudiantes que, aunque las palabras *te* y *té* se escriben igual, el acento diacrítico las diferencia. El acento diacrítico es un acento ortográfico que se utiliza para diferenciar palabras que se escriben igual pero tienen significados diferentes."

5.E.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words including diphthongs, hiatus, and word types (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The grade 3 materials provide activities for students to segment *palabras agudas* and add appropriate accent marks as needed. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 3, "Repaso de palabras agudas," students write words in isolation. The next day in Lección 4, students continue to practice this skill in *Cuaderno de actividades*, Actividad 4.1. Students first read the words in a word bank, circle the *palabras agudas*, then write sentences with these words.

In Unidad 2, Lección 3, "Leer 'Las cavernas puentes naturales,'" students read and decode multisyllabic vocabulary. For example, in Capítulo 2 of the decodable text "Las maravillas de Texas," students decode multisyllabic vocabulary such as *caliza*, *cavernas*, *explorar*, and *subterráneo*. Students complete an activity in which they read and practice the pronunciation of *palabras agudas*. The activity directions state, "Después de que los dos estudiantes hayan compartido lo que leyeron con su compañero, pida que los estudiantes repasen las palabras del vocabulario y lean las palabras agudas. Los estudiantes deben practicar la pronunciación de las palabras agudas."

In Unidad 2, Lección 8, students read and write *palabras graves y esdrújulas*. The teacher reviews the difference between a prosodic accent that is a natural emphasis in pronunciation, and an orthographic accent, or tilde, that is a written mark indicating the stressed syllable according to accentuation rules. Students give an example of a *palabra aguda* and write the word on the board in cursive, later segmenting the word into syllables. Students follow a similar routine with a *palabra grave*. To close the lesson, students complete "Dictado con palabras graves y esdrújulas," in which they write sentences dictated by the teacher that contain the same spelling patterns.

5.E.2d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, 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 & 2.A.3) (S)

The grade 3 materials provide activities for students to segment *palabras agudas* and add appropriate accent marks as needed. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 3, "Repaso de palabras agudas," students write words in isolation. The next day in Lección 4, students continue to practice this skill in *Cuaderno de actividades*, Actividad 4.1. Students first read the words in a word bank, circle the *palabras agudas*, then write sentences with these words.

In Unidad 2, Lección 3, "Leer 'Las cavernas puentes naturales,'" students read and decode multisyllabic vocabulary. For example, in Capítulo 2 of the decodable text "Las maravillas de Texas," students decode multisyllabic vocabulary such as *caliza*, *cavernas*, *explorar*, and *subterráneo*. Students complete an activity in which they read and practice the pronunciation of *palabras agudas*. The activity directions state, "Después de que los dos estudiantes hayan compartido lo que leyeron con su compañero, pida que los estudiantes repasen las palabras del vocabulario y lean las palabras agudas. Los estudiantes deben practicar la pronunciación de las palabras agudas."

In Unidad 2, Lección 8, students read and write *palabras graves y esdrújulas*. The teacher reviews the difference between a prosodic accent that is a natural emphasis in pronunciation, and an orthographic accent, or tilde, that is a written mark indicating the stressed syllable according to accentuation rules. Students give an example of a *palabra aguda* and write the word on the board in cursive, later segmenting the word into syllables. Students follow a similar routine with a *palabra grave*. To close the lesson, students complete "Dictado con palabras graves y esdrújulas," in which they write sentences dictated by the teacher that contain the same spelling patterns.

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 grade 3 materials include a scope and sequence, titled the "Vistazo, alcance y secuencia," that provides a systematic Spanish sequence to support morphological awareness skills. For example, the scope and sequence shows that the first *Destrezas fundamentales* units introduce students to morphemes, and then build on that understanding in Unidades 6–8.

The introduction of each *Destrezas fundamentales: Guía del maestro* unit provides a "Mapa de destrezas," which outlines the vertical alignment of study topics within the skills units. The "Mapa" shows that grade 3 students begin studying suffixes and prefixes in Unidades 1 and 2, and continue that topic in every unit through Unidad 9.

Each unit introduction also contains a calendar that outlines the sequence of lesson topics. For example, a table in "Calendario de la Unidad 2" shows that instruction for the prefix *des-* occurs on Day 6, while a lesson for the prefix *re-* happens on Day 10.

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)

Destrezas fundamentales: Guía del maestro, Unidad 2, Lección 5, "Presentar palabras con el prefijo *des-*," contains explicit instruction for teachers to introduce the meaning of the prefix *des-*. The teacher guidance states, "Encierre el prefijo *des-* de la palabra *desaparecer* y explique que la palabra *desaparecer* tiene dos partes: *des-* y *aparecer*. Indique que *des-* es el prefijo y *aparecer* es la palabra base. Diga a los estudiantes que *aparecer* significa hacerse visible o manifestarse. Cuando se le antepone el prefijo *des-*, el significado cambia y *desaparecer* significa dejar de ser visible o no estar presente." Later in the lesson,

students practice decoding and encoding words with the prefix *super-* in the *Cuaderno de actividades* by color coding the parts of words with *des-* and writing the word meanings.

Unidad 7, Lección 11, "Sufijos *-oso/-osa*," includes direct instruction for teachers to present the meanings of words with the suffixes *-oso/-osa*. For example, the teacher guidance states, "Explique los significados de los sufijos *-oso* y *-osa* con un ejemplo mostrando el 'Componente digital 11.1.'" Later, the materials provide opportunities for students to decode and encode using sentences from an accompanying reading selection, "La tormenta eléctrica," during "Ortografía dictado" using the sentence, "Durante la tormenta, la firmeza de los árboles será puesta a prueba y la oscuridad se iluminará por los rayos. Es importante seguir las reglas de seguridad porque la fuerza de la electricidad puede ser muy peligrosa."

Unidad 9, Lección 12, guides the teacher to introduce students to read, write, and identify words with the suffix *-ura*, and understand how the suffix changes the meaning of the word. The teacher asks students, "¿Cuáles son algunos sufijos que han aprendido en las lecciones anteriores?" The teacher tells students that they will learn about the suffix *-ura* and explains that suffixes are added to the end of words to change their meaning and form new words. Students read the words *alto* and *hermoso*, and add the suffix *-ura* to change the word. Students later complete "Página de actividades 12.1," writing new words with the suffix *-ura*.

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 grade 3 materials include a variety of activities to practice morphological skills. For example, *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 5, "Apoyo adicional," contains "Más ayuda con el prefijo *des-*." This activity supports students in understanding how to use words with the prefix *des-*. In "Más ayuda con palabras con el prefijo *des-*," students add words with *des-* to a dedicated prefix anchor chart. Later, in "Más ayuda con el prefijo *re-*," students create a matching game by writing words with *re-* on cards, and writing the word definitions on separate cards.

Unidad 6, "Pausa," "Más ayuda con los prefijos *i-*, *in-*, *im-*," supplies various activities for students to develop, practice, and reinforce prefix skills. In "Plegable de prefijos," students create an organizer using words with prefixes. In "*¿i-, in- o im-?*" students form antonyms using words from a word list and add prefixes *i-*, *in-*, or *im-*. In "Completa la tabla," students complete a table with words that have prefixes, and then use those words to write sentences or a story.

The activities in Unidad 9, "Pausa," "Más ayuda con el sufijo *-ura*," provide targeted review of specific areas of morphological skills. For instance, in "¡A mezclarse!" each student receives a suffix or root word card, and partners with other students to form new words. For example, if the word is *candidato*, the student must find a partner with the suffix *-ura* to create the word *candidatura*. After pairing up, students

write the words they created in a table in the *Cuaderno de actividades* activity page, and select five words to write sentences.

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)

In the student-facing *Cuaderno de actividades*, Unidad 6, Actividad 10.1, students add the prefixes *i-*, *im-*, or *in-* to a root word to create a new word, such as *imposibilidad* or *inacción*. In addition, in Unidad 7, Actividad 9.1, students add the suffix *-mente* to words from a word bank to form new words, such as *lentamente* or *fuertemente*.

In *Destrezas fundamentales: Guía del maestro*, Unidad 8, Lección 11, students read the accompanying decodable text, "Motivación," and decode bolded words with the prefix *ex-*, such as *exagerar* and *expresas*, within the context of the story. Later, students complete Actividad 11.1, encoding the correct word containing the prefix *ex-* from the word bank to the correct sentence based on the context. Next, students write complete sentences using words with *ex-*.

In Unidad 9, Lección 14, students identify, read, write, and use words with the prefix *multi-*, and learn how the prefix changes the meaning of the word. The teacher explains the prefix *multi-* means more than one or many of the root word. Students complete "Página de actividades 14.1" with a partner by adding prefixes to root words to make new words. Then, students write a story that includes all the words with the prefix *multi-* that they formed in the previous activity. At the end of the unit, students read the decodable text "Paul Revere y el legado de los patriotas," paying attention to the words with the prefix *multi-*.