

Texas Education Agency

Spanish Phonics, K

Aprendizaje Bluebonnet, Destrezas fundamentales K-3 Grado K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798896347606	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	1	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	73 out of 73	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	2	0	0
4. Prohibition on Forced Political Activity	0	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)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	29
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: "Expliqueles 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 §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

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

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

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/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 Assessments

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

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

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

The material offers a variety of developmentally appropriate assessment tools. The "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/, /ll/, /g/, or /ll/, 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.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. Pídeles 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 *sílaba trabada*. 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 *bilgüe*, *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-rrete-ra*, and *ca-me-llo*. 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 pídale 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."