

Texas Education Agency

Spanish Language Arts and Reading, K

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

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643410	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Addressed	4	Flags Addressed	Flags in Report	1

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	89 out of 89	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	52 out of 52	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	9	0	0
4. Prohibition on Forced Political Activity	1	0	0
5. Protecting Children's Innocence	4	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	6	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	77
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a scope and sequence outlining Texas Essential Knowledge and Skills (TEKS) taught in the course. Each unit within the *Guía del maestro* includes the TEKS listed at the beginning of every lesson and is organized by unit and lesson number. For example, the *Guía del maestro*, Unit 1, covers TEKS K.1.2A and K.1.B; students "listen actively and follow instructions throughout the lesson."

The materials contain a scope and sequence outlining course concepts. For example, the kindergarten *Destrezas fundamentales: Guía del maestro*, Unit 1, begins with explicit lessons to teach phonological awareness.

The kindergarten *Destrezas fundamentales* offers a scope and sequence outlining foundational literacy concepts taught within the course. *Artes del lenguaje y lectura* also offers a sequence that outlines early language development and comprehension skills.

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

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

The materials include embedded charts in the "Biliteracy Resource Guide" that represent how to adapt the calendars to instructional day totals of 110–210 days. The materials provide an overview of the

content standards addressed throughout the year, with color coding to indicate additional instructional days.

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

The materials explain the rationale for unit order throughout the course. Within the "Alineación con los TEKS" section, units are organized by seven key areas. The materials include the explanation that units are ordered so concepts are introduced and reviewed recursively.

The materials explain the rationale for the order in which concepts are connected throughout the course. For example, in the Guía de programa e implementación, Unit 1, students learn about rhymes and fables; these early literacy concepts are revisited in subsequent units.

The materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. For instance, in Unit 1 of *Destrezas fundamentales: Guía del maestro*, the "Mapa de destrezas" section outlines that instruction begins with *conciencia fonológica oral*, followed by skills such as *mezclar y segmentar sílabas en voz alta*, *correspondencias exactas letra-sonido*, *dígrafos rr, ll y ch*, and *palabras comunes*, which are introduced and developed from Units 2–7. The document notes, "Los estudiantes que hayan tenido un buen desempeño en Kindergarten estarán listos para la secuencia de destrezas que se enseñan en Grado 1."

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

The materials include protocols with guidance for unit internalization within the *Protocolo de internalización de la unidad del maestro*. The protocol is divided into four sections and begins with a unit overview, followed by discussion of how instruction aligns with and supports the end-of-unit assessment. Next, teachers examine the prerequisite knowledge and skills students need to engage successfully with the unit content. Finally, the protocol guides educators to organize instructional resources while considering the diverse needs of all learners.

The *Protocolo de internalización de la lección del maestro* provides a four-part lesson internalization protocol that begins by articulating the purpose and objective of the lesson. Next, teachers examine the sequence and pacing of the lesson, followed by guidance for planning and rehearsing for each activity. Lastly, the protocol guides educators to organize instructional resources while considering the diverse needs of all learners.

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

The materials offer resources and guidance for instructional leaders to support teacher implementation of the materials as designed. For example, the materials include the "Pauta de observación," an observation tool to document specific components of teacher instruction and the implementation of high-quality teaching materials. The tool is divided into three sections to track: 1. Pre-Observation—Key elements to verify before the visit; 2. During Observation—Instructional indicators to look for while the lesson progresses; 3. Student Supports—Specific practices and accommodations to ensure all learners are engaged and supported.

The GK-3 protocolo de internalización de la unidad del facilitador guides instructional leaders in lesson internalization and follows a similar structure to the four-step protocol for teachers. For example, Step 1 of the protocol guides instructional leaders to connect specific elements from previous lessons to upcoming lessons. Step 2 of the protocol guides instructional leaders to ask the teacher to read the reading comprehension portion of the assessment, then highlight or annotate the text to identify elements that make it complex.

1.2 Unit-Level Design

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

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

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. For example, the Unit 9 introduction in *Artes del lenguaje y lectura: Guía del maestro* provides a unit overview and outlines the background knowledge students need to understand the lessons. The introduction states, "La comprensión de los estudiantes de los conceptos que se comentan en esta unidad mejorará si ya están algo familiarizados con los conceptos temporales básicos, tales como el día, la semana, el mes, y el año."

The overview also identifies the academic vocabulary essential for teaching the unit in English and Spanish, exemplified in "Practicar palabras" in Unit 1 of the *Guía del maestro*. An introduction to academic vocabulary appears throughout the units and outlines how the vocabulary is connected to concepts; for example, Unit 2, Lesson 1, "Los cinco sentidos," includes academic vocabulary necessary to effectively teach the related concepts, including the words *vista*, *tocar*, *daño*, and *asombrosos*.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The materials include introductory letters for each unit in Spanish and English for families to support their students' progress. The "Carta de bienvenida para las familias" includes suggestions to support learning at home through various activities. For example, the family letter for Unit 7 asks adults to complete an activity in which the student identifies and says three words from the same consonant group aloud: "Pida al estudiante que localice y diga en voz alta tres palabras de un mismo grupo consonántico con ayuda de su libro de lectura."

The materials include ways for families to support their students' progress through reinforcement of learning in the classroom when at home. For example, the English-language letter for grade K students in *Destrezas fundamentales*, Unit 4 states, "Using the reading book, ask the student to say two words with the letter *b* and trace the letter with the tip of his or her finger." The family letters also include guiding questions designed to promote oral language development and support learning beyond the classroom.

1.3 Lesson-Level Design

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

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

The materials include a comprehensive, structured lesson plan with literal, inferential, and evaluative questions. For example, *Artes del lenguaje y lectura*, Unit 2, Lesson 1 includes questions required to meet the lesson's content and language standards, such as "¿Cuáles son los cinco sentidos mencionados en este poema, o las cinco formas en que tu cuerpo descubre las cosas que te rodean?"

The materials include a comprehensive, structured lesson plan with tasks to meet the lesson's content and standards. For example, a task for a lesson about the five senses, "Dibujar los cinco sentidos," instructs students to draw the appropriate body parts associated with each of the five senses.

The materials include comprehensive, structured lesson plans with instructional assessments that align with the TEKS, ensuring content and language standards for the lesson are met. For example, each unit concludes with an *evaluación formativa* aligned with the TEKS.

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

The materials list the teacher and student materials needed to deliver the lesson effectively. For example, Unit 2, Lesson 3 in the *Destrezas fundamentales: Guía del maestro* provides a section titled "Preparación previa," which includes a list of materials; in this instance, handheld mirrors and the "Registro de observación de mezcla de fonemas" are required.

The materials provide a lesson overview summarizing each lesson, including recommended timing for each lesson component. For example, in Lesson 9, "El león y el ratón," the plan allocates 10 minutes to present the lesson, 30 minutes for the read-aloud, and 20 minutes for applying the concepts learned.

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

The materials include guidance for teachers on effectively using lesson materials for extended practice. Teachers are offered the "Material para llevar a casa" for students to complete as homework. For example, in one of the take-home activities, students identify three objects around them that begin with /s/ and draw an s over them. The "Apoyo adicional" provides four extra activities for practicing the consonants /m/, /p/, and /s/.

The materials include guidance for effectively using lesson materials for extended enrichment practice, some of which can be found in the "Desafío" sidebar. In the *Guía del maestro*, Unit 6, Lesson 1, students write a word, phrase, or sentence describing their thoughts when they hear the word *explorador* outside of 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 various diagnostic assessments integrated throughout the units and lessons, and vary in types of tasks and questions. For example, in the *Guía del maestro*, Unit 5, Lesson 1, the teacher uses anticipatory questions to assess students' existing knowledge about farms. Then, they complete a "KWL" task in which students reflect on what they knew and wanted to know before the activity, and share what they have learned about farms.

The materials include formative assessments embedded throughout each unit that vary in types of tasks and questions. At the midpoint of each unit, "Pausas" of one to two days provide review opportunities to reinforce previously taught content. For example the two-day "Pausa" in Unit 4 includes a workbook task in which students draw the parts of a plant. At the same time, the teacher revisits earlier images and stories to assess understanding.

The materials include unit-level summative assessments that vary in types of tasks. Each unit in the *Guía del maestro* concludes with a comprehensive "evaluación de unidad." The summative assessment is divided into three parts, each with a different task. The first part focuses on vocabulary, with one section targeting unit-specific terms such as *rima*, *organización*, and *personaje*, and a second section addressing academic vocabulary such as *pausa*, *rueda*, *tejió*, and *jactancioso*. The second and third parts of the summative assessment measure student understanding of essential content related to fairy tales and folktales. Students draw a line connecting each character on the left to the corresponding setting on the right.

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

The materials include definitions and purposes for various types of instructional assessments. For example, the *Guía de programa e implementación*, "Método #5: Evaluación de lectura," defines reading assessments as activities in which students read a passage independently and answer questions. The purpose is to use student response data to plan future instruction.

The *Destrezas fundamentales: Guía de programa e implementación* includes the definition of each instructional assessment, such as formative, summative, daily checks, and unit assessments. For example, the mid-unit "Evaluación intermedia del conocimiento" helps teachers monitor student progress. The materials also state that all assessment questions align with state standardized assessments.

The materials include the definition and intended purpose of instructional assessments directly in the unit lessons. For example, the Unit 1 "Evaluación de la unidad" explains that the assessment's purpose is to evaluate student mastery of each unit and academic vocabulary. The definition states that the purpose of the assessment is to "comprobar el dominio que tiene cada estudiante de la unidad y del vocabulario académico así como el contenido esencial trabajado en rimas y fábulas infantiles."

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

The *Destrezas fundamentales: Guía de programa e implementación* includes teacher guidance to support the consistent and accurate administration of instructional assessments through a detailed descriptive chart. For example, instructions for administering the "Evaluación intermedia" include precise student prompts to identify all six fables illustrated in the student workbook. The teacher guidance states, "Pida a los estudiantes que identifiquen las seis fábulas ilustradas en las dos páginas de la Página de Actividades."

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

The materials offer teacher scripts to ensure the accurate administration of instructional assessments, such as those available in Unit 5, Lesson 1, "Evaluación de unidad" to help prepare students for the assessment questions. The script begins with the statement, "Voy a hacerles una pregunta usando una palabra que escucharon en las lecturas en voz alta," and is followed by additional scripted directions.

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

The materials include diagnostic assessments aligned with grade-level TEKS and unit objectives. For example, in *Destrezas fundamentales*, Unit 6, teachers observe students blending syllables to form words directly aligned to TEKS K.2.A. Similarly, in Unit 3, teachers prompt students to identify initial letter sounds from images. This assessment is aligned to TEKS K.2.B, which requires students to demonstrate phonetic knowledge.

The materials include formative assessments aligned to the TEKS and lesson objectives. For example, in Unit 9, Lesson 4, the "Evaluación formativa" is aligned with TEKS K.6.E. Students depict the current weather in a drawing and identify weather patterns in this formative assessment, which aligns with the lesson's objective of describing weather characteristics.

The materials include summative assessments aligned with the TEKS and unit objectives. Each "Evaluación de la unidad" includes activity pages in the student workbook tied to specific TEKS. For example, the Unit 9 assessment of *Artes del lenguaje y lectura* is aligned with TEKS K.6.F and K.5.G and includes tasks to assess student understanding of seasons and weather. In *Destrezas fundamentales*, Unit 3, Lesson 8, students complete a handwriting task evaluating upper- and lowercase letter formation, aligned with TEKS K.2.E. These assessments comprehensively measure mastery of academic vocabulary and essential content, as required by the standards.

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

The materials include instructional assessments with TEKS-aligned items at varying levels of complexity. For example, in *Destrezas fundamentales*, Unit 2, "Evaluación final de la unidad," students complete a unit assessment by answering questions using a thumbs-up or thumbs-down after each question. Students then answer yes-or-no questions orally, and circle the correct answer.

The materials include instructional assessments at varying levels of complexity that are aligned to the TEKS. The Unit 9 "Evaluación de la unidad" includes formative assessments that incorporate oral comprehension checks, listening comprehension, and content application. In Part 2 of the assessment, the instructions state, "Voy a decir algunas características de cierta estación en gran parte de los Estados Unidos. Encierran en un círculo la estación que estoy describiendo. El copo de nieve representa el invierno, la flor representa la primavera, el sol representa el verano, y la hoja representa el otoño. Cuando terminen, del otro lado de la hoja, hagan un dibujo de la estación actual." This item is aligned with TEKS K.6.F, "Se espera que el estudiante responda usando el vocabulario recién adquirido según sea apropiado."

The materials include instructional assessments that ask students to show their understanding through methods that vary in complexity. For example, midyear assessments include multiple-choice questions for which students circle a correct response. Assessments also require students to demonstrate their understanding through free writing, constructed responses, and open-ended items.

2.2 Data Analysis and Progress Monitoring

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

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

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

The materials in the *Destrezas fundamentales* include guidance for interpreting student performance for the midterm and final evaluations. For example, the "Calificación y análisis" section of Unit 3, Lesson 8 provides instructions for interpreting assessment results. The guidance states that students who make 5 or fewer mistakes out of 22 items have performed well. The materials indicate that additional practice is needed if a student scores four or fewer points on any specific assessment part.

The materials include instructional assessments and scoring information that guide the interpretation of student performance. For instance, Unit 11, Lesson 15 of the *Guía del maestro* features an art research project. This assessment includes a four-point rubric that evaluates the formulation of questions, research skills, organization, and work presentation.

The instructional assessments and scoring information provide guidance for interpreting student academic performance through a point system. For example, the *Guía de maestro* provides a grading guide for writing strokes aligned to TEKS K.2.E, the *Guía de calificaciones de la evaluación a mitad de unidad, en de trazos de escritura*. Students' ability to copy each writing stroke is assigned a point value: Not Yet Ready (NLA) = 0 points, Progressing (P)= 0.5 points, and Ready (L)= 1 point. The document includes 3 examples for each of the 18 strokes and interpretations of the results: "12 or more points = Exceeds Expectations, 8–11 points = Meets Expectations, and 7 or fewer points = Needs Support."

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

Materials include guidance for differentiated tasks to respond to student assessment performance and categorize tasks into various levels of learners. In *Artes del lenguaje y lectura*, Unit 10, Lesson 1, the teacher uses various tasks tailored to emergent, intermediate, and advanced learners: Emergent learners

use familiar phrases; intermediate-level students use a broader range of expressions; and advanced learners receive minimal support with open-ended questions.

The materials provide guidance for using the included tasks to respond to student trends in assessment performance. For example, in *Artes del lenguaje y lectura*, Unit 3, Lesson 6, teachers receive differentiated support suggestions based on student responses. If students struggle, teachers can simplify questions to a yes-or-no format. For on-level students, sentence frames will be provided, such as "El personaje principal es . . ." and, for advanced students, the materials will encourage student responses using key details in complete sentences.

The *Artes del lenguaje y lectura* Unit 4 materials include guidance on tasks and activities based on student performance on the final evaluation. For example, the "Actividades finales" section states that the last two days can be used to reinforce, expand, or enrich learning. In "Remediation," the teacher is prompted to regroup students and review activities, while for "Enrichment," students create a class book on plants.

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

The materials include tools for teachers to track student progress and growth using observation records. For example, Unit 9 in the *Guía del maestro* provides observation records to document student performance, including checklists for oral syllable segmentation. Teachers mark whether students segment words correctly or incorrectly, note specific errors, and calculate subtotals of correct responses per lesson. Similar observation records are available for letter-sound correspondence and comprehension questions, tracking student answers across lessons.

The instructional materials include teacher tools for tracking student progress and growth through a student data recording sheet. The "Registro de observación de preguntas para comentar" includes seven spaces for documenting student progress in Lessons 2, 5, 6, 7, 13, 14, and 16, as well as a subtotal column.

The materials also include self-tracking tools for students to follow their progress and growth. For example, in the Unit 7 Cuaderno de actividades, students use an evaluation key to self-assess based on the teacher's questions. Students indicate their understanding by shading a thumbs-up or thumbs-down icon.

The materials include tracking forms that enable students to chart their progress and set learning goals. The *Guía de programa e implementación* section "Otras herramientas de evaluación sugerida" includes self-tracking forms for students' SMART goal planning and reflection.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The materials include teacher guidance for differentiated instruction and scaffolded lessons for students who have not mastered grade-level content and skills. Unit 9, Lesson 4 of the *Artes del lenguaje y lectura: Guía del maestro* includes leveled speaking prompts to develop language skills. The materials provide differentiated teacher guidance to support students based on their language proficiency. For example, students at the "*Nivel emergente*" level answer yes/no questions, students at "*A nivel*" build on peer responses, and students at "*Nivel avanzado*" expand or elaborate on others' ideas about seasonal similarities and differences.

The materials include teacher guidance for targeted activities for students who have not yet mastered grade-level content and skills. Educators can identify students who may need to continue practicing specific skills and provide additional support with activities found in the "Las actividades de apoyo adicional" section at the end of each lesson. In Unit 2, Lesson 1, the materials provide teacher guidance on the initial sound /o/ and writing the letter o. The lesson states, "Van a trazar la letra O mayúscula varias veces sobre la misma letra guía, usando crayones pequeños de un color diferente cada vez."

The materials include teacher guidance for scaffolded lessons for students who have not yet mastered grade-level content and skills, such as instructions for using the "IA-1 Image Flip Chart" to help students who need additional support in identifying the images. Students identify the living beings in the image, and the teacher offers any needed corrective feedback by pointing to the relevant pictures.

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

The materials include pre-teaching for unfamiliar vocabulary and references in the text through song. For example, in the *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 1, students analyze the song "América la bella." The lesson includes a teacher-read excerpt describing author Katharine Bates's inspirational visit to Pikes Peak, followed by use of a map to locate Colorado Springs and highlight the meaning of the lyric "*de mar a mar brillante*." Students connect the language from the song to concrete visuals and real-world geography and identify and discuss examples of natural beauty in the music.

The materials include embedded supports to help students understand unfamiliar vocabulary and references within the text. Each lesson features a "Vocabulario esencial" section that defines key terms during the lesson preparation phase, as well as a table that categorizes the vocabulary into Tier 1 (everyday words), Tier 2 (general academic words), and Tier 3 (content-specific terms) to guide instruction. During the "Lectura en voz alta" activity, the vocabulary words appear in bold within the student text, and the scripted teacher's guide offers student-friendly definitions. For example, in Unit 2, Lesson 1 of the *Artes del lenguaje y lectura: Guía del maestro*, while reading "Mis sentidos son asombrosos," the word *tocar* is in bold, and the teacher gives the definition: "*Tocar* significa 'sentir con la piel.'"

The materials include embedded images to support students in understanding unfamiliar vocabulary and references within the text. For example, in Unit 8, Lesson 10, key vocabulary words include *bastón*, *caravana*, *riqueza*, *atlas*, and *travesía*. When students encounter the word *caravana* during the read-aloud of "Mansa Musa: el rey mas rico," the teacher displays image 10A-4, an illustration depicting a group of people traveling long distances. The teacher then explains the term while pointing to the image, saying: "Una *caravana* es un grupo de personas, y a veces de animales, que recorren una larga distancia."

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

The materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students proficient in grade-level content and skills. Lessons include two sections—"Apoyo adicional" and "Apoyo a la enseñanza"—to support differentiated instruction. "Apoyo adicional" provides teachers with a guide showing the location of sidebar tabs within the lesson and explaining how to tailor instruction to meet diverse student needs. The "Apoyo a la enseñanza" section provides a category for "Estudiantes dotados/talentosos" and includes a brief description, followed by a table outlining targeted recommendations and instructional enrichment strategies.

The materials provide teacher guidance for differentiated instruction and enrichment activities for students who have demonstrated proficiency. *Artes del lenguaje y lectura* Unit 7 guides teachers to analyze

assessment results to identify students ready for extended learning. Students can engage in enrichment activities such as "Oradores invitados," when parents or community members visit the classroom and students ask questions about their professions. Another option is "Elección del estudiante," which allows students to select a previously read "Lectura en voz alta" and discuss key vocabulary.

The materials include teacher guidance for differentiated instruction for students proficient in grade-level content and skills. Each lesson provides built-in support in the sidebar. For example, in Unit 11, Lesson 2 of *Artes del lenguaje y lectura: Guía del maestro*, the "Audición y expresión oral" section offers tiered prompts. At "A nivel," the teacher provides sentence starters to help students ask questions about the history of pottery, e.g., "Algunos objetos utilizados por ____ son ____." At the "Nivel avanzado," students use content-related vocabulary in complete sentences, such as "Los pasos para hacer cerámica son formar, decorar y calentar," supporting engagement with academic language.

3.2 Instructional Methods

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

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

The materials include explicit prompts and guidance to support the teacher in modeling and explaining the concept of syllable blending. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 3, the materials direct the teacher to introduce the concept of blending syllables by stating: "Explíqueles que usted dirá una palabra y que ellos deberán mezclarla en sílabas usando los movimientos de la rutina." The teacher then models the procedure by standing before the class and demonstrating the syllable-blending routine. The script continues with a clear example of segmenting the word *pili*: "Tiene dos partes sonoras, *pi* (pausa) *li* (pausa). Diga las sílabas de manera pausada: *pi* . . . *li*."

The materials include explicit prompts and guidance to support the teacher in modeling and explaining the concept of prepositions. For example, in the *Guía del maestro*, Unit 7, Lesson 3, the materials provide prompts and guidance to support a lesson on prepositions. Teachers explain that *a* and *de* are also prepositions: "Explique a los estudiantes que *a* y *de* también son preposiciones." The teacher then models with example sentences: "Paul va a un mercado nuevo" and "Elige un libro de la mesa." Following this, the teacher states, "Diga a los estudiantes que en la oración, la palabra *a* nos dice *adónde* va Paul. La palabra muestra dónde está el libro."

The materials include direct prompts and guidance to support the teacher in modeling syllable segmentation. For example, in Unit 1 of the *Destrezas fundamentales: Guía del maestro*, the teacher's guidance provides instruction on segmentation using a kinesthetic activity. The script states "Diga a la clase que la palabra *gato* tiene cuatro sonidos. Diga los sonidos de manera segmentada: /g/ . . . /a/ . . . /t/ . . . /o/."

Diga el sonido /g/ mientras se toca el hombro izquierdo con la mano derecha.

Diga el sonido /a/ mientras se toca el codo izquierdo con la mano derecha.

Diga el sonido /t/ mientras se toca la muñeca izquierda con la mano derecha.

Diga el sonido /o/ mientras se toca la punta de los dedos de la mano izquierda con la mano derecha.

Diga la palabra *gato* mientras desliza la mano derecha desde el hombro izquierdo hacia la punta de los dedos de la mano izquierda."

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

The materials include teacher guidance and recommendations for effective lesson facilitation using Think-Pair-Share. The "Vistazo a la lección" section of *Artes del lenguaje y lectura: Guía del maestro*, Unit 9, Lesson 5 offers a step-by-step plan with grouping, materials, and timing. Teacher guidance to effectively deliver the lesson includes using the Think-Pair-Share strategy in which students discuss their favorite seasons, and a peer-review activity in which students share and explain their drawings. The materials provide a recommendation for effective lesson delivery that states, "Cuando hayan terminado de dibujar, pida a los estudiantes que presenten sus ilustraciones a un compañero y expliquen las características de cada estación."

The materials include recommendations for facilitating lessons using direct instruction, guided practice, and independent practice. In Unit 3, Lesson 2 of the *Guía del maestro*, the teacher introduces the letter *l* by modeling its uppercase and lowercase forms, the sound, and using a picture card of a *loro*. The teacher guidance states, "Muestre la tarjeta de imágenes de loro y diga: "Su nombre es Lolo." Pregunte lo siguiente: "¿Qué animal es Lolo?" Confirme que es un loro y señale la tarjeta de *l* minúscula; diga otra vez que su nombre es Lolo y señale la tarjeta de *L* mayúscula." Students write words on whiteboards while saying them aloud, share their work with a partner, and discuss any errors. The lesson concludes with independent practice by tracing and writing the letter *l*.

The materials offer teacher guidance for effective lesson delivery using a think-aloud; during a sheep-themed lesson, the materials guide the teacher to model a think-aloud with questions such as "¿Qué razas de perros pastores conocen?" Students work in pairs on activities related to the word *corral*, and the "Rotafolio de imágenes" supports syntactic awareness. The lesson concludes with an exit ticket, in which students share a detail they learned about sheep.

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

The materials support various types of practice and provide teacher guidance with recommended structures for effective implementation. Each lesson includes a "Vistazo a la lección" section with a chart that outlines the types of practice used, including individual work, whole-group instruction, duration, and collaborative activities. For example, one "Vistazo a la lección" lists the components of the 40-minute lesson and includes foundational skills, writing, and reading. Students practice syllables and sounds as a class, work on *rr* and *r* words through group and individual activities, and read "La barca Rosa" with partners. Additionally, independent take-home activities reinforce the */r/* and */rr/* sounds.

The materials support practice through collaborative grouping and independent practice, such as a Unit 5 lesson that includes a whole-group activity and a collaborative task from "Carta para la familia." The teacher's guidance explains key terms, such as *productos agrícolas*. Students collaborate in groups by discussing a series of cultivar-related images, then transition to independent work by drawing a food item that comes from plants or animals.

The materials support multiple types of practice, such as small-group settings and teacher guidance to facilitate collaborative learning. For example, in *Destrezas fundamentales*, Unit 7, the materials guide teachers to form small groups of students according to the number of characters in the story. The materials also include scripted support, such as prompts for partner discussions about the chapter "Luli y Pedro," visual references to the *Libro grande*, and guidance for students to respond in complete sentences.

3.3 Support for Emergent Bilingual Students

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

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

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

The Biliteracy Resource Guide outlines how *Aprendizaje Bluebonnet K–5 Artes del lenguaje y lectura* and *K–3 Destrezas fundamentales* align with various Texas bilingual models, including Dual Language (One-Way and Two-Way), Transitional Bilingual (Early and Late Exit), and ESL. The guide includes sample schedules for 90/10 and 50/50 models, showing how instruction can alternate by subject, day, or week.

The materials provide implementation guidance to support teachers in various dual-language models; according to the materials, in a 90/10 model, foundational reading is delivered in Spanish, while English is introduced through oral language activities. In a 50/50 model, instruction is evenly split between Spanish and English using flexible scheduling options.

The materials include guidance to support teachers in implementing key components of dual-language learning, such as metalinguistic connections. Each lesson in *Destrezas fundamentales* features built-in strategies in the "Conexión bilingüe" section: A lesson to support students with metalinguistic connections states, "La pronunciación del sonido /o/ en español es diferente a la pronunciación del sonido /o/ en inglés. En español /o/ hace un sonido corto mientras que en inglés es más largo."

3.3b – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials include embedded guidance to support emergent bilingual students in building academic vocabulary through oral and written discourse. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 6, students develop oral language through direct instruction, repetition, sentence frames, and

discussions of key terms such as *sabiduría*. This oral practice transitions into written discourse in which students apply vocabulary in a structured writing task about King Solomon's wisdom. The teacher guidance states, "Con toda la clase, hagan una lluvia de ideas sobre los maestros y el personal del edificio que demuestran sabiduría. Anote los nombres de estas personas y cómo muestran la sabiduría en la parte inferior izquierda y derecha de la red de ideas."

In Unit 8, lesson 14, students build cross-linguistic connections through written discourse as they revise their writing while exploring cognates. The cognates in this unit include *narración personal*, *revisar*, and *corregir*. The script states, "En inglés y en español hay palabras parecidas que se relacionan con actividades de escritura. Consulte la Guía de rutinas en las páginas finales de la unidad para trabajar con los cognados de la tabla." The materials guide the teacher in leading students in activities such as highlighting cognates, writing tasks, and guided discussions comparing their similarities and differences in Spanish and English.

The materials include embedded guidance to support emergent bilingual students in increasing comprehension through oral discourse. The lessons found in *Artes del lenguaje y lectura* include inferential and evaluative questions. In the *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 6, teachers prompt students with inferential and evaluative questions to explain and elaborate their thinking. The materials guide teachers to ask, "¿Qué creen que hará el rey Salomón con esta sabiduría?"

The materials include embedded guidance for students to support emergent bilingual students in developing background knowledge through oral discourse. Within various units in the materials, teachers introduce historical, religious, and cultural context about King Solomon, including connections to the Bible, the Qur'an, Yom Kippur, and Israel, supported by visuals and maps to deepen understanding. The teacher guidance states, "Explique que la historia del rey Salomón se sitúa en Israel hace casi 3,000 años. Muestre dónde está Israel en un mapa."

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 Biliteracy Resource Guide highlights cross-linguistic connections that allow students to analyze the similarities and differences between English and Spanish. Throughout *Aprendizaje Bluebonnet Destrezas fundamentales K-2*, the "Conexión bilingüe" prompts guide teachers in facilitating contrastive analysis of phonics, grammar, and cognates. For example, lessons compare infinitives such as *ser* and *estar* to the English infinitive *to be*, and explore pronunciation differences, such as the silent *u* in Spanish words such as *queso* versus its pronunciation in English, as in *queen*.

The materials provide resources that support metalinguistic transfer from English to Spanish. The *Guía del maestro* "Libro de vocabulario" is specifically designed for non-Spanish-speaking students and is intended for vocabulary development in small groups or pairs. The guide states, "Los estudiantes podrán

utilizar el vocabulario que aprendieron en la lección, o palabras que ya conocían. Es posible que tenga que recurrir a traducciones entre el idioma inglés y el español para apoyar a los estudiantes. Esta práctica es recomendada y bienvenida."

The materials include resources that outline opportunities to address metalinguistic transfer from English to Spanish. For example, the *Destrezas fundamentales: Guía del maestro* includes the "Conexión bilingüe," which provides Spanish words alongside their English equivalents, such as *honesto* in Spanish and *honest* in English.

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The materials include systematic and sequenced instruction of phonics skills. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 1, Lessons 7 and 8, students develop phonological awareness by practicing blending and segmenting syllables and phonemes through multisensory activities. The lessons progress from blending syllables in simple multisyllabic words such as *casa*, to blending individual phonemes to form words such as *mesa* (/m/ /e/ /s/ /a/).

In the *Guía de programa e implementación*, graphic and text examples describe the progression of skills in which students first recognize and learn letter sounds and then move on to blending and forming syllables through activities. Students then learn multisyllabic words, digraphs, accents, diphthongs, hiatuses, affixes, and homophones.

The materials follow a systematic and sequenced instruction of phonics skills in which students first learn sounds (phonemes), basic sound-letter relationships, and systematically progress to connecting them to letters (graphemes) and then more advanced spelling patterns over the years. "Visión general de la unidad" in the *Destrezas fundamentales: Guía del maestro* states that students continue to work on seven sounds and their corresponding letters in the unit. Students work on tracing letters, phoneme manipulation, segmentation, and sound isolation.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

The materials include explicit practice opportunities for phonic skills in isolation and through decodable texts. In *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 11, students practice the /t/ sound in isolation using "Tarjetas grandes de letras" (*T, t*), "Tarjetas de imágenes" (*taza, taco, toro*), and "Tarjetas de sílabas" (*ta, te, ti, to, tu*). Students isolate and pronounce /t/ at the beginning, middle, and end of words,

e.g., *tina*, *pelota*, *patos*. Students then apply this knowledge through decodable texts, reading "Tato" from *Libro grande Mamá*, and "Lola, Lalo y Milo," when they identify the /t/ sound in connected print.

The materials include explicit and intentional ongoing practice opportunities to practice phonics skills in isolation. For example, in the section "Y la palabra es . . ." of Unit 8 in *Destrezas fundamentales: Guía del maestro*, the teacher shows the digital copy from the student workbook and reads a sentence. The teacher states, "Volveré a leer cada oración. Ustedes mostrarán el pulgar hacia arriba cuando escuchen una palabra que contenga *br*, *cr*, *dr*, *fr*, *gr*, *pr* o *tr* y mostrarán el pulgar hacia abajo si no las contienen," while pointing to the consonant blends written on the board for extra support. Students then practice the skill independently using their *Cuaderno de actividades*.

The materials include explicit and ongoing practice for phonics using decodable texts. Students practice the syllabic group /br/ using the text "Renato en la barca," which includes words such as *abre*, *brillante*, *cubre*, and *sombrilla*. The materials also provide intentional and ongoing practice with the letter ñ using the text "Luli and Mañi," in which students identify and read words such as *pequeño*, *pequeña*, and *soñar*.

4.2 Daily Instructional Sequence and Routines

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

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

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

The materials include daily lessons containing explicit phonics instruction and teacher modeling. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 3, students receive direct instruction on identifying and producing the initial sound /y/, represented by the dígrafo *ll*. The teacher models pronunciation using words such as *llama*, *llave*, *olla*, and *llanta*, asking students to repeat and isolate the initial sound.

The instructional materials include phonics instruction with teacher modeling; in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 5, the teacher explicitly introduces the target sound /k/. The materials state: "Explique a los estudiantes: Ahora van a aprender el sonido de la /k/." The teacher displays the Tarjetas de imágenes in the following order: *carro*, *casa*, *coco*, *conejo*, *cubo*, *cuna*, *cama*, *camisa*.

The materials include daily lessons containing explicit phonics instruction and teacher modeling. The teacher models blending syllables using kinesthetic routines by segmenting words such as *kilo*, *kayac*, *kiwi*, and *koala* in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 15, for instance. The teacher demonstrates gestures step-by-step, beginning with hands pressed together, opening them while pronouncing each syllable, and clapping to blend syllables.

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

The materials include opportunities for explicit, guided instruction with guidance for immediate and corrective feedback. In *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 5, students work with syllables /ka/, /ko/, and /ku/. The teacher uses a digital resource with images, models, and word segmentation and guides students to identify syllables by circling images in specific colors. The teacher monitors student work and offers immediate feedback, including prompts such as "Intenta otra vez. Escucha con atención: ¿cuál es la primera sílaba que oyes?" when students make an error.

The materials provide opportunities for explicit, guided instruction and support for delivering immediate and corrective feedback if students read words incorrectly. For instance, the teacher identifies words that

contain the consonant blends *fr*, *cr*, and *gr*. The teacher lists examples and invites volunteers to read the words aloud. If a student pronounces a word correctly, the entire class repeats it; if correction is needed, the teacher will say, "Vamos a leer juntos la palabra . . . vuelve a intentar."

In the *Destrezas fundamentales: Guía del maestro*, Unit 6, Lesson 4, students manipulate syllables in word chains (e.g., *centro*, *dentro*, *metro*), identify initial sounds /p/ and /r/ in decodable words (*princesa*, *primavera*), and receive real-time feedback on errors. Teachers model sounds and provide immediate, corrective feedback by stating, "Repite la palabra después de mí."

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

The materials include a daily lesson about the sound /ke/, in which students practice phonics skills through collaborative learning and independent practice. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 9, "Orquesta de sonidos y letras," students review the /ke/ sound as the teacher displays Syllable Cards. Students collaborate by raising their hands when they recognize the /e/ sound on the card, then work in small groups to say the sound aloud. For independent practice, in Unit 4, Lesson 6, students circle images that contain the syllable *que*. They also respond individually to the prompt "¿Qué sonido escuchan en cada palabra?" to practice listening to sounds within words.

In *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 14, students blend syllables with the consonant blend /g/ /l/ using hand movements, partner reading, and word-building activities. Students read the decodable "El globo" text, identify targeted syllables, and participate in shared oral language routines. Independent tasks include writing target words, completing activity sheets focused on syllable recognition and sentence completion, and applying phonics skills at home.

In *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 14, students independently use hand signals to identify the number of syllables in a word. The additional collaborative learning activity allows students to use counters to count the number of syllables in a word while in a small group.

4.3 Ongoing Practice Opportunities

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

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

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

In *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 17, students review previously taught syllables such as *la* and *ma* by blending and rearranging them to form new words (*lama*, *mala*). The lesson includes "Alimenta a la ardilla," in which students identify initial syllables in spoken words and match them to printed syllables, reinforcing phoneme-grapheme connections. Students practice letter-sound correspondence and handwriting for *l*, *d*, *n*, *f*, *t*, and *r* while saying the letter sounds aloud. Optional review days and take-home practice also support skill reinforcement.

The materials include intentional cumulative review and practice activities in the section "Pausa" to review skills previously taught. Unit 8, "Pausa 1" provides cumulative review and practice activities for all previous lesson activities from the beginning of the unit. In "Pausa 1," students practice *consonánticos* with *n*, *r*, and *l*.

The materials include intentional cumulative review of *silabas trabadas* throughout the curriculum. For instance, the intermediate assessment for Unit 9 evaluates student performance in Part 1, focusing on the letter-sound relationships of /b/ /r/, /p/ /r/, and /t/ /r/. Part 2 of the Performance Assessment involves reading and writing words containing the blends *br*, *tr*, and *pr* using activity pages. In Unit 9, students practice *silabas trabadas* with *r*, including writing, reading, syllable manipulation, and alliteration activities.

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

In *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 10, students review the sounds of the letters *l*, *d*, and *n* that they have been explicitly taught. The teacher begins by displaying a "Página de actividades," reviewing the instructions with the class, and then distributing their *Cuaderno de actividades*. Students work in pairs to complete the activity, reinforcing their understanding of the target letter sounds through guided practice.

The materials include practice opportunities with phonics skills previously explicitly taught. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 3, students practice identifying and segmenting consonant blends with /l/ (*bl, cl, fl, gl, pl*) through activities such as "¡A pescar sílabas!" In this activity, students listen to and segment words such as *blusa, clavo*, and *flor*. These skills build on instruction from Unit 6, where students were first introduced to syllabic groups formed by two consonants, beginning with *bl* as in *blusa*.

In *Destrezas fundamentales, Guía del maestro*, Unit 9, Lesson 2, students identify and distinguish the sounds /f/ and /b/. Students pronounce sounds they have previously studied using the "Tarjeta grande de letras." Students then practice applying this knowledge independently through sorting Word Cards by initial sounds and playing bingo with letters *f* and *v*. The teacher also prompts students to recall and produce additional words with these sounds, reinforcing the phonics skills taught in prior lessons before this practice.

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

The materials include decodable texts that incorporate cumulative practice of taught phonic skills. For example, in *Destrezas fundamentales, Guía del maestro*, Unit 2, Lesson 9, students practice blending consonant-vowel syllables with the sound /m/ (*ma, me, mi, mo, mu*) through interactive activities using Syllable Cards and oral repetition. They then apply these phonics skills in reading the decodable text *Libro grande Oso Pipo*, specifically the chapter "Mimí," which contains numerous words featuring the targeted /m/sound and syllables.

The materials include cumulative practice of taught phonics in decodable texts. For example, in Unit 4, students read the decodable text "Benita en la isla," with a different and more challenging focus each time. In Lesson 2, students listen to the decodable text. In Lesson 3, students will identify with the /b/ sound. By Lesson 12, students read the text and focus on the phonics skill for the sound /ñ/.

The materials include decodable texts that provide cumulative practice of learned concepts. For example, the stories "Luli and Pili," "Luli and Blas," and "Luli and Plin" target specific sound patterns. The first story focuses on words containing the letters *p, l*, and *b*; the second emphasizes the blend *bl*; and the third reinforces the blend *pl*.

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

The materials include opportunities for practice in isolation and decodable, connected text through teacher-guided instruction. For example, in *Destrezas fundamentales: Guía del maestro*, Lessons 1–10, students practice the sounds /b/, /y/, and /k/ in isolation by identifying each sound when shown the corresponding upper- and lowercase letters such as *B, b*. In Lesson 1, students listen to the decodable text "Benita en la Isla," focusing on words that begin with the /b/ sound. Lessons 4 and 5 use the same

routines with the sounds /y/ and /k/, in which students listen to decodable texts and identify words beginning with those sounds. Students engage in ongoing practice across the 10 lessons through repeated interaction with decodable texts, guided letter formation activities, and phonemic awareness exercises that reinforce the targeted sounds.

The materials include lessons with opportunities for practice in isolation and practice in decodable connected text. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 3, students receive explicit instruction on the consonant blend /d/ /r/ through isolated practice with syllables *dra*, *dre*, *dri*, *dro*, and *dru* using "Tarjetas grandes de sílabas" and Image Cards (e.g., *dragón*, *dromedario*). Students blend and segment words, identify target sounds, and use movement to reinforce learning. Then, they apply these skills through connected text by reading "Luli y Pedro" in the *Libro de lectura, Libro grande*, which includes words with the /dr/ blend. Students practice decoding in context through echo reading, vocabulary support, and comprehension checks.

The materials provide opportunities for practice with decodable, connected text through teacher-guided instruction. For example, the decodable text "Bruno y el bosque" in Unit 8, Lesson 3 provides practice with the consonant blends *bl*, *cl*, *fl*, *gl*, and *pl*. Students practice isolated blends and then apply their learning by decoding words containing these patterns within the connected text.

4.4 Assessment

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

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

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

The material offers a variety of developmentally appropriate assessment tools. The "Pausa" section of Unit 7, *Guía del maestro*, includes activities such as analyzing an image, making a drawing, completing a Venn diagram, playing a game, or taking part in a nature walk.

In Unit 6, the "Evaluación Intermedia de la unidad" engages students in drawing, writing, and reading activities to demonstrate their ability to segment, identify, and use words purposefully in context.

The materials include various developmentally appropriate assessment tools that support students' progressive skill development. For example, the *Guía de programa e implementación* explains how students begin by recognizing and articulating individual sounds, advance to letter formation, and eventually move toward analyzing phonemes and syllables. As the units progress, the complexity increases with the assessment of multisyllabic words, digraphs, diphthongs, and other advanced phonics elements.

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

The materials incorporate built-in tools to monitor student progress, providing consistent and accurate evaluation of their development in grade-level phonics skills. For example, the "Observación: Registro de observación de segmentación oral" tool prompts teachers to monitor students as they engage in the routine "Segmentar sílabas." Students break apart two- or three-syllable words such as *hola*, *hermano*, *helado*, *Hugo*, and *hogar*.

The materials include progress monitoring tools to systematically measure student acquisition of grade-level phonics skills. For example, the progress monitoring tool "Registro de observación de mezcla y segmentación en voz alta" allows teachers to track student performance across six lessons, providing space for student names and a "total correct" column. Teachers document whether students accurately segment and blend syllables, and the tool is aligned to TEKS K.2B.

The materials offer progress monitoring tools to accurately measure student acquisition of kindergarten phonics skills. The *Guía del maestro* includes a progress monitoring tool, "Registro anecdótico de fluidez," to accurately measure student acquisition of grade-level phonics and reading skills. Teachers use the tool up to five times per student to monitor reading behaviors, decoding, fluency, and comprehension progress; the resulting record offers a comprehensive view of student development, providing teachers with qualitative insights into how well students acquire the phonics skills required by TEKS K.2B.

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

The material offers various assessment opportunities throughout the school year that are aligned with progress monitoring tools. The *Guía de programa e implementación* features an "Evaluaciones" section outlining pre-assessments, midyear assessments, and end-of-year assessments. These assessments allow teachers to systematically track student growth from the beginning to end of the academic year.

The materials incorporate frequent checks for understanding that span each lesson and unit. For example, in Unit 8, the "Verificar la comprensión" section prompts the teacher to ask, "¿Quiénes son los reyes y las reinas?" Such questions, designed to activate prior knowledge and assess real-time comprehension, are provided throughout the school year.

The materials also include a midyear progress evaluation, the "Evaluación de mitad de unidad (K-2)," outlining specific activities during the assessment and providing a visual example to guide implementation.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 5, the "Muestra del registro anecdótico de lectura" tool enables teachers to document student reading performance, identify areas of need, and tailor instruction accordingly through observation-based records maintained over time.

The materials provide assessment tools that yield data teachers can analyze and interpret to make instructional decisions. Each unit provides a "Hoja de registro de la evaluación intermedia y final," which includes a section for recording notes on student progress. The guidance states, "Una vez que la Hoja de registro esté completa, podrá examinar rápidamente para determinar si hay grupos de estudiantes que podrían beneficiarse con práctica adicional en un área determinada." This tool supports monitoring student progress to help determine whether to accelerate instruction or pause for no more than one week of targeted additional practice in a specific area.

The materials include tools to track student progress and make instructional decisions to accelerate instruction, such as the "Registro de observación de mezcla de sílabas" in Unit 3 of the *Guía del maestro*. The hard copy provides spaces for six student progress checkpoints throughout the unit to inform decision-making.

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

The materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. For instance, the *Guía del maestro's* "Registro de observación de preguntas para comentar" provides a progress-tracking form with spaces to record and score each student's progress for Lessons 2, 5, 6, 7, 14, and 16, along with a subtotal column.

The materials incorporate tools for tracking whole-class student progress to analyze students' patterns. Each lesson in Unit 4, *Destrezas fundamentales: Guía del maestro* concludes with "Recursos para el maestro," which includes observation record sheets to document student progress and view whole-class student needs in areas such as oral segmentation, letter sounds, and syllable segmentation.

The materials provide whole-class data-management tools to track and analyze student progress. In Unit 5 of *Artes del lenguaje y lectura: Guía del maestro*, for example, the "Registro de observación de preguntas para comentar" provides teachers with a chart to record how each student responds to comprehension questions related to character, setting, and events. This tool allows teachers to compare responses across the class and identify patterns or areas in which multiple students may need additional support.

The materials provide guidance and tools to support teachers in responding to whole-class student data to inform instruction. For example, the "Registro para la rúbrica de evaluación de escritura" assesses content of student writing, writing skills, use of language conventions, and spelling accuracy. Class data is presented in aggregate on a single page, enabling the teacher to analyze patterns and identify students' needs.

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

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

The materials incorporate guidance on determining the frequency of progress monitoring based on students' strengths. The "Preparación previa" section of the *Guía del maestro*, for example, instructs teachers to prepare observation records such as the "Registro de observación de segmentación oral" and the "Registro de observación del sonido de las letras" to assess student performance during phonological awareness and phonics routines. These tools are used repeatedly throughout the unit, enabling teachers to monitor student progress and tailor the frequency of checks according to individual strengths and needs. The guidance encourages teachers to revisit content and adjust instruction based on how well students recognize and apply previously taught sounds and skills.

Destrezas fundamentales includes an "Evaluación en unidad" section that provides information on "Evaluaciones de nivelación," "Evaluaciones formativas y apoyo adicional a la enseñanza," and "Evaluación del desempeño." This section includes guidance and a table chart outlining the frequency of these evaluations within the unit. The materials also offer "Apoyo," providing practice materials for those who need the support of more targeted instruction.

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

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

The materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, in the Unit 7 "Evaluación final de la unidad" section of *Destrezas fundamentales: Guía del maestro*, teachers are guided to observe students as they identify letter sounds and syllables using tools such as observation checklists and performance tasks. If students struggle with specific syllables or sounds such as /f/, /l/, /k/, /l/, /g/, or /l/, the materials offer guidance to accelerate learning, e.g., targeted repetition, visual segmentation on the board, or structured group activities.

"Actividades finales" in the *Guía del maestro*, Unit 2, guides teachers to group students based on their areas of need to support mastery of concepts. The materials state, "Puede reagrupar a los estudiantes de acuerdo con áreas particulares de debilidad, como lo indican los resultados de la Evaluación Formativa y de la unidad."

The *Guía del maestro* also includes guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts in the Unit 8 "Evaluación de la unidad" section, recommending that teachers use student results to inform the following day's review and reinforcement sessions. The guidance is to use data to accelerate learning through effective use of instructional time to address learning gaps.

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

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

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

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

The materials include teacher guidance to provide explicit instruction in print awareness and for regular review of print concepts, including how print has different purposes. For example, in *Destrezas fundamentales: Guía del maestro*, during the first Unit 1 "Pausa," teachers help students develop print awareness by using real-life connections to distinguish between their left and right hands. The script states, "Diga a los estudiantes que coloreen de verde la mano izquierda y de rojo la mano derecha." Students then color their left hand green and their right hand red. The lesson continues with guided practice tracing horizontal, vertical, and diagonal lines while explicitly reinforcing the left-to-right directionality of print. The materials also provide teacher guidance to model this skill on the board if needed: "Diga a los estudiantes que tracen cada línea de izquierda a derecha. Si es necesario, demuéstrelo en la pizarra/cartulina."

The materials guide the teacher to provide explicit and systematic instruction in print awareness, including how print has different purposes. For example, in Unit 2, Lesson 1 of *Destrezas fundamentales: Guía del maestro*, teachers model how to hold and orient the *Libro grande: Oso Pipo* properly. The lesson explains that a book is a collection of pages bound on one side, used to tell a story through images or words. Teachers are prompted to say, "Dígales que la posición correcta para sostener un libro es con las palabras o imágenes derechas, de lo contrario los personajes estarían de cabeza y las palabras no se podrían leer."

The materials offer clear teacher guidance for providing explicit and systematic instruction in print awareness, including directionality. In Unit 5, Lesson 11 of *Destrezas fundamentales: Guía del maestro*, the teacher begins by discussing how to care for books. Students then work in pairs, taking turns reading while the teacher reminds them to track the text with their finger, reinforcing directionality and print

concepts. The script states, "Recuérdelos que sigan la lectura con un dedo, de izquierda a derecha y de arriba hacia abajo en cada página."

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

The materials include frequent opportunities for students to apply print awareness knowledge, including tracking of text and directionality. For example, in *Destrezas de lectura*, Unit 8, Lesson 1, the teacher begins with a shared reading of the *Libro grande's Bruno y el bosque*, in which students identify the title. Students then read the decodable book *¡A empacar!* with a partner, applying print awareness by tracking text with their finger. Students also engage in a print awareness activity as the teacher reminds them to "Acérquense con su compañero y tomen turnos para leer en voz alta *¡A empacar!* Recuérdelos que sigan la lectura con un dedo, de izquierda a derecha y de arriba hacia abajo, en cada página."

The materials offer multiple opportunities for students to practice print awareness, such as how to hold books and turn pages. During the second lesson of *Destrezas fundamentales: Guía del maestro*, Unit 5, the teacher displays a Big Book and asks students to take out their copies, emphasizing that each book looks the same. The teacher models how to handle and navigate the book, guiding students to turn to page 2 together. As the lesson continues, the teacher prompts students with questions such as "¿Qué ves en esta oración?," "¿Con qué letra empieza?," and "¿Cómo termina?," reinforcing concepts of print and sentence structure.

The materials also offer detailed sequential instruction to build oral language and oracy skills through multiple strategies and techniques. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 2, Lesson 4, students interact with the *Libro grande's Oso Pipo* during the read-aloud of "La casa de los Elefantes." Students watch as the teacher holds the book, points out the title and author, and demonstrates reading directionality by tracking print from left to right and top to bottom. The materials state, "Recuérdelos la posición correcta para sostener el libro. Señale la portada y explique que la ilustración muestra de qué trata el libro. Muestre el título y repase las palabras con el dedo a medida que lee."

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The materials provide explicit and systematic guidance for developing oral language through various methods. For example, in Unit 1, Lesson 3, "Saludar," students practice oral language by greeting one another with a handshake while learning to distinguish left from right. The materials include the student sentence stem "Hola, _____. Estoy usando mi mano derecha para estrechar tu mano derecha." Students listen for the word *derecha* and engage in structured conversation. The material also includes coaching guidance to model speaking clearly: "Hable de forma audible y clara para que los estudiantes sigan su ejemplo."

The materials offer explicit and systematic guidance for developing oral language through sentence stems. Students work with a partner in Unit 1, stating their name and favorite fruit using the sentence stem "Hola, yo soy ___ y mi fruta favorita es ____." Students then practice asking and answering questions such as "¿Cuál es tu nombre?" "¿Cuál es tu fruta favorita?" The instructional guidance includes this explicit teacher feedback for the student conversation: "Si un estudiante evita el contacto físico, permita la opción de saludar a otra persona desde la distancia."

The materials provide explicit and systematic instructional guidance for developing oral language and oracy through sound games as well. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 5, students engage in sound-letter associations and sound isolation through teacher modeling and guided practice. The materials include instructional guidance to develop oral language through games in which students move around the classroom and share three things that begin with a particular sound. The material states, "Luego de escuchar el sonido, caminen rápidamente por el salón de clase, encuentren y toquen la tarjeta de la letra correspondiente al sonido que escucharon. Al encontrar la tarjeta de la letra y asociarla a su sonido correspondiente, pida a los estudiantes que mencionen tres cosas que empiecen por ese sonido."

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

The materials allow students to participate in social and academic conversations tailored to various purposes and audiences. Unit 1, Lesson 1 of *Destrezas fundamentales: Guía del maestro* offers prompts that support communication for building relationships; when the teacher asks, "¿Cuál es tu nombre? ¿Cuál es tu fruta favorita?" students engage in reciprocal dialogue with classmates, listen attentively to others, and use sentence stems such as "Hola, yo soy ____ y mi fruta favorita es ____" to support peer interaction.

The materials include opportunities for students to engage in social communication for different purposes and audiences. For example, in *Destrezas fundamentales: Guía del maestro* Unit 4, Lesson 4, the teacher introduces the story "Allí está Beto." After reading the story aloud and leading a choral reading, the teacher highlights the phrase *¡Allí está tu abuelo Beto!* and models using an expressive tone when greeting others. The materials guide the teacher to lead students in greeting their partner while using an expressive tone: "Comente que también pueden usar ese tono cuando saluden a alguien. Pídales que lo imiten y pongan en práctica, saludando a un compañero."

Among the opportunities the materials offer to participate in social and academic conversations tailored to various purposes and audiences is this Unit 7, Lesson 10 example, in which students engage in academic dialogue by using the terms *bienes* and *servicios*, responding to questions such as "¿Cuáles son ejemplos de bienes?" and "¿Cuáles son ejemplos de servicios?"

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

The materials provide authentic Spanish-language opportunities for students to listen actively and share ideas. For instance, the materials prompt teachers to set a purpose for listening. Before reading "La regla de oro," the teacher introduces the story's context and asks if students are familiar with the concept of the Golden Rule: "Haz a los demás lo que te gustaría que te hicieran a ti." The materials ask students to consider how they wish to be treated and share their ideas.

The materials include meaningful opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. Before the read-aloud of "El buen samaritano" in *Artes del lenguaje y lectura*, Unit 7, Lesson 6, students listen closely for answers to their questions: "Mientras escuchan la historia, deben pensar en algunas preguntas que tengan sobre la historia." During the reading, the teacher pauses to engage in discussion of the questions: "¿Quién creen que estaba siendo un buen prójimo? . . . ¿Quién fue un buen prójimo para el hombre herido en la historia? ¿Por qué?" Students then share the information with the class.

The materials also offer meaningful opportunities in Spanish for students to engage in active listening, pose questions, participate in discussions to deepen understanding, and communicate information and ideas. In Unit 2, Lesson 4 of *Artes del lenguaje y lectura: Guía del maestro*, students listen as the teacher explains how the sense of smell works: "Las moléculas de olor entran en la nariz a través de las fosas nasales y llegan a los receptores olfativos." With eyes closed, students smell different scents and describe what they notice. The teacher prompts discussion with questions such as "¿Pueden nombrar los dos sentidos y asociarlos a las partes del cuerpo?" Students compare the sense of smell to others, answer comprehension questions, and share personal experiences using sentences such as "Usamos nuestra nariz para oler flores y comida."

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	All criteria for guidance met.	2/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	18/18

5.C.1a – Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1).

The materials include a systematic and authentic sequence for introducing letter names and corresponding sounds in Spanish. For example, the Unit 1 introduction outlines a clear progression that begins with teaching the names and sounds of the five Spanish vowels, followed by the most frequently used consonants such as *m*, *n*, *b*, *p*, *s*, *l*, *d*, *t*, and *f*. The materials describe the sequence: "Mientras los estudiantes desarrollan destrezas de conciencia fonológica y fonémica, estarán aprendiendo los sonidos de las cinco vocales como un requisito previo para el proceso de lectura y escritura. Luego, aprenderán a combinar las vocales con las consonantes de uso más frecuente para formar sílabas abiertas . . . Las consonantes se presentan una a la vez y se practican con las vocales y con otras consonantes que los estudiantes han aprendido previamente."

In *Destrezas fundamentales*, Unit 3, students learn the consonants *l*, *p*, *s*, and *m* and their corresponding sounds and progress to *d*, *n*, and *f*. Later in the unit, students focus on the sound /t/ and upper- and lowercase *t*, forming and decoding syllables such as *ta*, *te*, *ti*, *to*, *tu*, and reading multisyllabic words. The sequence concludes with the sounds /r/ and /rr/, as students learn to associate them with *r*, trace upper- and lowercase letters, and decode more complex syllabic patterns like CVCCV, e.g., *carro*, *rorro*.

The materials include a sequence for introducing the Alphabet Chart or specific Letter Cards to differentiate between uppercase and lowercase letters. For instance, in Unit 2, Lesson 7, students learn how to trace upper- and lowercase vowels *e* and *u*. The teacher reminds students to trace the letters following the previously learned steps: "Ahora van a practicar el trazo de las letras *e* y *u* tanto en mayúsculas como en minúsculas. Observen la página de actividades e identifiquen la mayúscula y la minúscula de cada letra."

5.C.1b – Materials include teacher guidance to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

The materials include teacher guidance to provide explicit instruction for teaching the identification of the 27 letters and their corresponding sounds. *Destrezas fundamentales: Guía del maestro* Unit 3, Lesson 3 provides explicit instruction for teaching uppercase and lowercase *d*, with corresponding "tarjetas grandes de Letras." Students identify the initial /d/ sound in words such as *dardo*, *David*, and *delfín*, and repeat those words aloud. *Adivinanzas* reinforce the sound /d/ through images and oral responses. The teacher is guided to state, "La pronunciación correcta de la letra *d* es /d/, como en las palabras *dardo* y *dona*. Señale cada palabra mientras las lee en voz alta."

Teachers are guided in delivering clear instruction to support students in developing automatic recognition of each of the 27 Spanish letters and their sounds. For example, Unit 4, Lesson 2 of the *Guía del maestro* begins with "A calentar motores," a warm-up activity focused on working with letters and letter sounds. The lesson then introduces the letter *b* using scripted teacher guidance, such as "Explique a los estudiantes: 'Hoy conocerán la letra del sonido /b/ que trabajaron en la lección anterior.'" The lesson concludes with an activity involving identifying and working with words that begin with the letter *b*, guided by the prompt: "Pídales que observen la letra inicial y que la relacionen con una de las tarjetas que usted les mostrará simultáneamente. Se espera que identifiquen que la *b* mayúscula es la letra que es igual."

The materials include teacher guidance to provide explicit instruction and develop students' ability to quickly and accurately identify all letter sounds. In *Destrezas fundamentales*, Unit 2, Lesson 1, the teacher receives explicit guidance for introducing upper- and lowercase letter *o*. The lesson begins with students practicing the /o/ sound while watching their mouth movement in a mirror: "Pídales que digan el sonido /o/ alargándolo (oooooooo), mientras se miran al espejo . . ." The teacher then uses large Letter and Picture Cards to help students associate the sound with the correct letter form: "Muestre una de las Tarjetas de imágenes Oso y Olga que preparó previamente." To build automaticity, students practice tracing uppercase *o* using crayons, saying the /o/ sound aloud.

5.C.1c – Materials include guidance in Spanish for the teacher to provide explicit (direct), and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T).

The materials include guidance for the teacher to provide explicit instruction for letter formation for the 27 letters. For instance, in Unit 2, guided instruction begins by reviewing the five vowels: *o*, *a*, *i*, *e*, and *u*. Students receive copies of the Activity Page and five crayons—one color for each vowel. The teacher guides students to trace each vowel's upper-and lowercase forms in the assigned color while saying the

sound aloud. The instructions state, "Pídales que tracen varias veces el sonido que usted dirá en voz alta, tanto en mayúscula como en minúscula, usando un mismo color." As students trace, the teacher repeats each vowel sound slowly and clearly, reinforcing sound-letter association through repetition and kinesthetic practice.

The materials include teacher guidance for systematic instruction for forming the 27 alphabet letters. In Unit 4, Lesson 2 of the *Guía del maestro*, "Trazar b, B. Trazar letras – Demostración del maestro" provides explicit step-by-step instruction. The lesson begins with a teacher preparation note, followed by guidance to draw writing lines on the board. The teacher models writing lowercase *b*, saying, "Empiezo en la línea de arriba. Dibujo una línea larga hacia abajo. Dibujo un círculo hacia la derecha. Digo /b/." The teacher repeats the process for the uppercase *b*. Students then practice writing letters in the air before writing them in their *Cuaderno de actividades*.

An additional example appears in *Destrezas fundamentales*, Unit 4, Lesson 4, in which teachers are guided to give students clear, step-by-step instructions for forming upper- and lowercase letter *v*. The teacher guidance states, "Empiezo en la línea de arriba. 1. Dibujo una línea diagonal hacia la derecha. 2. Dibujo una línea diagonal hacia arriba. 3. Digo /b/." The lowercase instructions say, "Empiezo en la línea punteada . . ." with the same tracing steps.

5.C.1d – Materials include a variety of activities and/or resources (including the use of memory building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

The materials include various activities and/or resources in Spanish for students to develop, practice, and reinforce alphabet knowledge in isolation. For instance, in Unit 3, Lesson 1, students begin by reviewing previously taught letters and sounds from Unit 2, such as upper- and lowercase *m*, *p*, *s*, *o*, *a*, *i*, *e*, and *u* and their corresponding sounds: /m/, /p/, /s/, /o/, /a/, /i/, /e/, /u/. To reinforce this knowledge in context, students play a syllable segmentation game using words such as *oso*, *mesa*, *sapo*, and *mapa*.

The materials include various activities and/or resources in Spanish for developing, practicing, and reinforcing alphabet knowledge in the context of meaningful print as well. In the *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 2, students trace and name upper- and lowercase letter *b* using "Tarjetas grandes de letras" and complete two *Cuaderno de actividades* pages, using red and blue crayons to differentiate between uppercase and lowercase letters. Students also identify upper- and lowercase *b* words during a shared reading of *Libro grande Benita en la isla*, blending syllables with motions and reinforcing vocabulary such as *Benita*, *bota*, and *burro* with visual aids.

The materials include various Spanish activities and/or resources for students to develop, practice, and reinforce alphabet knowledge in isolation and in the context of meaningful print. For example, in Unit 4, Lesson 13 of the *Destrezas fundamentales: Guía del maestro*, students practice alphabet knowledge in

isolation by identifying and pronouncing sounds during the activity "El tesoro de los sonidos," using "Tarjetas grandes de letras" and "Tarjetas grandes de sílabas" such as *v, r, t, f*, and *ca, co, cu*. They trace the letters *ñ* and *Ñ* with step-by-step verbal cues and visual models, and segment words such as *niña* and *araña* into syllables during oral routines. The materials include alphabet knowledge in context through the shared reading of the *Benita en la isla* chapter "La piña," during which students identify words with *ñ* and a writing extension.

5.C.2 Letter-Sound Correspondence

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

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

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

The materials clearly and systematically present letter-sound relationships in a sequence that supports basic decoding and encoding skills in Spanish. For example, in Unit 5, Lesson 11 of *Destrezas fundamentales: Guía del maestro*, students receive explicit instruction on the letter-sound correspondence for /j/ as represented by *ge-*, *gi-*. The teacher models pronunciation and blends syllables such as *ge-ma*: *gema*, and students practice identifying, segmenting, and blending words such as *girasol*, *genio*, and *gelatina*. Students apply basic encoding by tracing and writing the syllables *ge-* and *gi-*, and complete words containing those syllables. Additionally, during shared writing, the teacher dictates words such as *gemelas* and *gigante*, guiding students to segment syllables orally before writing the words together on the board.

The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. For example, the materials in the *Guía de programa e implementación* explain how phonemic awareness is systematically built by teaching common sound-letter relationships early on. This approach allows students to begin reading and writing words quickly. As stated in the guide, "Una vez que los estudiantes desarrollan su conciencia de los fonemas y reconocen los sonidos en las palabras que escuchan, aprenden rápidamente a escribirlos y a combinarlos para formar sílabas y luego practicarán su decodificación en el texto." The materials begin with instruction on sound-letter relationships for vowels and the most frequent consonants, enabling students to form letter codes and access a wide range of decodable words early in the learning process.

The materials present letter-sound relationships systematically and explicitly to support basic decoding and encoding in Spanish. For instance, when introducing the blended sound /tr/, the materials are explicitly teaching *sílabas trabadas*. The teacher begins by presenting several example words and guiding students to identify the initial sound in each. The teacher's guidance states, "Los sonidos /tr/ son la combinación de /t/ y /r/," emphasizing that this combination is a type of *sílabas trabadas*. To reinforce the concept, the teacher uses images of familiar objects that include the /tr/ sound, such as *trompo* and *tren*.

Students practice with the sound, followed by an activity in which they apply their learning through the story "Trini la potra," then draw and label an object whose name contains the /tr/ sound.

5.C.2b – Materials include teacher guidance to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials offer teacher guidance for direct instruction in Spanish that emphasizes linking phonemes to letters within words, along with suggested explanatory feedback to address common student errors and misconceptions. For example, in Unit 3, Lesson 8 of the *Destrezas fundamentales: Guía del maestro*, teachers use a "Registro de observación de segmentación oral" to monitor syllable segmentation and document mistakes. The materials include scripted support and finger movements to model multisyllabic word segmentation explicitly. Teachers are guided to provide corrective feedback to reinforce proper syllable segmentation, such as: "Lo haces muy bien, pero puedes hacerlo mejor de esta manera. Si la palabra tiene tres o cuatro sílabas, muestre el dedo anular para decir la tercera sílaba y el dedo meñique para decir la cuarta."

The materials include teacher guidance to direct instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common misconceptions. For example, the "Apéndice" in the *Guía del maestro*, Unit 1 provides teacher guidance on syllable types and word patterns, including instruction on *dieresis*. The materials explain how to correctly pronounce and segment words with *güe* and *güi*, addressing common misconceptions. The teacher's guidance notes that while the *u* in *qu* and *gu* words is typically silent, the dieresis (ü) signals that the *u* must be pronounced. Examples such as *biliñgüe*, *cigüeña*, and *güira* show how these syllables are segmented and pronounced as diphthongs, helping students navigate more complex phonetic patterns.

The materials provide teacher support for explicit instruction in Spanish that focuses on associating phonemes with letters in words, including feedback recommendations to help students overcome common mistakes and misunderstandings. In the *Guía del maestro*, Unit 4, Lesson 6, the sidebar offers guidance such as "Pida a los estudiantes que identifiquen las sílabas *que*, *qui* en las palabras que mencionó. Si tienen dificultades, recuérdales que la *q* y la *u* trabajan juntas para formar el sonido /k/." It also provides clarification for common misconception, "En español la *q* siempre va seguida de una *u*. Y que siempre va seguido de una *e* o una *i*. En este caso, la *u* es silenciosa."

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

The materials offer a range of activities and resources in Spanish that help students develop, practice, and strengthen their skills in applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and within authentic Spanish decodable connected text. For example, students decode words such as *nene*, *nido*, and *nudo* using kinesthetic routines (e.g., finger movements for each syllable) in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 6. Students isolate the /n/ sound in various word positions e.g., *nado*, *lona*, *cena*, and use a treasure hunt to match sounds with letters. Students also identify /n/ words from a "Magic Word Bag" during a shared reading of the chapter "No, no, Milo."

The materials include various activities and/or resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and authentic Spanish decodable connected text. In Unit 3, Lesson 15, students identify the medial /r/ sound in simple words and apply this skill while reading the decodable text "Tito y su perro." They practice decoding CVCCV words such as *rorro*, which appears in the story. To reinforce the concept, the materials include a game, "Detectives al rescate," in which students search for words with the medial /r/r/sound within the text.

The materials provide diverse activities and resources in Spanish designed for students to build, practice, and reinforce their ability to use letter-sound correspondence to decode one- and multisyllable words, individually and within authentic Spanish decodable connected texts. For example, in Unit 9, Lesson 1, students work on digraphs /ch/, /ll/, and /rr/ through multisyllable words such as *cha-que-ta*, *ja-rra*, *ca-rre-te-ra*, and *ca-me-ll-o*. In the decodable book *Este es el maíz*, students apply these skills by reading, retelling, and identifying words with *ch*, *ll*, and *rr*, providing meaningful practice.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

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

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

The materials provide a systematic Spanish-language sequence for introducing phonological awareness that begins with simple skills and transitions to more complex skills. Instruction begins with foundational skills and larger units of sound, then gradually progresses to more complex skills and smaller sound units. For instance, in Unit 1, Lesson 1 of *Destrezas fundamentales*, students learn to listen for and identify sounds, advancing to manipulating sounds by Lesson 10. Similarly, in Unit 2, Lesson 2, students work with larger sound units by identifying alliteration in spoken words. By Unit 3, Lesson 12, instruction shifts toward smaller units as students form new words by changing, adding, or deleting syllables such as *ta*, *te*, *ti*, *to*, and *tu*.

The materials provide an authentic Spanish-language sequence for introducing phonological awareness, aligned with grade-level Spanish TEKS, which begins with simple skills such as identifying rhyming words to more complex skills such as producing rhyming words. For example, in *Destrezas fundamentales*, Unit 3, Lesson 5, students identify rhyming words as the teacher models. The teacher guidance states, "Lee la palabra *lata* y sepárala en sílabas usando los aplausos o manos" using the syllable-segmentation routine: *la-ta* > *lata*. The teacher then erases the syllable *-ta* and asks, "¿Cuál palabra queda?" By Unit 4, Lesson 1, students apply this knowledge by producing rhyming words during group activities.

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begin with simple skills and gradually transition to more complex skills. For example, in Unit 4, Lessons 4 and 6 of the *Destrezas fundamentales: Guía del maestro*, students blend syllables in words such as *lla-ma*, *ga-llo*, and *lle-no*, using coordinated

body movements to support syllabic awareness aligned with TEKS K.2.A.iv and K.2.A.v. Instruction then transitions systematically to the phoneme level, where students isolate individual sounds using physical cues—such as touching the shoulder, elbow, and wrist to represent each sound in *llama*—before blending them into a complete word, supporting TEKS K.2.B.iv.

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

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

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

The materials provide explicit instruction for teaching phonological awareness skills authentic to Spanish, including recommended explanatory feedback to address common student errors. For example, in Unit 4, Lesson 6, the materials offer explicit, direct instruction for the /k/ sound in the "Presentar el sonido /k/" section and later in "Reconocer el sonido /k/ en palabras con *que, qui*." The teacher will clarify common orthographic pattern errors specific to Spanish within the direct instruction. The materials state, "Pida a los estudiantes que identifiquen las sílabas *que, qui* en las palabras que mencionó. Si tienen dificultades, recuérdelos que la *q* y la *u* trabajan juntas para formar el sonido /k/."

The materials include explicit, Spanish-specific instruction for teaching phonological awareness skills and recommended explanatory feedback to address common student errors. For example, in Unit 5, Lesson 7, the teacher introduces the sound /s/ with the syllables *ce* and *ci*. Using Picture Cards, the teacher asks students, "¿Qué sonidos las conforman?" The materials provide corrective feedback and guidance when students make errors, such as mispronouncing the syllables as /k/ /e/ or /k/ /i/. Teachers provide corrective feedback with the following explicit instruction: "La letra *c* se escucha /s/ cuando aparece antes de las vocales *e, i*."

The materials provide explicit instruction in phonological awareness that is authentic to Spanish and recommended explanatory feedback to address common student misconceptions. For instance, in *Destrezas fundamentales: Guía del maestro* Unit 1, Lesson 8, students work on recognizing initial sounds using a toy monster as a teaching tool. The monster deliberately mispronounces sounds to highlight common misconceptions. The students are prompted to observe the teacher's mouth as the monster intentionally says an incorrect initial sound: "El monstruo dijo /d/ en lugar de /l/." The teacher then says, "Observen mi boca para que identifiquen cómo el monstruo pronunció incorrectamente el sonido inicial

del nombre de este objeto." Students then pay close attention to tongue, lip, and teeth placement when producing specific letters or syllables.

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

The materials provide a range of Spanish-language activities designed to help students develop, practice, and reinforce phonological awareness skills aligned with the Spanish TEKS. For instance, in alignment with TEKS K.2B, students work on identifying and producing the sound /o/ using a mirror to support accurate articulation and memory retention in Unit 2, Lesson 1. Students then practice segmenting syllables containing the letter *o* using arm movements. The practice is reinforced in Lesson 6's additional practice section, when students identify initial sounds for the vowels *o*, *a*, and *i*.

The materials include various activities in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to Spanish TEKS. For example, in Unit 3, Lesson 13, students develop the phonological skill of identifying and associating the sound /rr/ aligned to TEKS K.2Bi by blending syllables to form words such as *ro-sa* > *rosa* and *ra-ma* > *rama*. Students then practice manipulating syllables to create new words aligned to TEKS K.2Aix. The teacher reinforces the skill in Lesson 14, during which students actively practice and segment multisyllabic words into syllables such as *fo-ca* > *foca* and *mo-ne-da* > *moneda*.

The materials offer a variety of resources in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to Spanish TEKS. Unit 6, Lesson 11 in the *Destrezas fundamentales: Guía del maestro* provides a review of previously taught letter sounds using large Letter Cards for *s*, *g*, *m*, *f*, and *r*, in which students say each sound aloud as the teacher presents cards. Students practice listening to a poem and identifying words containing the /fr/ blend (e.g., *fresa*, *frijol*) through an activity in which they touch their noses and echo each verse. Students also identify rhyming words such as *fresa* and *cabeza* and generate additional rhymes to reinforce sound pattern recognition.

5.D.2 Phonemic Awareness (K–1)

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

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

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

The materials offer a systematic and authentic sequence for introducing phonemic awareness activities in Spanish, beginning with identifying, blending, and segmenting phonemes; for example, in *Destrezas fundamentales*, Unit 2, students identify the sound /o/ as the teacher presents images of a bear (*oso*) and a girl named Olga. Students then segment words such as *rosa*, *sapo*, *loro*, and *pato* after the teacher models segmentation with the word *sopa*, using arm movements to represent each syllable. In Lesson 2, students continue developing these skills by blending syllables using hand motions.

The materials follow a systematic and authentic sequence for developing phonemic awareness in Spanish, which moves from simple to more complex syllable manipulation practices. For example, in the "Guía de rutinas," Unit 4, *Destrezas fundamentales: Guía del maestro*, students segment syllables through movement-based routines, such as flexing fingers when breaking *sala* into *sa-la*. They then begin phoneme manipulation by changing individual sounds to form new words—for instance, replacing the *a* in the name *Ema* with *i* to create *Emi*. The teacher guides students in identifying the changed sound and practicing segmenting and blending the new word. Later, students manipulate syllables by forming and rearranging combinations such as *ma + mi = mami* and *mi + ma = mima*, clapping once for each syllable, then saying the complete word.

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begin with simple phoneme manipulation and move to more complex manipulation practices such as adding, deleting, and substituting syllables. For example, in Unit 6, students identify individual sounds such as /P/, /C/, and /B/ and then form consonant blends like /FR/, /BR/, and /TR/. As they advance, students practice blending these sounds into syllables and segmenting words that contain these blends. These multisyllabic words range from two to four syllables, and students reinforce the skills through consistent, routine-based movement activities.

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

The materials deliver clear phonemic awareness instruction along with recommended feedback to help students overcome typical errors and misunderstandings. For example, during "A calentar motores" in Unit 2, Lesson 12 of *Destrezas fundamentales: Guía del maestro*, students review the sound /m/ and the similar sound /p/. The teacher provides clear articulation guidance, stating: "Los sonidos /m/ y /p/ son muy semejantes: ambos se articulan bloqueando la salida del aire por la boca al unir los labios. La diferencia radica en que /m/ es un fonema sonoro; es decir, que el aire vibra dentro de la cavidad oral y sale por la nariz, creando una onda continua (como el sonido que hacen las vacas). En cambio, /p/ es un fonema sordo, lo que quiere decir que es imposible producirlo de forma continua, ya que el aire sale brevemente entre los labios (como cuando explota una goma de mascar)." Teachers are advised to circulate the room, observe students, and provide immediate corrective feedback when necessary: "Recorra el salón observando a los estudiantes. Si nota que alguno no dice el sonido /p/ correctamente, demuestre cómo hacerlo."

The materials include explicit instruction authentic to Spanish for teaching phonemic awareness, with recommended explanatory feedback for students based on common errors and misconceptions. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 6, students learn the /k/ sound represented by *que* and *qui*. The teacher models the sound using Picture Cards with words such as *queso* and *quesadilla*. If students confuse the spelling or pronunciation, the teacher's guidance includes prompts such as "¿Qué sonido escuchamos aquí, *que* o *qui*? ¿Lo volvemos a intentar juntos?" The materials state explicitly that *qu* is always followed by *e* or *i*, and that the *u* is silent, addressing a common misconception. Students then practice identifying syllables in words such as *mosquito* and *parque*, with teachers providing corrective feedback as needed.

The materials provide direct instruction for teaching phonemic awareness, including recommended explanatory feedback to address common student errors and misconceptions. For example, in Unit 6, Lesson 10, "Repaso del sonido /K/ (ca, co, cu, que, qui)" and "Recordar el sonido y la letra," students work with the /k/ sound in two-syllable words. The teacher follows scripted guidance to address common pronunciation errors. For instance, if a student confuses the /k/ sound with the /s/ sound in a word such as *cubo*, the teacher is prompted to respond with immediate feedback: "¡Buen intento, pero *cu* suena fuerte, no como *su*! Escuchen con atención: es *cu-bo*, no *su-bo*. Vamos a decirlo juntos: *cubo*. ¡Muy bien, ahora sí lo tienen!" The materials also include an "Extensión" section for the teacher, which clarifies: "En español hay dos maneras de producir el sonido /k/: la primera es cuando la letra *c* es seguida por las vocales *a*, *o*, *u*; la segunda es cuando se usan las letras *qu* antes de *e* o *i*. Cuando la letra *c* es seguida por *e* o *i*, suena /s/ (ce, ci)," addresses frequent student misconceptions.

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

The materials provide clear guidance in Spanish to link phonemic awareness with the alphabetic principle, helping students move from oral language activities to foundational decoding and encoding skills. For example, in Unit 3, Lesson 2, "A calentar motores," students receive targeted instruction on the sound /l/ by manipulating phonemes to form new words (e.g., *Loma* > *lima*, *Palo* > *pala*). The teacher guidance says, "Pida a los estudiantes que segmenten la nueva palabra en fonemas y luego los mezclen. Pregunte: '¿Qué sonido cambió?'" Students transition to encoding using a "Página de Actividades" in which they write the letter *l* to represent the sound /l/.

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students' basic decoding and encoding. For example, in *Destrezas fundamentales*, Unit 3, Lesson 15, students practice decoding the /rr/ sound by segmenting syllables. The teacher is instructed to say, "Pida a los estudiantes que separen en sílabas las palabras con sonido inicial /rr/ que usted diga." In Lesson 16, students practice encoding with the /rr/ sound using a "Página de actividades" on which they color objects with the beginning /rr/ sound. The activity directions state: "Reparta la página de actividades 13.1 a cada estudiante junto con crayones pequeños, y pídeles colorear solo aquellos objetos con sonido inicial /rr/."

The materials offer clear guidance that connects phonemic awareness skills to the alphabetic principle, aiding students as they progress from oral language activities to basic decoding and encoding. Students work with syllables that include the consonant blend *br* in "A calentar motores" and "Presentar los sonidos /b/ /r/" in Unit 6, Lesson 2. The teacher leads instruction in *sonidos aislados*, focusing on the individual sounds /b/ and /r/. The script instructs the teacher to say, "Mencione que en este capítulo identificarán palabras con el grupo consonántico *br*, por ejemplo: *Brenda*, *abre*, *sombrilla*, *cubre*, *brazo*, *brisa*, *brinca*." The teacher then introduces the high-frequency words *brazo* and *brinca*, explaining, "Las palabras comunes *brazo* y *brinca* les servirán para comprender la historia que narra el capítulo. Los sonidos iniciales de estas palabras son /b/ /r/, los cuales han estado aprendiendo en esta lección."

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

The materials offer various Spanish activities for students to develop, practice, and reinforce phonemic awareness skills. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, students engage with a game, "El borrador mágico," to create new words by breaking the words into syllables and erasing one of the syllables to generate new ones. The teacher guidance states: "Escriba la palabra *lata* en la pizarra. Use el borrador y haga unas rimas mágicas que motiven a los niños a usar 'El borrador mágico.' Por

ejemplo, diga: 'Pim Pum Pam, el borrador mágico palabras nuevas creará.'" To support this activity, the materials offer additional words including *pa-lo-ma* (quitar sílaba *ma* y tenemos *palo*) and *pu-ma* (agregar sílaba *es* al inicio y tenemos *espuma*).

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials follow a structured progression for teaching grade-level sound-spelling patterns and syllable combinations to support decoding single and multisyllabic words. For instance, the "Conciencia fonológica" section of the *Guía de programa e implementación* states that instruction starts with sound recognition and articulation. Students then move on to phoneme analysis and syllable formation, connecting sounds with their corresponding letters and practicing decoding within texts. The program introduces sound-letter relationships beginning with the most commonly used vowels and consonants, gradually increasing in complexity to include multisyllabic words, digraphs, accent marks, diphthongs, hiatuses, affixes, and homophones.

The *Destrezas fundamentales* lessons follow a logical progression from simpler to more complex skills and provide explicit instruction, guided practice, corrective feedback, and opportunities to apply learning through decodable texts. For example, the "Calendario de la unidad 4" in the *Destrezas fundamentales: Guía del maestro* shows instruction beginning with a review of *sílabas con diptongos* and gradually introducing *palabras con hiatos*. The sequence then advances to reading and writing words with *hiatos*, and eventually to constructing sentences that include such words.

The materials use a systematic method to introduce sound-spelling correspondences and syllables. In Unit 8, Lesson 9, students review the letters *m*, *p*, and *s* through a series of connected activities. The lesson begins with a review of words ending in the /s/ sound. Students then practice blending syllables and identifying the sounds of /m/, /p/, and /s/ within different syllables. They match images to their corresponding initial letters and later apply their learning to a "Página de Actividades" on which they write words using the focus letters, and take turns reading their sentences aloud to peers.

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

The materials include sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. For example, in Unit 4, Lesson 1 of the *Destrezas fundamentales: Guía del maestro*, teachers use specific prompts to support phonological awareness. They begin by instructing students, "Levante el dedo índice y el dedo medio y diga la palabra cerrar en voz alta," followed by, "Mueva o flexione su dedo índice y diga la primera sílaba de la palabra, ce." Teachers model isolated sounds by saying, "Hoy van a identificar el sonido aislado de cada letra," and remind students to focus on sounds rather than letter names with the prompt, "Piensen bien en cómo hacerlo, deben decir los sonidos, no el nombre de la letra." To support sound segmentation, teachers use guided questions such as "¿Qué sílabas tiene la palabra barco?"

The *Destrezas fundamentales: Guía del maestro* provides teacher guidance for explicit instruction on grade-level sound-spelling patterns. In Unit 7, Lesson 7, "Leer y escribir palabras con /p/ /l/ > pl," the teacher is instructed to project Digital Resource 7.1. The explicit direction for the teacher is to say, "Van a trazar el grupo consonántico pl y las palabras playa y pluma." The guidance also offers an option for teachers to help students practice the kinesthetic movement of letter formation beforehand and provides strategies to support left-handed students. The teacher then distributes the corresponding "Página de actividades," and students begin working independently.

Before students practice the correspondence /o/ > o in Unit 2, Lesson 1, *Destrezas fundamentales: Guía del maestro* directs the teacher to clearly explain the sound and provide examples of words that begin with it, including proper nouns that start with the letter o. The teacher guidance states, "Comente a los estudiantes que cuando el sonido /o/ esté al inicio de nombres de personas, como Olga, Oto y Óscar, la letra o se escribe en mayúscula. También se escribe en mayúscula cuando es el nombre de lugares como el estado de Oregón."

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

The materials offer a variety of activities and resources to help students develop, practice, and reinforce their understanding of sounds through structured spelling patterns. For example, in Unit 5, Lesson 3, students focus on the /ch/ sound. After reviewing the corresponding letters, the teacher introduces the new sound by saying, "Ahora conocerán un nuevo sonido." To build phonemic awareness, students listen to a series of words and jump in place each time they hear a word containing the /ch/ sound. They also view images of words containing /ch/ and complete a "Página de actividades" for additional practice. The lesson concludes with a guessing game using words with the /ch/ sound.

The materials provide a range of activities and authentic Spanish-language resources to support students in developing, practicing, and reinforcing grade-level sound-spelling patterns. In the *Destrezas fundamentales: Guía del maestro* Unit 4, Lesson 4, students engage in targeted activities centered on CCVCV words. The teacher models blending of syllables in words such as *llama* and *llano* while monitoring student responses. The teacher's guidance states, "Diga a la clase que la palabra *llama* tiene dos partes sonoras (*lla . . . ma*). Diga las sílabas de manera pausada: *lla . . . ma*." Students continue practicing the routine with hand movements.

The materials include various activities and resources authentic to the Spanish language that support students in developing, practicing, and reinforcing grade-level sound-spelling patterns. For example, students play the game "¡Al aire!" to identify Letter Cards that correspond to pronounced sounds, such as /y/ represented by the letters *ll* and *y*, in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 16. They segment syllables in words like *yema* (*ye-ma*) and determine the position of the /y/ sound within the word. Students also write words containing *h*, *e*, and *y*—such as *hormiga*, *helado*, *yoyo*, and *yema*—in response to oral prompts. Students locate words with *h*, *e*, and *y* in the story "El pastel de kiwi" and use pictorial dictionaries or digital tools to clarify unfamiliar vocabulary as well. Additional reinforcement activities include segmenting phonemes in words such as *yoyo* (/y/ /o/ /y/ /o/), matching images to words, and completing words by filling in the missing sounds.

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

The materials offer a range of activities and resources in Spanish to support students in decoding and encoding words that include explicitly taught syllable patterns. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 2, students practice decoding and encoding in isolation by segmenting syllables with the /l/ sound and manipulating the syllables *la*, *le*, *li*, *lo*, *lu*. Students then practice encoding by tracing the uppercase and lowercase *l*. Additionally, students apply these skills in context by reading the decodable text "Mamá, Lola, Lalo, y Milo."

The materials include various activities and resources to support students in decoding and encoding words containing explicitly taught syllable patterns in isolation and within connected, authentic decodable texts that build on prior instruction. In Unit 6, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, students begin by reading syllables such as *gue*, *gui*, *que*, and *qui* in isolation through words such as *guitarra* and *pequeño*, after which they participate in dictation activities to write words containing those syllables. Students engage with the decodable text "Miguel y su equipo" and identify and read words featuring the target syllables during reading. Students also practice breaking words such as *guitarra* and *quince* into syllables.

The *Destrezas fundamentales: Guía del maestro* provides structured activities in Spanish to support decoding and encoding of taught syllable patterns. In Unit 7, Lesson 4, students focus on the sounds /b/ and /l/ using syllables with *bl*. The teacher uses Syllable Cards and Picture Cards, guides students through isolated sound practice, and students complete a "Página de actividades." Students learn high-frequency words such as *amable*, *blanco*, and *hablar*. The lesson concludes with the decodable reader "Luli y Blas," during which students echo-read with emphasis on /b/ and /l/ words, following scripted teacher guidance: "Luego vuelva a leer el capítulo, pero esta vez en eco. Haga énfasis en las palabras que contengan los sonidos /b/ /l/ , por ejemplo, levantando el dedo índice."

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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

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

The materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations and guidance in using context. For example, in *Artes del lenguaje y lectura: Guía del maestro, Unit 11, Lesson 7*, teachers use visuals such as portraits, sculptures, and famous paintings (e.g., the Mona Lisa and American Gothic) to build background knowledge and develop the inferencing of word meanings. The lesson includes teacher questions such as "¿Qué es un retrato?" [Pause para que los estudiantes respondan.] and "¿Qué notan sobre la dama en este retrato?" that encourage students to use context clues from both text and image. Vocabulary instruction focuses on academic words such as *admirada*, providing pronunciation practice, definitions, sentence frames, and word banks to help students engage with the content at varying levels.

The materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words, such as *quehaceres*. Students answer questions and then illustrate the meaning of *quehaceres*. The text "La vida en una Granja Colonial" provides a context for the word. The teacher's guidance includes a think-aloud during the read-aloud and describes the following: "Los que haces domésticos son trabajos que hay que hacer en casa. ¿Qué tipo de quehaceres hacen en casa?"

The materials provide the teacher with guidance to help students determine the meaning of unfamiliar Spanish words using illustrations, texts, and context according to grade-level Spanish Language Arts TEKS. The *Artes del lenguaje y lectura: Guía del maestro* includes scripted guidance to teach new Spanish vocabulary. Each lesson begins with the language objective, key vocabulary, and the corresponding TEKS. For example, in Unit 3, Lesson 1, the word *astuto* is introduced with TEKS K.6.F. The teacher uses illustrations, definitions, and think-alouds to describe the word. The materials guide the teacher to ask, "¿Han escuchado un cuento sobre un personaje astuto? Cuéntenme por qué pensaron que era astuto . . . Un personaje astuto sobre el que escuché fue . . ."

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

The materials provide teacher support in Spanish for delivering explicit instruction on the function and use of print and digital tools, including glossaries. For example, Unit 9, Lesson 4 in the *Destrezas fundamentales: Guía del maestro* directs teachers to help students locate the word *jalapeño* in the illustrated glossary of the *Libro grande*; the word is then broken into syllables and the definition is read aloud. Students find the word on the corresponding page in the book to reinforce the connection between the glossary and the text. The lesson incorporates a digital component in which students complete an activity page by using the glossary word in a sentence and creating an illustration to represent it.

The materials provide teacher guidance in Spanish for explicit instruction on the purpose and use of print and digital resources. As part of a Unit 3 lesson on how to use a dictionary, the materials guide the teacher to say, "Hoy vamos a usar un diccionario especial que tiene imágenes y les ayudará a entender algunas palabras." Students work in small groups, and the teacher shows a page from the dictionary or digital resource featuring words that begin with /l/. The teacher then says, "Busquen una imagen que tenga el sonido // en su nombre en el diccionario pictográfico o en el recurso digital." The activity concludes with students sharing and reading their found words aloud.

The materials offer instructional guidance in Spanish to help teachers explicitly teach the purpose and use of print and digital resources, such as glossaries. For example, in Lesson 2, "Asentamientos Españoles," the teacher prepares individual multipage activity handouts. The teacher guidance states, "Lleve un folleto de un destino, quizás otra ciudad de Texas, para mostrar a los estudiantes lo que se incluye en un folleto de viajes. Considere la posibilidad de utilizar una fuente en línea si no puede conseguir un folleto en papel."

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

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

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

The materials include explicit Spanish instruction on teaching handwriting skills, including handwriting strokes. For example, "Práctica de zigzags y líneas onduladas" in *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 8 provides structured guidance for teachers to model and support early handwriting development. Teachers explain proper writing posture (feet flat on the floor and back straight) and demonstrate how to trace zigzag and wavy lines, beginning at a marked star. Students follow along as the teacher gives the following instruction for handwriting: "Dibujo una línea diagonal hacia abajo y hacia la derecha, luego una línea diagonal hacia arriba y hacia la derecha."

The materials provide the teacher with explicit instruction in Spanish for handwriting skills, including grade-appropriate strokes connected to current student learning. In Unit 2, students practice drawing circles to the left to build handwriting fluency. The teacher models how to draw a snowman with circles and conducts guided practice with students until they are ready to work independently. The teacher's guidance states: "Dibuje una línea punteada horizontal y una línea más abajo en la pizarra o en una cartulina que sirva como Guía para el trazo. Luego, trace una *o* minúscula grande y describa el trazo, haciendo énfasis en la direccionalidad y por dónde empezar."

The materials clearly explain teaching handwriting in Spanish, with age-appropriate writing strokes. For example, in Unit 2, Lesson 2, students learn the sound /a/, and during the handwriting foundation, teachers guide students on writing the letter *a* using the correct strokes, explicitly telling students how their pencil should move: "Empiezo en la línea de arriba. 1. Dibujo una línea diagonal hacia la izquierda. 2. Dibujo una línea diagonal hacia la derecha. 3. Dibujo una línea horizontal."

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

The materials provide frequent opportunities, resources, and activities in Spanish to support authentic handwriting practice and development. For the *Destrezas fundamentales* Unit 1 *Cuaderno de actividades*, students practice handwriting through structured tasks such as tracing and coloring. One activity includes the instructions "Pida a los estudiantes que tracen las líneas punteadas, empezando en las estrellas," with an optional component for students to color the images.

The materials provide frequent opportunities, resources, and tasks in Spanish for students to authentically practice and develop handwriting skills. For example, in Unit 2, "Pausa 2," students use their *Cuaderno de actividades* during the "El detective" activity. After listening to instructions from the teacher, students complete a handwriting task in which they write down the names of items that appear on Picture Cards. The activity states: "Un duende mágico borró los nombres de cada imagen y los unió todos en el recuadro de arriba. Ahora, ustedes deben descifrar los nombres de cada imagen y escribirlos debajo de cada uno, siguiendo el modelo del recuadro."

The materials offer consistent and authentic handwriting practice in Spanish through diverse activities, resources, and tasks. For example, in Unit 2, as students learn to write the letter *o*, they are given four practice pages, which include in-class activities and additional at-home practice to reinforce proper letter formation.

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

The materials provide interdisciplinary units designed to build content knowledge, focusing on literature. The materials incorporate various stories such as "La historia de Génesis" and "Salomón, el rey sabio." According to the *Guía de programa e implementación*, these biblical texts are included to build knowledge "por el valor literario e histórico del contenido y su conexión con el desarrollo de una base sólida de conocimientos para los estudiantes."

The materials include units that build content knowledge across multiple disciplines, including history. Informational texts are integrated into each unit to expose students to historical topics and figures. For example, in Unit 6, "Colonos y nativos americanos," students explore early American history, and in Unit 8, Lesson 7, students read and analyze "Cleopatra: reina de Egipto."

The materials include units designed to build knowledge based in the arts; in Unit 11, "Exploremos el arte: La belleza que vemos," students learn about visual arts while connecting learning across disciplines.

The unit materials are designed to build knowledge based on the science field, including hands-on activities and experiments. For example, in Unit 4, "Plantas: ¿Cómo crecen?", the instructional focus is on plants and their growth. The materials include lessons, discussions, and interactive experiments in which students investigate how plants grow.

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

The materials provide a scope and sequence that outlines knowledge-building progression across grade levels. For example, the *Guía de programa e implementación* organizes units from kindergarten through grade 5 and shows how content is scaffolded.

The materials include resources to demonstrate knowledge-building across grade levels, such as "Estableciendo conexiones año tras año," which uses a visual guide to illustrate how key concepts in literature, science, and history are revisited and deepened over time.

Additionally, students explore science topics such as the five senses and how humans use senses to interact with the world. In grade 1, students learn about the human body, which is revisited and expanded upon in grades 2 and 3. As students reach grade 4, they learn about geology, and by grade 5, they explore more complex concepts, such as chemical substances.

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

The units provide extended time for connected, knowledge-building topics and Spanish-language texts, particularly following the 210-day calendar. For example, according to the "Vistazo, alcance y secuencia," Unit 6 spans 13 instructional days, with an additional 3 days allocated to reinforce learning of topics.

The "Year at a Glance" section of the Biliteracy Guide outlines the duration of each unit; Units 1, 4, 5, 7, 9, 10, and 11 are designed to provide students with extended time on connected, knowledge-building topics and Spanish-language texts.

The materials incorporate in-depth interaction with Spanish-language texts to build knowledge around key topics in each unit. For example, the suggested pacing is 19 days for Unit 3 of *Destrezas fundamentales*. Students also have opportunities to complete take-home activities, and a parent letter to support family engagement is provided before the start of the unit.

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

Lessons are connected by anchoring Spanish texts that build students' background knowledge over time. Students read the Spanish text "Las plantas y las personas" in Unit 4, learning how humans depend on plants to survive. Additionally, in Unit 5, students read "De la granja al mercado," which builds on the background knowledge of crops gained in Unit 4.

The materials include anchored Spanish texts throughout the lessons to connect to students' background experiences and build content knowledge over time. For example, in Unit 6 of the *Destrezas*

fundamentales: Guía del maestro, students learn about community traditions while developing their reading comprehension skills. The materials state that, after reading "La barca Rosa," "los estudiantes aprenderán la importancia de las tradiciones para una comunidad mientras perfeccionan sus destrezas de comprensión lectora."

The materials are designed to connect Spanish texts to build student-centered background knowledge throughout the year. For example, the Unit 4 text "Plantas: ¿Cómo crecen?" includes Juanito Manzana (Johnny Appleseed). The text is familiar to students in English and Spanish, and builds student knowledge by expanding on this topic in future units.

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

The *Guía del maestro* includes Spanish grammar, vocabulary, discussion, and writing activities that are directly connected to the knowledge-building topic of each lesson. For example, the Unit 8, Lesson 1 knowledge-building topic is kings and queens. The guide presents essential vocabulary before the read-aloud, offers discussion prompts during the reading to analyze the text, and includes questions to assess comprehension. Additionally, the section "Practicar palabras" provides opportunities for students to practice grammar and apply their learning through writing.

The *Destrezas fundamentales: Guía del maestro* outlines ways in which Spanish writing activities align with the knowledge-building topic of kings and queens. In Lesson 1, "Destrezas de escritura," students write words with common syllable patterns and read the chapter "Tata Rigo y Rosa" aloud with a partner, taking turns with follow-up questions.

The materials include Spanish grammar, vocabulary, and writing activities that support comprehension and are connected to the knowledge-building topic of the lesson. For example, the topic of Unit 5, Lesson 7 is *la granja*, and students read "La gallinita roja," which takes place on a farm. Vocabulary and grammar instruction focuses on the word *maduro*, as students learn its definition and spelling. Students answer comprehension questions that help them retell and sequence the events of the farm-animal characters. To support the retelling, students write the sequence of events using transition words such as *primero*, *luego*, *entonces*, *segundo*, and *finalmente*.

6.A.2 Context and Student Background Knowledge

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

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

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

The materials activate or supply background knowledge by making connections to content learned in previous grade levels. For example, lessons in *Destrezas fundamentales*, Unit 3 build on prior knowledge by revisiting letters, sounds, and syllables from earlier lessons and grades.

The materials support student connections and review content learned in previous grade levels. In Lesson 2, the "Repaso de correspondencia sonido-letra" reinforces connections by using previously introduced Letter Cards and incorporating a game to review student understanding.

The materials connect to content learned in previous grade levels. In the "Biliteracy Resource Guide, Year at a Glance K–5," the units and lessons are aligned and compared in Spanish and English. Kindergarten's Unit 6 "Colonos y nativos americanos" is continued in Grade 1, Unit 8, "La Independencia de los Estados Unidos," connecting previously learned content to new lessons.

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

The materials activate prior knowledge in Spanish by making connections across units within a grade level. For example, in Unit 4, Lesson 10, "¿Qué hemos aprendido hasta ahora?" activates prior knowledge of the use of various parts of plants as students prepare for an upcoming lesson focusing on how plants provide essential oxygen and food for the survival of humans and animals.

The materials activate background knowledge in Spanish by making connections with previously taught unit topics; in Unit 5, Lesson 3, the teacher reminds students that they have already learned about cows, referring to the KWL chart to encourage student discussion.

The materials supply background knowledge by making connections to previously learned content. For example, the Unit 5 introduction in *Guía del maestro* reinforces prior phonics instruction while introducing new spelling patterns. The materials state: "En el caso de los sonidos /s/, /j/ e /y/, que los estudiantes han aprendido en unidades anteriores, se presentan otras formas de escribirlos."

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

The materials provide students with relevant and targeted background knowledge in Spanish to support engagement and comprehension of the text. For example, in Unit 8, Lesson 1, students are shown images and maps during a read-aloud to help them visualize the ruling monarch of the United Kingdom, building context and supporting understanding.

Artes del lenguaje y lectura incorporates visual support throughout the unit lessons to enhance student engagement and comprehension by providing relevant and targeted background knowledge in Spanish. For example, in Unit 2, Lesson 6, the teacher shows various photographs that illustrate the sense of touch.

The materials provide students with targeted background knowledge in Spanish to enhance their engagement with a text about a farm. Unit 5, Lesson 7, introduces relevant images before students read the text "La gallinita roja" aloud. To promote engagement with the text, students create an SQA (KWL), describing what they know about hens.

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

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

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

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

The materials incorporate Spanish questions and tasks that engage students with big ideas, topics, and themes. The "Lectura en voz alta," *Guía del maestro*, Unit 6, Lesson 2, enables students to explore the big idea of *asentamientos* via the informational text "Las ciudades más antiguas de Estados Unidos." The lesson introduces students to the reasons why Spain explored the West and founded San Agustín and Santa Fe. The teacher uses visuals, maps, and guided questions such as "¿Por qué los exploradores españoles querían explorar el occidente?" to engage students with the topic.

Unit 4 of *Artes del lenguaje y lectura* includes questions and tasks in Spanish to engage students with plants, the unit's topic. After listening to the text and viewing related images in "Lección 11: George Washington Carver," the "Preguntas de comprensión" task prompts students to answer inference questions about George Washington Carver. These questions encourage students to think critically about how George Washington Carver learned so much about plants and why he was nicknamed "The Plant Doctor."

The materials include Spanish-language questions and tasks that engage students with key ideas, topics, and themes. For example, in the *Guía del maestro*, Unit 9, Lesson 1, the "Preguntas de comprensión" section asks literal and evaluative questions about weather, seasons, and geography. Students identify cold and warm zones on a map, name the coldest and warmest seasons, and describe characteristics of fall and spring.

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

Questions and tasks designed in Spanish to prompt students to synthesize knowledge and concepts within and across units are included in the *Guía del maestro*, Unit 10, in which students review what they previously learned about kings and queens. The teacher prompts students with several questions from

Unit 8, such as "¿Qué es un rey?," "¿Qué es una reina?," "¿Qué es un reino?," and "¿En dónde vive un rey o una reina?," activating student background knowledge to make connections and comparisons between monarchs and presidents.

Unit 4 of the *Artes del lenguaje y lectura Guía del maestro* embeds text-related questions, tasks, knowledge, and concepts throughout the lessons to help students synthesize their understanding of ecology and the broader topic of living things. These concepts are explored in the next unit and later grades. For example, after listening and viewing visual images in Lesson 3, the "Preguntas de Comprensión" task prompts students to "Expliquen el ciclo de vida de una planta." In later lessons, students learn about the life cycles of vegetables and fruits, and in the following unit, they continue this progression by learning about animal life cycles.

The materials are designed in Spanish and encourage students to make connections between diverse topics and ideas, fostering a deep understanding of the concepts presented. For example, Unit 10 includes a series of lessons on US history; in Lesson 3, students learn how General Washington and Colonel Knox worked together to win the Revolutionary War. The teacher prompts students with synthesis questions such as "¿Qué pasó como resultado de la inteligencia de George Washington y el coronel Knox?" In Lesson 4, the question "¿Quién era el general Washington y el coronel Knox?" connects back to the concept introduced in Lesson 3, reviewing Colonel Knox's contributions to the war effort.

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

The units provide extended time for connected, knowledge-building topics and Spanish-language texts, particularly following the 210-day calendar. For example, according to the "Vistazo, alcance y secuencia," Unit 6 spans 13 instructional days, with an additional 3 days allocated to reinforce learning of topics.

The "Year at a Glance" section of the Biliteracy Guide outlines the duration of each unit; Units 1, 4, 5, 7, 9, 10, and 11 are designed to provide students with extended time on connected, knowledge-building topics and Spanish-language texts.

The materials incorporate in-depth interaction with Spanish-language texts to build knowledge around key topics in each unit. For example, the suggested pacing is 19 days for Unit 3 of *Destrezas fundamentales*. Students also have opportunities to complete take-home activities, and a parent letter to support family engagement is provided before the start of the unit.

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

The materials offer opportunities for students to apply their new understanding of the unit topic to real-world situations beyond the classroom. For example, in Unit 8 of the *Guía del maestro*, students learn

about the role of an author, and that many old stories, such as fairy tales, are often rewritten and illustrated by new authors and illustrators. The teacher introduces the read-aloud, a 1697 fairy tale by French author Charles Perrault, explaining that France is a country in Europe, and students locate France on a world map.

Unit 5, *Artes del lenguaje y lectura*, "Actividades finales" offers opportunities to apply new understanding to contexts beyond the classroom. For example, after learning about farms through multiple texts, students apply their understanding through one of two field trip options. Students may go to a grocery store or market to observe and discuss the various foods that come from farm crops, or visit a farm to learn more about crops and the work farmers do. If a field trip is not possible, teachers invite a farmer to the classroom to share their experiences and answer students' questions.

Artes del lenguaje y lectura materials also provide opportunities for students to apply new understanding of unit topics to contexts beyond the classroom through take-home "Cartas para la familia" that inform adults about unit and lesson content and offer strategies families can use to support learning at home. Additionally, at the end of each unit, the materials include "Actividades finales" that help students extend their learning and deepen their understanding. For instance, in Unit 4, the student workbook suggests conducting a plant experiment and reading additional books about plants.

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

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

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

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

The materials offer a yearlong scope and sequence to cultivate Tier 2 and Tier 3 Spanish academic vocabulary within intentional knowledge-building frameworks. At the beginning of each unit, the "Vocabulario esencial" section outlines key vocabulary terms. Additionally, the beginning of each lesson features a table listing the vocabulary words that will be used, categorized as Tier 3, words specific to the unit, Tier 2, general academic words, and Tier 1, "everyday words." For example, Unit 1, Lesson 10, which focuses on nursery rhymes and fables, includes the Tier 3 vocabulary words *reflejo* and *arroyo*, and Tier 2 vocabulary words *festín* and *codicioso*.

Unit 5 includes Tier 2 and Tier 3 academic vocabulary within the context of knowledge-building throughout the unit lessons. The "Vocabulario esencial" presents a list of vocabulary words organized in a tabular chart categorized by lesson and tier; in Lesson 1, the Tier 2 general academic words include *alimento*, *herramientas*, and *refugio*, while the Tier 3 unit-specific words include *cultivos* and *pasturas*.

The materials include a yearlong scope and sequence for building Tier 2 and Tier 3 academic vocabulary in the context of knowledge-building. For example, in *Artes del lenguaje y lectura*, Unit 6, Lesson 3, the word *defender* is explicitly taught through a structured vocabulary routine. Students explore its meaning using a digital resource, , practice pronunciation, and connect the word to the text and their experiences. The lesson provides sentence stems and scaffolds to support students at various language development levels.

Each lesson provides a list and vocabulary chart introducing essential words before every read-aloud. The "Tabla de vocabulario" for "Samuel y el nuevo asentamiento" provides categorized unit-specific words, general academic words, high-frequency words, multiple-meaning words, and expressions and phrases. Similarly, in *Artes del lenguaje y lectura*, Unit 6, Lesson 3, students are introduced to categorized words such as *bote*, *cargamento*, *defender*, *húmedo*, *inspeccionar*, *paje*, and *yehakins* to support comprehension during the read-aloud.

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

The materials offer practice and application opportunities with appropriate content scaffolds and support for teachers to differentiate Spanish vocabulary development for all learners. Vocabulary is introduced in the context of read-alouds through the "Practicar palabras" routine, which includes student-friendly definitions, repetition, contextual examples, and guided discussion to build understanding. For example, in *Artes del lenguaje y lectura*, Unit 6, Lesson 3, students explore the word *defender* by listening to it in context, looking it up in a digital resource, practicing pronunciation, and applying it to familiar scenarios, such as protecting something or someone in their own lives. Teacher guidance includes suggested sentence frames, yes or no questions, and modeling to support students at varying language proficiency levels.

The materials include practice opportunities to support students with content and language scaffolds in a unit about fairy tales and folktales, during which students learn vocabulary words such as *chimenea*, *soplar*, and *abrasador*. Content scaffolds include a class discussion about the vocabulary word *abrasador*; students use the vocabulary word to share other examples that can be *abrasador* ("scorching"). Language scaffolds include sentence starters for the discussion such as "Creo que un/una _____ podría ser abrasador/abrasadora porque . . ." The instructional materials also offer an activity in which the teacher names various objects, then students call out "¡Abrasador!" in unison if the object is scorching.

The materials provide structured practice and application activities, supported by content and language scaffolds, to accommodate diverse learners in developing Spanish vocabulary. For example, students work in small groups or with a partner with *rimas* such as *boca-loca-toca* to give more examples and create a rap including these words in context in "Destrezas fundamentales" Unit 4, Lesson 1.

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

The materials feature activities to engage students in purposeful use of key Spanish academic vocabulary. For example, after students are introduced to the word *inteligente* in an *Artes del lenguaje y lectura* Unit 10 read-aloud, students repeat the Spanish vocabulary word aloud, learn its meaning ("*Inteligente* significa *listo*"), and connect it to a personal example such as "Juanita demostró que era inteligente cuando fue capaz de saber cómo resolver el rompecabezas en poco tiempo." Students discuss an intelligent person they know and explain why they believe the person is intelligent, while the teacher prompts them to use the target word in their responses. The teacher supports the conversation by paraphrasing student answers if needed with the statement, "Es inteligente porque . . ."

The materials include an example of a task designed to engage students using key Spanish academic vocabulary in Unit 2, Lesson 1, on the five senses, in which they draw and label the body parts associated with each sense. Students also apply newly acquired vocabulary in writing assignments.

An additional example can be found in a unit about nursery rhymes and fables, during which the materials introduce Tier 2 vocabulary words *constante*, *harta*, *jactanciosa*, and *sueño*. Students are given two pictures of different meanings of the word *sueño*. After the teacher reads "Tener *sueño* significa tener ganas de dormir," the students point to the pertinent image. The teacher then reads the next sentence, "*Sueño* también es el conjunto de cosas que vemos o imaginamos mientras dormimos, así como las cosas que queremos hacer, aun cuando por el momento nos parezcan imposibles." Next, students partner to create a sentence for each meaning of the word *sueño*, reading their sentences aloud for the class.

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

The materials use images and visualization as nonverbal techniques to enhance student understanding. For instance, in Unit 2, Lesson 1 of *Artes del lenguaje y lectura*, for the Tier 3 vocabulary words *iris* and *pupila*, images and definitions are shown to the students, who then look at each other's eyes and observe their pupils.

The materials include nonverbal teaching techniques, such as use of images, to support students in acquiring key Spanish academic vocabulary. For example, in *Artes del lenguaje y lectura*, Unit 7, Lesson 1, teachers are directed to use a series of visuals to introduce and discuss "La regla de oro." Through guided discussions and reflection, these images connect vocabulary and concepts such as kindness and respect to real-life situations.

The materials also use nonverbal methods to aid student comprehension. For example, in *Destrezas fundamentales*, Unit 5, Lesson 2, teachers use a kinesthetic routine to help students blend syllables with the letter *h*. The teacher models blending the word *hola* by saying each syllable slowly, using coordinated hand gestures, then clapping to say the full word. Students practice with additional words such as *hoja*, *higo*, *hijo*, and *hilo*, using their hands.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

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

The materials promote teaching strategies that foster student inquiry. For example, in Unit 10, Lesson 2, "Estados Unidos de América," the teacher asks questions such as "¿Qué creen que hace nuestro presidente?" The teacher then invites students to ask their own questions about the United States, as prompted by the materials: "Invite a los estudiantes a hacer cualquier pregunta aclaratoria que puedan tener sobre los Estados Unidos."

In Unit 11, Lesson 13 of the *Destrezas fundamentales: Guía del maestro*, the materials provide sample questions students might ask as part of their investigation, including alternative prompts: "Las lecciones incluyen borradores del Modelo de investigación y ejemplos basados en la pregunta de investigación: ¿Cómo crea arte la gente? Si sus estudiantes seleccionaron esta como su pregunta de investigación, le sugerimos que prepare modelos con una pregunta diferente, como: '¿Cuáles son algunos tipos de arte?'"

The materials include instructional support focused on developing students' inquiry through questioning. For example, Unit 11, Lesson 5's "Aplicación: Generar preguntas de investigación" prompts students to revisit the "Tabla de SQA" (KWL chart) from a previous lesson in which they posed initial questions about art, the unit topic. With teacher support, students build on prior inquiries by generating new questions regarding art or artists to guide their research and deepen their understanding.

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

The materials support instruction in how to formulate a research plan. For example, *Artes del lenguaje y lectura: Guía del maestro* supports students in developing and carrying out a research plan across multiple lessons within a unit; in Unit 9, Lesson 1, an activity introduces students to the process of gathering information and visual references to support inquiry. Students observe the weather and document their findings over the week, continuing the research process in subsequent lessons.

The materials support instruction for students to generate and follow a research plan throughout unit lessons. During the drafting phase of the Unit 9 research project, for example, the teacher uses the text "El maíz" to help students generate research questions. Students respond to these questions, and the teacher records their answers in a graphic organizer, helping them arrange their ideas and structure their research.

Additionally, in Unit 11, Lesson 14 of the *Artes del lenguaje y lectura: Guía del maestro*, students organize their ideas and prepare to present information that responds to their research question. The teacher models the importance of organizing facts, prompts discussion on organizing information, and facilitates student group work.

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

The materials support student practice in understanding, organizing, and communicating ideas and information using media for the research in Unit 11, Lesson 4, "¿Qué es una investigación?" Then, using a "Página de actividades" during the "Planificación de la investigación," the teacher presents digital guidance on how to generate research and follow the plan using the Graphic Organizer in the *Cuaderno de actividades*.

The materials require students to identify relevant sources based on their questions. For example, in Unit 11, Lesson 6, students identify their "Los paisajes de Van Gogh" read-aloud text. They also explore additional sources such as the school or local library and the National Portrait Gallery website. Using a Graphic Organizer Activity, students organize the information they gather and generate ideas to contribute to a class book. In Lesson 7, students practice communicating their ideas through a debate or a drawing.

The materials help students identify relevant sources based on their questions. For example, in Unit 11, Lesson 11 of the *Artes del lenguaje y lectura: Guía del maestro*, the teacher models the use of specific sources, such as the book *Las tijeras de Matisse* and the read-aloud "Cerámica," to support student inquiry aligned with questions such as "¿Cómo hace arte la gente?" or "¿Cuáles son algunos tipos de arte?" The materials include a customizable "Modelo de investigación" that the teacher can use to record relevant information gathered from these texts. Students revisit prior read-alouds and use guided supports to extract meaningful information, demonstrating how the materials help them connect questions to appropriate informational sources.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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

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

The materials feature core instructional texts with authentic Spanish selections or carefully transadapted versions, evaluated at grade level using a research-based text complexity measure. For example, students read "Hacia lo desconocido," a text about Native American life and European exploration in Unit 6, Lesson 1 of the *Artes del lenguaje y lectura: Guía del maestro*. The text introduces grade-level key vocabulary such as *refugio*, *tipis*, and *especies*. It provides direct instruction on complex topics such as trade routes and historical figures with visual aids and oral scaffolding support. The lesson features TEKS-aligned comprehension questions for kindergarten students, such as "¿Qué cosas necesitan todas las personas para vivir?"

The *Guía de programa e implementación* emphasizes the importance of using a variety of well-crafted texts across genres and content areas to build knowledge and deepen understanding over time. For example, the section "Estableciendo conexiones año tras año" features a grade-level table highlighting "Conexiones literarias, conexiones de ciencia, and conexiones de historia" for each unit. Unit 1 includes culturally relevant, grade-appropriate rhymes and fables. The "Cuentos de hadas y cuentos populares" unit features stories such as "Juanito Manzana," written at grade level.

The "Complejidad de los textos" section of the *Guía de programa e implementación* explains that the core instructional texts are written at grade level, based on research-based evaluation tools, and notes that read-aloud texts are intentionally more complex than the grade level to allow students to engage with challenging material with the guidance and support of the teacher. Independent reading texts have been carefully selected or developed to match appropriate levels of text complexity, based on quantitative and qualitative analyses.

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

The materials include well-crafted, authentic Spanish texts or appropriate transadaptations that meet publishable quality standards. For example, the fable "El perro y su reflejo" in Unit 1, Lesson 10 of the *Artes del lenguaje y lectura: Guía del maestro* demonstrates literary quality through a coherent narrative structure, figurative language such as personification, and a clear moral: "Si eres codicioso puedes perderlo todo." The Spanish version is a strong transadaptation that maintains the original's tone, meaning, and literary elements while using natural, age-appropriate Spanish.

In Unit 9, the Spanish informational texts feature rich, discipline-specific vocabulary and accurate scientific content. The science texts in this unit, which include detailed illustrations, photographs, and precise terminology are appropriate for young learners.

Similarly, the stories in Unit 7, "Papi y Mami," incorporate authentic vocabulary and expressions, such as *guagua* (bus) and the idiom "*dos pies izquierdos*" to describe someone who has trouble dancing, reflecting culturally relevant and natural language use.

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

The materials feature authentic and transadapted Spanish texts representing traditional, contemporary, classical, and culturally diverse works across various content areas. For example, the Biliteracy Resource Guide, "Year at a Glance" lists Unit 1 texts such as *La gallina*, *Pin-Pon*, and *La libre y la tortuga*, along with transadapted songs such as "Twinkle, Twinkle, Little Star." In Unit 2, students explore informational texts on 20th-century figures such as Ray Charles and Helen Keller, and science texts such as *El sentido del gusto* and *El sentido del tacto*, supporting cross-curricular integration in Spanish.

The Biliteracy Resource Guide includes side-by-side text titles and vocabulary for Spanish and English Language Arts, supporting cross-linguistic connections and biliteracy development. The materials feature a variety of traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. For example, in Unit 5, students engage with "El viejo MacDonald," a transadapted folk song. The unit also includes informational texts such as "Todas las clases de cultivos," "Las estaciones en la granja," "De la granja al mercado," as well as the traditional tale "La gallinita roja."

The materials offer authentic Spanish texts that reflect various periods and cultures, and cover multiple subject areas. For example, in Unit 8, students read the classic fairy tale "Cenicienta." In Unit 9, students explore the contemporary informational text "La primavera," which supports science content. Additionally, Unit 7 features the diverse, community-focused text "Los niños ayudan a las comunidades," promoting civic awareness and representation.

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

The materials feature relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. For example, the story "La gallinita roja" in Unit 5, Lesson 7 of the *Guía del maestro* captures students' interest through its familiar storyline and cultural relevance, offering opportunities for students to make personal connections and reflect on themes such as cooperation and responsibility that are meaningful across diverse communities.

The texts provide relevant, engaging content that authentically reflects students' diverse backgrounds and experiences, such as "Ayudar a nuestros vecinos," "Ayudar en nuestra escuela," and "Ayudar con la limpieza" in Unit 7. These readings encourage students to reflect on their experiences and cultural backgrounds as they explore the idea of serving others through the lens of the Golden Rule. Students consider various ways to help those around them and develop an awareness of how their community supports them.

Unit 10 consists of prominent Latina author Monica Brown's biographical text *Me llamo Gabriela/My Name Is Gabriela*. The story takes place in Chile, offering readers an engaging way to explore other cultures' traditions, customs, and everyday life. Students locate and label Chile on a world map or globe. At the same time, the teacher mentions that the character travels to other countries, including France, Italy, Mexico, and the United States.

7.2 Interaction with Grade-Level Text

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

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

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

The materials provide opportunities in every lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. For example, in the *Guía del maestro*, students begin Unit 5, Lesson 7, "La gallinita roja," by completing an SQA (KWL) chart to activate prior knowledge and set a purpose for reading. The teacher then presents images and reads the scripted text, pausing at designated points to ask questions and provide detailed explanations of vocabulary. After the read-aloud, students have the opportunity to sequence the events of the story. While students complete their activity page, the teacher divides them into pairs for a Think-Pair-Share activity in which they retell the story orally.

The materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. For instance, during the Unit 8 reading of "¿Quiénes son los reyes y las reinas?," students actively listen to one another and use questions to deepen their understanding of the text. Students might ask, "¿Por qué creen que solo el rey y su familia podían usar los objetos reales?" Students engage in critical thinking by answering prompts such as, "¿Qué creen que tiene de bueno ser rey o reina? ¿Qué creen que tiene de malo ser rey o reina?" These discussions encourage students to explore perspectives related to royalty. Students conclude the lesson by drawing a picture of a king and queen.

Students engage with grade-level authentic or transadapted Spanish texts by listening, analyzing, and articulating their responses with oral and written evidence in *Artes del lenguaje y lectura* Unit 7, Lesson 6, when students listen to the story "El buen samaritano." During the read-aloud, students generate questions and make inferences as they listen. The teacher guidance states: "Escuchen atentamente para ver si está la respuesta a alguna de sus preguntas." Students engage in rich oral discussions prompted by questions such as "¿Quién fue un buen prójimo para el hombre herido en la historia? ¿Por qué?" In the following lesson, students revisit and respond to the questions they developed in writing and justify their answers.

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

The materials offer structured opportunities for students to analyze and discuss specific elements of grade-level Spanish texts in every lesson. For example, in Unit 4, Lesson 11 of the *Artes del lenguaje y lectura: Guía del maestro*, students discuss the read-aloud texts "Juanito Manzana" and "George Washington Carver," which prompt them to recall and elaborate on key details using rich, precise vocabulary from the texts. The lesson also introduces narrative perspective, noting that the biography of George Washington Carver is written in the third person and prompting oral discussion about point of view.

In Unit 7, Lesson 1, students listen to the read-aloud "Ayudar a nuestros vecinos" and reflect on the importance of showing kindness to others. During the reading, students respond orally to questions such as "Las reglas son instrucciones sobre cómo debemos o no debemos comportarnos. ¿Qué crees que significa esta regla?" prompting them to think critically about social behavior. Students justify their responses by making personal connections to the text, such as when asked "¿Qué podrían hacer para tratar a esa persona como les gustaría que los trataran a ustedes?" At the end of the lesson, students discuss and write about a time someone helped them. Teachers prompt students to share their ideas with a partner, using sentence stems such as "Una vez yo ayudé a ___ con ___."

The materials enable students to examine and discuss specific features of grade-level Spanish texts. For example, in Unit 8, Lesson 2, students learn that authors often provide reasons to support their opinions, and the materials prompt teachers to guide students in identifying the reasons in "La familia real": "Escuchen para conocer las razones que da el autor de 'La familia real' para explicar por qué ser hijo de la familia real tenía tanto aspectos positivos como negativos."

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

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in the *Guía del maestro*, Unit 4, Lesson 10, the teacher reads "Las plantas y las personas" while displaying images, and pauses to ask questions such as "¿Qué frutas y verduras ven en esta imagen?" After reading, the teacher prompts comprehension with questions such as "¿Cuál de las maneras en que las personas usan las plantas los sorprendió más? ¿Por qué?" Students then complete their unit activity in the *Cuaderno de actividades* reinforce their understanding.

In Unit 6, Lesson 8 of the *Artes del lenguaje y lectura: Guía del maestro*, students define the academic vocabulary word *paz* in context and generate questions about why people left England and William Penn sought religious freedom. They predict what will happen when William Penn arrives in Colonial America and infer why the king compensated Penn with land instead of money. Students also analyze and evaluate Penn's treatment of Native Americans.

The materials support students in building a broad set of reading skills through consistent engagement with grade-level texts in every lesson. In Unit 7, Lesson 3 of the *Artes del lenguaje y lectura: Guía del maestro*, students make and confirm predictions when the teacher asks, "¿Qué tipo de tareas creen que le daba la madre de Dominic?" and "¿Qué responsabilidades creen que puede tener Dominic en casa?" Students practice inferencing with the question "¿Qué responsabilidades tienen la madre y los abuelos de Dominic?" and evaluate the text by discussing "¿Cómo ayuda a los abuelos, a la mamá y a los hermanitos de Dominic tener una casa limpia?" To analyze and determine the central message, students respond to "¿Cuál es el tema, o mensaje, de la lectura en voz alta?" using evidence from the text. Finally, students synthesize information by discussing ways to help at home and completing a writing task using a two-column Graphic Organizer and sentence writing.

7.3 Supporting Access to Grade-Level Text

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

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

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

The materials provide guidance and support to ensure all students can access grade-level Spanish text while maintaining rigor through embedded scaffolds. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 7A, students listen to a read-aloud of the text "Pin-Pon." The teacher rereads the text with intentional pauses to introduce and discuss key vocabulary words such as *desenredar*, *marfil*, and *figurín*. For instance, materials guide the teacher to provide the following scaffolds: "Pin-Pon es un muñeco muy lindo y de cartón. Se lava la carita con agua y con jabón. Se desenreda 'o pone en orden' el pelo con peine de marfil. 'Material duro y de color blanco amarillento.' Y cuando va a la calle parece un figurín. 'Quiere decir que está muy elegante.'" To further support comprehension, the teacher explains that the word *cartón* can also refer to the container that holds certain foods, such as fruit juice.

In *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 7B, students listen to a read-aloud of the text "Tengo una vaca lechera." The teacher activates background knowledge, reviewing facts about cows, showing students a picture of a cow, and asking whether they have seen a real cow and who cares for them. As students listen to the read-aloud, the teacher provides additional support through rereading and pauses to clarify inferences. For instance the materials state, "Tengo una vaca lechera." (Una vaca que da leche), "No es una vaca cualquiera." (Es una vaca especial), "Me da leche condensada." (Leche muy espesa y dulce), "¡Ay, qué vaca tan salada!"; "Tolón, tolón, tolón, tolón." (El sonido que hace el cencerro), "Mata moscas con el rabo." (Con el movimiento de la cola).

The materials support all students in accessing grade-level Spanish texts by providing guidance and incorporating scaffolds that preserve academic rigor. For example, Unit 4, Lesson 7 of the *Artes del lenguaje y lectura: Guía del maestro*, provides explicit teacher guidance, including scripted think-alouds, pre-reading questions (e.g., "¿Tienen preguntas sobre Juanito Manzana?"), and vocabulary support during the read-aloud (e.g., "Deambular significa viajar de un lugar a otro sin saber exactamente a dónde ir después"). Additional scaffolds such as visuals and sentence frames at varied language levels further

support comprehension and participation, for example: "Creo que las semillas de manzana que Juanito Manzana plantó ayudaron a la gente a"

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

The materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 3, students analyze text structure through the proverb "El que no madruga con el sol, no goza del día." Students explore its literal meaning and application to real-life contexts, such as getting up early enough to buy fresh donuts or prepare well for the school day. Additionally, students examine the multiple meanings of the word *alimento*, using visual cues and textual context to understand its use as a noun meaning *food* and a verb meaning *to feed*. Students ready for more advanced work respond using complete sentences incorporating textual evidence. For instance, a student might write "La imagen del pollo me recuerda a las bolitas con las que alimento a mi hámster."

In Unit 5, Lesson 8 of the *Artes del lenguaje y lectura: Guía del maestro*, students listen to the informational read-aloud "Las estaciones en la granja" and respond to comprehension questions that require them to infer, evaluate, and explain key ideas using evidence from the text. Proficient students answer in complete sentences and elaborate on their thinking. For instance, when asked, "¿Cuál creen que es la estación más importante? ¿Por qué?" they are expected to justify their responses using details from the text. Students also complete a sequencing activity in which they illustrate and describe a farmer's work in each season. As a challenge, students label their drawings with descriptive phrases and share their explanations with the class, promoting deeper analysis of seasonal changes and their impact on agricultural work.

In Unit 7, Lesson 2, the teacher guidance states: "Los estudiantes que terminen su dibujo antes que los demás pueden leer nuevamente el capítulo con un compañero para continuar practicando la lectura." This guidance allows proficient students to revisit the text for deeper understanding and fluency practice. Additionally, "Apoyo adicional" materials suggest that students form a circle, use a shared copy of the book, and read the story aloud again. After the group reading, students work collaboratively to retell the story, reinforcing comprehension and encouraging discussion about the text's structure and key events.

7.4 Analysis of Text Complexity

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

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

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

The materials offer detailed quantitative and qualitative analyses of each text, plus a rationale outlining the text's educational educational purpose and grade-level placement. For example, in Unit 8, the "Recursos para el maestro" section "Medidas de complejidad del texto" presents a table listing details for all the texts used in the unit; the text "El viejo rey Cole" has 118 words, and its qualitative description notes that the text's repetitive structure helps build students' reading confidence. In contrast, "Princesa Yennenga: una guerra con un sueño" is a longer, more complex text, with 1,361 words and use of academic language. The text is appropriate for the intended grade level based on word count, sentence structure, and vocabulary complexity.

The Unit 5 introduction in *Artes del lenguaje y lectura: Guía del maestro* explains that the unit "Granjas: desde las raíces" is specifically designed to support young learners. The unit features engaging, grade-appropriate content, such as the classic folktale "La gallinita roja" and informational texts referencing "El viejo MacDonald" to help students explore foundational concepts related to farms, animals, and the origins of food. These texts are selected to build background knowledge and connect with early science and social studies themes. The quantitative analysis confirms the texts' appropriateness for early readers based on word count, sentence structure, and vocabulary complexity. The qualitative analysis further explains that the texts develop early literacy skills, including basic vocabulary acquisition and comprehension of narrative structure.

The materials provide quantitative and qualitative analysis of each Spanish text, a rationale for its educational purpose, and appropriate grade-level placement. In the *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 3A, the 38-word core text "La ardilla" is deemed appropriate for kindergarten students. The quantitative analysis supports its placement at this level based on the low word count and predictable text structure. The qualitative features include simple sentence structures, familiar vocabulary, and repetitive language that reinforce decoding and reading fluency. The story also includes vibrant and engaging illustrations that augment the text and help students make connections.

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

The materials include core texts that have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks. *Artes del lenguaje y lectura: Guía del maestro* Unit 6, Lesson 8, for example, presents the core text "La fundación de los 'Bosques de Penn'," a historical informational text that introduces students to foundational concepts such as *libertad religiosa*, *justicia*, and *cooperación*. Quantitative analysis indicates that the text features age-appropriate sentence structure and vocabulary for early elementary students, with scaffolded instruction and glossary support for academic terms such as *almirante*, *insistencia*, *paz*, and *tratado*. Qualitative analysis shows that the text presents rich content that supports background knowledge and the development of moral reasoning. The nonfiction work includes visual supports such as titles, captions, photographs, and a timeline to help students follow the narrative.

The core text "Pájaros en la cabeza" is a fictional narrative in *Artes del lenguaje y lectura: Guía del maestro*, Unit 7, Lesson 9 that aligns with the language development expectations for kindergarten level. The text incorporates figurative language and expressive dialogue, providing a level of challenge that promotes deeper comprehension while remaining accessible to students. Targeted comprehension questions such as "¿Qué pistas del texto te ayudan a entender cómo se siente el personaje principal?" guide students in analyzing character emotions and actions. Follow-up activities prompt students to cite textual evidence in their responses, supporting close reading and critical thinking skills.

Additionally, "Tipos de textos" in the *Guía de programa e implementación* states that texts are selected or developed based on a combination of quantitative and qualitative measures and their connection to instructional activities. Quantitative measures, such as Lexile scores, assess text difficulty by analyzing factors including sentence length, word length, and frequency of unfamiliar vocabulary.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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

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

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

In *Destrezas fundamentales*, Unit 7, Lesson 10, students engage with "Luli y Fleco," an authentic text that is appropriately complex for beginning readers. The story reinforces phonics instruction by focusing on words containing the *silaba trabada fl*. To support understanding and encourage oral language development, the lesson includes targeted comprehension questions such as "¿Quién dice: '¿Me llevas al mar?' ¿Quién dice: '¡Mi deber es trabajar!'"

Additionally in Unit 11, the read-aloud text "Espacios en el cielo de Texas" introduces students to artist James Turrell's Skyspace installations. Although the text is above grade level in complexity, it is developmentally appropriate, with explicit teacher guidance and scaffolds. The lesson begins with questions about art and uses photographs to support understanding, highlighting three Skyspace locations in Texas to make the content concrete and accessible.

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

The materials include texts designated for independent reading that are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 10, students engage with the text "Ballenas a lo lejos" from the book *Bruno y el bosque*. The teacher begins the lesson by leading a read-aloud that is followed by echo reading, allowing students to become familiar with the text's language, structure, and rhythm. Students then reread the story independently to answer comprehension questions, applying strategies such as referring to the text, analyzing illustrations, and making personal connections. They engage in partner discussions and share personal memories related to whales.

The materials offer texts specifically designated for independent reading that are authentic or appropriately transadapted, supporting students at various complexity levels. The texts are selected or developed using qualitative measures, such as text structure, language features, knowledge demands, and text purpose.

Kindergarten texts designated for independent reading are authentic or appropriately transadapted, with a range of complexity levels to support student practice. The "Interactuando con textos" section of the *Guía de programa e implementación* outlines how students engage with texts independently through various methods such as *lectura estudiantil*, *relectura con propósito*, and *evaluación de la lectura*. Grades K–3 students begin with decodable texts closely aligned with phonics instruction, enabling them to apply newly acquired skills within connected text, reinforcing foundational literacy development.

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

The materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. The *Guía de lectura independiente* provides a clear framework for independent reading sessions, including designated time for launching, sustained reading, and reflective closure, recommending a minimum of 30 minutes, twice per week: "El mínimo recomendado: 2 veces a la semana por al menos 30 minutos. Sin embargo, los maestros deben fomentar la lectura independiente cuando el tiempo lo permita (días de lluvia dentro del salón de clase, los primeros 10 minutos del día escolar, 5 minutos después del almuerzo, los últimos 10 minutos del día escolar, etc.). Los lectores emergentes pueden usar ese tiempo para buscar libros de imágenes y explorar las ilustraciones."

In addition, students are taught to select books appropriate for their reading level using strategies such as the "five-finger test," which helps them determine whether a book is too difficult or just right. Students use their fingers to count each time they encounter an unfamiliar word; if they reach five fingers before the end of the first page, the book is too difficult."

The students set personal reading goals and engage in one-on-one conferences with the teacher to reflect on their progress, discuss challenges, and celebrate achievements. Teachers are advised to "Establezcan metas de lectura y facilite estrategias para ayudar a los estudiantes a lograr estas metas."

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

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

Unit 1, Lesson 9 in the *Artes del lenguaje y lectura: Guía del maestro*, includes text-dependent tasks in Spanish that require students to justify their thinking and support a claim. For example, students view images from the read-aloud "El león y el ratón" and select the image that best represents the fable's theme (*moraleja*). Students then explain their choice to justify their claim.

In Unit 4, Lesson 7 of the *Artes del lenguaje y lectura: Guía del maestro*, after the read-aloud of "Juanito Manzana," students answer the question "¿Cómo obtenía Juanito Manzana las semillas de manzana para plantar?" by citing details from the text. Additional questions such as "¿Cómo obtuvo John Chapman el sobrenombre Juanito Manzana?" and "¿De qué manera las semillas de manzana que plantó Juanito ayudaron a las personas?" require inference and justification with textual evidence. Students also complete a retelling task using images to sequence four key events while reinforcing comprehension through text-based information.

Additionally, in Unit 8, Lesson 3, during the story "El rey Midas y el toque de oro," the teacher pauses to ask questions such as "¿Las personas pueden comer oro?" and "¿Qué problema tenía el rey Midas con su desayuno?" After the story, students answer comprehension questions such as "¿Quién es el personaje principal de esta historia?" Students then complete an application task by cutting out images from their workbook, sequencing the events, and retelling the story with a partner to demonstrate their comprehension.

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

The materials include questions and tasks designed in Spanish that require students to use text evidence when evaluating details and craft in high-quality texts. For example, in *Artes del lenguaje y lectura: Guía del maestro* Unit 2, Lesson 1, comprehension questions prompt students to consider language and key ideas, such as "¿Cuáles son los cinco sentidos mencionados en este poema, o las cinco formas en que tu cuerpo descubre las cosas que te rodean?" Students respond to details in the story: "Según lo que escucharon durante la lectura en voz alta, ¿cuál creen que es el sentido más asombroso? ¿Por qué?" Students also assess the author's craft by revisiting the question about the five senses to analyze the poem's organization.

The materials incorporate Spanish-language questions and tasks that require students to use text evidence to evaluate language and structure in high-quality texts. In *Artes del lenguaje y lectura: Guía del maestro* Unit 5, Lesson 7, students listen to the fable "La gallinita roja" and retell the main events using drawings, demonstrating comprehension of the story's structure and key details. The unit also offers explicit vocabulary instruction for words such as *maduro*, *maleza*, and *masa*, supporting students' analysis of the text's language. Writing activities reinforce understanding through sequencing the process of planting, growing, harvesting, and transporting crops.

Questions and tasks in the *Artes del lenguaje y lectura: Guía del maestro* are designed in Spanish to require students to use text evidence when evaluating key ideas and details in high-quality texts. For example, in Unit 7, Lesson 9, after reading "Miembros del servicio militar," the teacher pauses to ask literal, evaluative, and inferential questions such as "¿Por qué crees que es importante que se honre a los veteranos en nuestro país?" If students need additional support, the sidebar notes offer tiered questions at *Nivel emergente*, *A nivel*, and *Nivel avanzado* to guide student responses.

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

The materials include questions and tasks requiring students to support their claims and justify their thinking using various strategies. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 7, students use a map and sticky notes to compare Native American nations such as the Iroquois and the Wampanoag. Students respond to inferential questions, such as why the peacekeeper in the text used five tied arrows to symbolize strength through cooperation. Students explore vocabulary such as *cooperación* and *partir* using context and dictionaries. They then collaborate in groups to create drawings and write sentences representing cooperation.

The materials incorporate Spanish-designed questions and tasks that require students to support their claims and justify their thinking using strategies such as discussing key ideas with text evidence. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 8, for example, students create a two-column chart labeled "Características del texto de no ficción" and "Cómo ayuda a los lectores" to analyze nonfiction text features. They answer literal, inferential, and evaluative questions about William Penn's beliefs, actions, and relationships with Native Americans, citing specific details from the text. Students also sequence events using Picture Cards, write captions to summarize, use sentence stems to discuss vocabulary, and support responses with evidence from text and images.

The materials offer questions and assignments that prompt students to support their claims and justify their thinking using strategies such as discussing key ideas with evidence from the text. After reading the legend "Washington y el cerezo" in Unit 10, Lesson 2, students are asked to justify their opinions. During the read-aloud, the teacher pauses to ask, "¿Creen que el rey George respetaba a George Washington? ¿Por qué sí o por qué no?" Students respond using key ideas from the text to support their answer.

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

The materials present questions and tasks designed in Spanish and at varying levels of cognitive complexity, offering students multiple opportunities to analyze texts. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 10 "Preguntas de comprensión," students first recall story details with questions such as "¿Qué decide hacer el perro con el hueso?" They then move to higher order thinking by examining the story's message: "¿Cuál es la moraleja, o lección, de esta fábula?"

In the *Artes del lenguaje y lectura: Guía del maestro*, Unit 7, Lesson 1, students respond to literal questions such as "¿Qué es un sermón?" and "¿Qué es La regla de oro?", inferential questions such as "¿Cómo podrías aplicar La regla de oro en la escuela?", and evaluative prompts such as "¿Está de acuerdo en que todo el mundo debería seguir La regla de oro? ¿Por qué sí o por qué no?" The lesson incorporates oral discussion, personal connection activities, cross-cultural comparisons of "La regla de oro," and tiered sentence frames to support students in forming and justifying their responses.

Additionally, in Unit 11, Lesson 1, during the story "¿Qué nos muestra el arte?", the teacher asks recall questions such as "¿Cuáles son algunos tipos de arte que crea la gente?" and "¿Cómo obtienen los artistas ideas para su trabajo?" The lesson also includes inferential and evaluative questions such as "¿Cómo han utilizado los artistas su fondo para crear arte?" and "¿Sobre qué artista o tipo de arte están entusiasmados por aprender más?"

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

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

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

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

The materials include teacher guidance in Spanish on how to effectively model the use of text evidence to generate evidence-based claims and construct text-based responses. For example, in Unit 3, Lesson 6 of the *Artes del lenguaje y lectura: Guía del maestro*, the teacher models how to answer a constructed response by making and supporting a claim about a favorite character from the read-aloud "El cuento de Ratón Saltarín." The materials include explicit modeling instructions: "En el pizarrón o en una cartulina, escriba esta oración: Mi personaje preferido es ____ porque ____." The teacher explains the difference between expressing an opinion and providing a reason, and supports students in writing their responses using sentence frames and text evidence.

In *Artes del lenguaje y lectura: Guía del maestro* Unit 4, Lesson 9, teachers read a portion of the text aloud and ask, "¿Qué pistas da el autor para entender cómo se siente el personaje principal?" Students then underline key sentences in the text and think aloud about how these sentences support a claim regarding the character's emotions. The *Guía* instructs the teacher to model use of textual details to answer comprehension questions and craft written responses that cite specific text evidence.

The *Artes del lenguaje y lectura: Guía del maestro* includes guidance in Spanish for effective teacher modeling of evidence-based claims using text evidence in Unit 8, Lesson 7. Teachers introduce the text "Cleopatra: reina de Egipto" by explaining, "El propósito del autor al escribir la narración es ofrecer al lector información y datos sobre hechos reales ocurridos en la historia." Before reading, teachers present vocabulary, a map, a Picture Card, and the Historical Figures Chart. Students pause during the read-aloud for guided questions. At the end of the lesson, the teacher makes comprehension prompts such as "¿Qué hizo Cleopatra para demostrar que era una buena líder?", encouraging the use of text evidence to support claims.

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

The materials guide Spanish teachers on the use of structured opportunities to engage students in evidence-based discussions with academic vocabulary and syntax. For example, Unit 3, Lesson 6 of *Artes del lenguaje y lectura: Guía del maestro* directs the teacher to model how to answer a constructed response by claiming their favorite character in the read-aloud "El cuento de Ratón Saltarín" and providing support for the claim. The materials include explicit instructions to write the sentence "Mi personaje preferido es _____ porque _____" on the board or a chart. Teachers explain that the first part expresses the student's opinion, while the second part provides the reason for that opinion. Students are then given paper and pencil and asked to think about their favorite character from one of the stories and explain the reasons for their choices.

The materials provide guidance for teachers on creating structured opportunities for students to engage in evidence-based discussions using Spanish academic vocabulary and syntax. For example, in Unit 5, Lesson 3 of the *Artes del lenguaje y lectura: Guía del maestro*, teachers support students as they answer the question "¿Qué tipos de cosas le gusta hacer a Sonia?" by using an Anchor Chart as well as evidence from the text. Students cite specific examples that demonstrate Sonia's interests. Additionally, the materials include sentence stems such as "Según el texto . . ." to help students construct their responses with academic language.

The *Artes del lenguaje y lectura: Guía del maestro* offers guidance in Spanish for teachers to create structured opportunities that engage students in evidence-based discussions using academic vocabulary and syntax. For example, after reading and discussing the story "¿Quiénes son los reyes y las reinas?" in Unit 8, Lesson 1, the teacher prompts students to talk about other things that could be royal, encouraging them to use the word *real* in their responses. The teacher uses a scripted phrase to support students in applying academic language and syntax: "El/la del rey es real porque . . ."

8.B Writing

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

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

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

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

The materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS. For example, in Unit 5, Lesson 9 of the *Artes del lenguaje y lectura: Guía del maestro*, after listening to the read-aloud "De la granja al mercado," students write an informational text aligned to TEKS K.11B, sequencing the events of bringing food from the farm to the market.

In *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 7, students listen to the authentic informational text "Las ciudades más antiguas de América" and review it to prepare for writing a brochure. The teacher guides students to revisit the text to identify content for their brochure. Students then write a draft using the informational elements they found, aligned with grade-level TEKS.

Artes del lenguaje y lectura: Guía del maestro materials incorporate authentic or transadapted Spanish mentor texts that serve as models for students to compose various texts aligned with grade-level Spanish TEKS. For example, in Unit 8, Lesson 4, after reading "El viejo rey Cole," students use Picture Cards for an application task. The teacher calls on each student to share one sentence, and explains that, as a class, they will combine two sentences to create a longer one, supported by examples from the materials. Additionally, the sidebar "Desafío" suggests that students work with a partner to create longer sentences by describing the image, with one student combining their ideas into a single sentence.

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

The materials include opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences, incorporating genre-specific characteristics and elements of craft.

For example, in Unit 1, Lesson 11 of *Artes del lenguaje y lectura: Guía del maestro*, students collaborate to create detailed sentences describing a fable. They practice combining shorter sentences, such as "La liebre está lista para correr la carrera" and "La tortuga está lista para correr la carrera," into a more complex, cohesive sentence. Students share their work aloud using clear and appropriate language conventions. They also write individual responses to a prompt about the moral of "La liebre y la tortuga," applying sentence-combining skills to craft a purposeful literary text for an intended audience.

The materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose various texts aligned with grade-level Spanish TEKS. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 9, after listening to the mentor text "De la granja al mercado," students compose an informational text aligned to TEKS K.11B, in which they sequence the events involved in bringing food from the farm to the market.

Additionally, in *Artes del lenguaje y lectura: Guía del maestro* Unit 7, students write a letter of gratitude to a soldier, practicing personal and purposeful expression. In Unit 8, students retell a specific historical event, allowing them to develop narrative skills while considering the structure and purpose of historical topics.

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

The materials include opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. For example, in *Artes del lenguaje y lectura*, the "Vistazo y alcance y secuencia" indicates that students compose informational texts (TEKS K.11B) in Unit 2, Lessons 1–8, and literary texts including personal narratives (TEKS K.11A) in Unit 3, Lesson 3. These varied writing tasks provide students with meaningful opportunities to write across genres, allowing them to develop writing for different purposes and audiences throughout the year.

The *Artes del lenguaje y lectura: Guía del maestro* includes opportunities for students to compose informational texts in Spanish with genre-specific characteristics and craft such as that found in Unit 7, Lesson 6. After reading the story "El buen Samaritano," students complete an application task by drawing a picture and writing a sentence explaining what it means to be a "good Samaritan. The teacher asks, "¿Qué significa para ustedes ser un buen samaritano?" and models the writing process by composing an example sentence and illustrating it with a detailed drawing. The materials also instruct the teacher to model sentence structure using pronouns and provide sentence stems such as "Para mí ser un buen samaritano significa . . ." or "Ellos/Ellas . . ." to support students in organizing and expressing their ideas.

Additionally in Unit 11, Lesson 14 of the *Artes del lenguaje y lectura: Guía del maestro*, students use their research to contribute to a class book answering the question "¿Cómo crea arte la gente?" They

categorize information (e.g., "tipos de arte," "herramientas") and write factual sentences such as "Los artistas pueden hacer collage." The teacher models how to convert research into written form using an Activity Page, and students create their pages with text and illustrations.

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

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

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

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

8.B.2 Writing Process

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

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

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

The materials support students' coherent use of the writing process—planning, drafting, revising, conferring, editing, and publishing—in Spanish, with age-appropriate attention to Spanish language conventions. In Unit 6, Lesson 5 of the *Artes del lenguaje y lectura: Guía del maestro*, students create a pamphlet on early colonies using an Activity Page, which provides space for drawing and writing. The lesson begins with students generating ideas by observing images from "Williamsburg: retroceder en el tiempo," guided by teacher questions. Ideas are organized on a visual Idea Web. The teacher models turning an idea into a complete sentence, emphasizing key writing elements. Students draft their Williamsburg page using the Idea Web for support. As students revise their pages, the teacher models adding descriptive words and details, which students apply to their work. In editing, students review sentence structure and conventions. Finally, students share their pages in pairs or small groups, discussing their writing and illustrations to reinforce content and oral language skills.

The materials in *Artes del lenguaje y lectura* support students' coherent use of writing process elements to compose text in Spanish. The instruction includes an age-appropriate progression of conventions authentic to Spanish writing. For example, in Unit 7, Lesson 1, during the "Aplicación" activity "Lluvia de ideas de 'La regla de oro,'" the teacher models how to plan, draft, and organize ideas using a Web Chart. The teacher demonstrates how to draw a picture and write a sentence to accompany it. In the following activity, students are guided to look at the list of ideas and reflect on a time when someone helped them. The teacher assigns partners so students can discuss their ideas with one another. Next, the teacher models how to write a complete sentence. Finally, students complete a workbook page, drawing and writing about someone who has helped them.

The materials facilitate student engagement with writing through structured, age-appropriate activities. In Unit 8, students plan a story by participating in a brainstorming session focused on examples of wisdom. In Lesson 6, the teacher records students' ideas and helps them select a character to develop from the list of examples. The teacher models how to organize thoughts before writing, then composes

sentences with student input, encouraging them to add details. Students complete the process by sharing their sentences and accompanying illustrations with the class.

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

Materials include teacher guidance to provide explicit instruction in Spanish to model each element of the writing process and support students during the writing process through conferencing and revising. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 6, the teacher is provided with step-by-step guidance to model each stage of the writing process. During the planning phase, students brainstorm examples of wisdom shared by teachers or family members and illustrate how that wisdom helped them solve a problem. The activity begins with a class discussion using a digital Idea Web on *sabiduría*. The teacher is directed to prompt students to identify wise individuals in their lives and records their responses in the upper left section of the Idea Web: "Llame a varios estudiantes y anote sus respuestas en la parte superior izquierda de la red de ideas."

In *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 12, the teacher models the editing process by preparing a draft with intentional errors and reviewing it aloud with the class. Using a "Componente digital" that includes a checklist, the teacher guides students in identifying and correcting errors in capitalization, punctuation, spacing, and the use of titles and proper nouns. Students then receive their drafts on a "Página de actividades" and use a second "Página de actividades" to apply the checklist and make revisions. The *Guía* directs the teacher to "Mencione que se trata de la misma lista de verificación que observan en el componente digital, y que ellos marcarán con una palomita cada punto después de que hayan revisado los elementos de la lista."

In Unit 11, Lesson 11 of the *Artes del lenguaje y lectura: Guía del maestro*, the teacher models the revision process by rereading their writing and identifying areas in which ideas could be made more explicit. The *Guía* instructs the teacher to emphasize the use of transition words such as *luego* to improve organization and coherence. Students then revise their texts by rereading and discussing possible improvements with a peer. To support this process, the teacher prompts students with questions such as "¿Tiene sentido la secuencia de ideas?" and reminds them to clarify any confusing sections.

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

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

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

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

The materials in *Artes del lenguaje y lectura: Guía del maestro* guide teachers to deliver explicit instruction in Spanish on sentence-level writing, emphasizing structure, syntax, and Spanish vocabulary. For example, in Unit 7, Lesson 5, the teacher models complete sentence writing: "Escriba una oración completa que anime a los demás a ayudar con esa idea. Luego, ilustre una o varias imágenes que coincidan con la oración." The teacher writes a sentence on the board and guides students in identifying its components. The materials include scripted prompts such as "Pida a los estudiantes que identifiquen partes de la oración (una letra mayúscula al principio, puntuación al final, de quién trata la oración, o [tú])." Students are then prompted to write their sentence about how they can help their community and illustrate it. The teacher reminds them that their sentences should include capital letters, nouns, verbs, and punctuation.

Additionally, in Unit 7, Lesson 2 of the *Artes del lenguaje y lectura: Guía del maestro*, teachers guide students in completing a sentence fragment using the Spanish verb *limpiar*. The teacher begins by pointing out that the sentence is incomplete and asks, "¿Quién o qué está *limpiando*?" Students learn to add a noun as the subject to complete the sentence, e.g., "Ellos limpian." The teacher then models how to expand the sentence by adding more detail, such as "Ellos limpian con Sam." The lesson also includes instruction on capitalization rules, highlighting that sentences begin with a capital letter and that proper nouns, such as *Sam*, are capitalized.

The materials in *Artes del lenguaje y lectura: Guía del maestro* direct teachers to deliver explicit instruction in Spanish on sentence-level writing. For example, in Unit 8, Lesson 8, the teacher models writing by displaying the sentence "En ese instante, el rey supo que el príncipe Lang Lieu era el más sabio de todos." The teacher reads the sentence aloud and then prompts students to read it in unison. The teacher then asks students to share their observations about the sentence. The guidance includes support for teaching capitalization, end punctuation, nouns, verbs, and commas, reinforcing foundational concepts of Spanish grammar and sentence construction.

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

The materials guide teachers in delivering systematic and explicit instruction in writing, beginning at the sentence level and progressing to full compositions in alignment with grade-level Spanish Language Arts TEKS. For example, in *Artes del lenguaje y lectura: Guía del maestro* Unit 3, Lesson 3, teachers guide students step-by-step to start a narrative about ways they can help at home. The teacher explains that writers use Graphic Organizers to organize ideas and asks students to identify a room in their house and describe ways they can help there. After student ideas are recorded in a two-column chart, the teacher selects one to model writing a complete sentence and drawing an illustration, such as "Puedo ayudar en casa en el cuarto de lavado ayudando a Alison a doblar la ropa." The teacher highlights word spacing and reminds students that sentences always begin with a capital letter, asking students to identify capital letters in the example sentence.

The materials guide teachers to begin with sentence-level instruction by modeling how to write simple sentences, such as "Mi hermano ayudó" and "El chico nadó." The teacher supports sentence creation by emphasizing sentence structure, focusing on the subject and predicate. For example, in Unit 7, Lesson 1, the teacher explains, "Una oración es un pensamiento completo. Debe constar de dos partes: el sujeto (de quién o de qué trata la oración) y el verbo (qué hace el sujeto)." The teacher then points out the subject and verb in the sentence and reads it aloud to demonstrate that it expresses a complete thought.

The *Artes del lenguaje y lectura: Guía del maestro* materials provide systematic and explicit instruction in writing, beginning at the sentence level and progressing toward full compositions, in alignment with grade-level Spanish Language Arts TEKS. For example, in the section "Aplicación in actividad de conciencia sintáctica," of Unit 8, Lesson 4, the teacher shows Picture Cards and guides students in observing them. The lesson includes direct instruction to tell students, "Explique que, con toda la clase, combinarán dos oraciones para crear una oración más larga." Once students share two ideas, the teacher combines them into a single, expanded sentence and prompts students to provide additional examples.

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

The materials in the *Artes del lenguaje y lectura: Guía del maestro* provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. For example, in Unit 7, Lesson 5, the teacher instructs students: "Escriba una oración completa que anime a los demás a ayudar con esa idea. Luego, ilustre una o varias imágenes que coincidan con la oración." The teacher models writing a sentence on the board and guides students to identify its parts, highlighting the capital letter at the beginning, the punctuation at the end, the subject,

and the verb. The teacher provides blank paper, pencils, and markers to the students, asking them to write a sentence and draw a matching illustration about how they can help their community. The teacher reminds students that their sentences must include a capital letter, a noun, a verb, and end punctuation.

The materials provide structured and clear opportunities for students to develop increasingly complex sentences through writing, reviewing, and editing. In Unit 10, Lesson 3, students write a legend using a variety of sentence structures, including short, long, detailed, and complete sentences. The teacher is directed to "Pida a los estudiantes que sugieran al menos un detalle para agregar a cada imagen de la secuencia," and students review each other's work, exchange feedback, and add words or phrases to enhance their writing. They also use digital tools to review and publish their final versions of the legend.

Additionally, in *Artes del lenguaje y lectura: Guía del maestro* Unit 11, Lesson 14, students draft informational texts by selecting and categorizing facts. The teacher models revising a sentence by adding details to a fact, such as "Los artistas pueden esculpir." The teacher writes a model sentence: "los artistas pueden hacer collage," intentionally omitting capitalization and punctuation to prepare students for editing in the following lesson. Students draft their pages using selected facts and then review and revise them with a partner, focusing on adding details to clarify and enrich their writing.

8.B.4 Grade-Level Standard Spanish Conventions

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

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

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

The materials provide opportunities for students to practice and apply Spanish academic language conventions in contextual and decontextualized settings, including working with sentences and short paragraphs, and emphasizing correct capitalization and punctuation. For example, in a contextual activity, the teacher introduces three sentences, and students repeat them while counting the words. The teacher explains: "Cuando se escriben oraciones, la primera letra va en mayúscula. Las oraciones se escriben de izquierda a derecha. Y se deja espacio entre una palabra y otra." In a decontextualized activity, students illustrate the sentences they have practiced.

The materials provide opportunities for students to practice and apply the conventions of Spanish academic language in sentences and short paragraphs, using correct capitalization and punctuation aligned with grade-level Spanish Language Arts TEKS, both in and out of context. For example, in Unit 6, Lesson 7 of the *Destrezas fundamentales: Guía del maestro*, students practice singular and plural nouns out of context, with the objective that "Los estudiantes escribirán sustantivos plurales y corregirán su escritura con base en las convenciones comunes de la lengua española y las reglas ortográficas apropiadas para el nivel del grado escolar." In Unit 8, Lesson 6 of the *Artes del lenguaje y lectura: Guía del maestro*, students apply these conventions in context by drafting texts about examples of wisdom shared by teachers or family members.

The materials incorporate opportunities to practice and apply Spanish academic language conventions in sentences and short paragraphs, both in and out of context, using correct capitalization and punctuation aligned with grade-level TEKS. For example, in the *Destrezas fundamentales: Guía del maestro* Unit 6, Lesson 2, students practice using correct punctuation out of context. The teacher writes a sentence on the board using a dictation word, such as "El perro corre rápido." The teacher highlights the period at the end and explains, "Siempre que terminamos de escribir una oración, debemos agregar un punto al final."

In Unit 6, Lesson 5 of the *Artes del lenguaje y lectura: Guía del maestro*, students apply these skills in context by editing a draft. The teacher prompts students to recall that complete sentences must have a noun, a verb, a capital letter at the beginning, and punctuation at the end. Then the teacher selects an idea from the Idea Web and asks students to dictate a sentence, writing it on the board as a model.

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

The materials provide systematic opportunities for students to practice and apply Spanish grammar, punctuation, and usage in contextualized and decontextualized settings. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 9, students identify and write words containing the letter *b*, use those words in complete sentences, and revise their work by focusing on sentence structure, capitalization, and punctuation. During the dictado, students write complete sentences such as "Los bocaditos son ricos" and "¿Beto come arepas?," applying Spanish-specific punctuation rules, including initial and final question marks. Teachers guide editing through sentence frames, reinforcing correct spelling, usage, and conventions such as the /b/ sound and proper capitalization.

In *Destrezas fundamentales: Guía del maestro*, Unit 6, Lesson 2, students engage in decontextualized practice with punctuation (TEKS K.10.D). The teacher writes a sentence on the board using words from the dictado, such as "El perro corre rápido," and emphasizes the period at the end: "Siempre que terminamos de escribir una oración, debemos agregar un punto al final." In *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 5, students apply this knowledge in context by editing a draft. The teacher reminds them of the components of a complete sentence—subject, verb, capital letter at the beginning, and punctuation at the end—and models sentence construction based on student ideas.