

HMH Education Company

Spanish Language Arts and Reading, 1

HMH ¡Arriba la lectura! Texas Version 2 Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118944	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	1	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	25 out of 25	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	94 out of 94	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	53 out of 53	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	24
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 that outlines the Texas essential knowledge and skills (TEKS) taught in the course and an intentional sequence of units that consider the connections between the foundational skills.

The *Secuencia de instrucción* is divided by week and outlines the concepts taught in the course. The sequence chart outlines the concepts taught throughout the instructional year.

The materials include an "Aligned Scope and Sequence of Phonics Skills" for each module and week. For example, Module 3, Week 3 addresses syllables *ca*, *co*, *cu*, and */k/*.

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 Pacing Guide in the Implementation Guidance includes guidance for suggested daily pacing for teachers' instructional days, with options for 165 school days, 180 school days, and 210 school days. Each module is twenty days long.

The grade 1 *Implementation Guide* includes a section on pacing that provides guidance for implementing daily instruction across varying block lengths. Suggested models include 90-minute, 120-minute, and 150-minute literacy blocks. Each model allocates time for foundational skills, reading and vocabulary, writing and grammar, and small-group instruction.

The materials provide recommendations for adjusting instruction to maintain sequence and coherence regardless of the calendar used. The flexible model allows schools and districts to adapt pacing based on local needs while preserving instructional intent.

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 include a rationale for unit order, located in the rationale section for grade 1, describing how students start with modules closely related to themselves and their communities before progressing to broader topics, explicitly outlining how instruction builds understanding of Spanish language arts and reading (SLAR) concepts and connects learning throughout the course.

The materials include, in the *Guía de implementación grados K–5*, an anchor graphic illustrating the progression of learning, which can serve as a reference for teachers and supports their understanding of concept connections across units. Each module's selections are designed to expose students to general knowledge and various genres and to make explicit connections across units by showing how topics are developed in multiple modules.

The *Guía de implementación* explains how the sequence connects learning across units, illustrating that students explore topics through carefully curated texts and projects that build knowledge cumulatively. The materials include the "Bienvenidos al módulo" section, which can serve as an anchor overview that highlights the progression of learning and supports teacher understanding of connections across units, as well as links to prior and future learning within the course.

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

The materials include sufficient support for teachers to fully internalize the unit, including protocols for lesson planning, and provide corresponding guidance for unit or lesson internalization within the *Guía del maestro*. For example, the "Vistazo a los textos de la lección" section includes an explanation of "¿Por qué este texto?" This helps prepare teachers for instruction by clarifying objectives and showing how the reading is connected to the lesson. The materials help teachers understand and prepare for students with diverse needs with differentiation, scaffolding strategies, and assessments.

The materials include protocols with corresponding guidance for unit internalization and lesson internalization in *Lenguaje dual: Guía de implementación grados K–5*. This resource provides detailed guidance to support teachers in understanding key learning objectives, the sequencing of lessons, and instructional strategies. For example, each module contains four weeks of detailed lesson plans that promote the development of background knowledge as well as foundational literacy skills. These weekly lesson plans are accessible under the "All Resources" tab in the "Guías modificables de planificación semanal" section and the *Guía del maestro*, "Sinópsis del programa."

The weekly lesson plans outline the sequence and instructional focus for each lesson, supporting teachers in planning consistent and standards-aligned instruction. This approach helps teachers build content knowledge, understand instructional sequencing, and utilize strategies aligned to learning goals.

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

The materials offer online resources for leaders including leader-specific training modules, webinars, and documents focused on leading implementation across a campus or district, as well as planning ongoing professional development to onboard new teachers.

The materials include guidance for instructional leaders to support teachers with implementing the materials as designed, as evidenced in the "Teacher's Corner" tab under "Trending Topics" online. For example, the materials offer leader-specific training modules, webinars, and documents focused on leading implementation across a campus or district. These resources are designed to help instructional leaders analyze data and provide targeted support to teachers throughout the implementation process.

The materials include resources for instructional leaders to support teachers with implementing the materials as designed, as found in the *Implementation Guidance Grades K–5* and *Guía del maestro* under the "All Resources" tab. The materials provide a summary of the program for instructional leaders and detailed weekly lesson plans for 36 weeks of instruction.

The materials include a Reflection Guide for instructional leaders to support teachers with implementing the program as designed. Found in the "¡Arriba la Lectura! Look Fors & Reflection Guide" document, this guide offers targeted questions to help leaders observe classroom success, celebrate progress, identify areas needing support, and distribute leadership to empower teams. These resources enable instructional leaders to provide constructive, timely feedback and address potential challenges proactively, ensuring continuous improvement in implementation and minimizing disruptions to student learning. This guidance supports maintaining a positive learning environment aligned with the program's intended use.

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 teach the unit concepts effectively. The materials feature a progression graphic on the product website, and the *Implementation Guide* under the section "Learning that Builds and Connecting Concepts Across Grades" shows how activities align with core concepts, academic vocabulary, and recurring themes across and within lessons and grade levels.

Each grade 1 module contains an overview of all of the skills for each module, week, and lesson. The *Guía del maestro* for grade 1 includes comprehensive unit overviews, or "Vistazo a la semana" sections, that provide the background content necessary to effectively teach the concepts in the unit.

The materials include the academic vocabulary necessary to effectively teach the concepts in each unit. For example, Module 6 includes academic vocabulary such as *palabras poderosas*, words with suffixes, and illustrated vocabulary cards to teach "power words," their meaning, and the words used in context.

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 section "Relacionarse con las familias" provides links to resources and the "Family Letter" and offers activities to reinforce in-class learning, questions to ask the students about in-class learning, and strategies to reinforce new learning.

The Family Letter contains academic vocabulary for the unit and provides ideas for practicing the skills students are learning in class, prompts to encourage the child to add details about a topic or answer questions, "big idea" words, word play games to help develop reading skills such as rhyming, words to practice during reading and writing, questions to ask children to help them make connections when they are reading, and strategies to support children with writing. The materials include a Family Letter for each module that explains the module focus and how family members can support the classroom instruction and skills that students are learning at home. Each Family Letter is available in both English and Spanish, in editable and PDF versions, to help families support student learning at home.

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).

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

The *Teacher Guide* for grade 1 includes comprehensive unit overviews that provide the background unit. For example, Module 6, Week 1 contains a weekly glance of all of the skills for the lessons necessary for developing background knowledge, foundational skills, reading workshop skills, small-group skills, writing workshop skills, and linguistic extensions, as well as weekly assessments and intervention strategies.

Materials provide editable lesson plans, allowing for customization to meet the needs of diverse learners while maintaining alignment with standards. Lesson plans include a list of materials necessary to support instructional activities. The *Guía del maestro* provides a "Week at a Glance" page that includes a bulleted list of assessments for that week.

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

The grade 1 materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, as well as the suggested timing for each lesson component. For example, in "Tiempos diarios sugeridos," recommended times for each instructional block are provided, such as "Vocabulario" (10–15 minutes), "Destrezas fundamentales" (15–30 minutes), "Taller de lectura" (60–75 minutes), and "Taller de escritura" (20–30 minutes).

Additionally, within individual lessons, each section includes a visual clock indicating the amount of time teachers should spend on each activity, supporting effective pacing and instructional planning. This structure is consistent across modules and weeks, ensuring teachers have clear guidance for lesson timing and materials throughout the year.

The materials provide a list of necessary materials for teachers to deliver the lesson. The grade 1 *Guía del maestro* includes the teacher and student materials necessary to effectively deliver the lesson. The materials are listed under the lesson objectives, which contain links to the materials, such as manipulatives and activity pages or templates. Instructional materials assist teachers in deciding how students should use them, whether as extended practice during class or as assignments to complete at home.

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

Materials provide guidance to teachers to make decisions on how to use lesson materials for students who need additional practice or are ready for enrichment. Teachers can assign these materials as extended practice or homework, streamlining lesson planning and reducing guesswork. The materials support teachers in assigning online reading and writing activities through a digital learning platform that offers interactive literacy tasks to reinforce comprehension, vocabulary, and writing skills.

The Dual Language Settings in the "Enseñanza en grupos pequeños" section provide the "Extensión lingüística," where teachers are asked to visit the back of the *Teacher Guide* to implement this extension.

The *Teacher Guide* includes clear guidance on reading-writing learning centers for extended practice and enrichment. For example, Module 9 has four reading and four writing center ideas. Each learning center contains the learning objective, the materials needed, and instructions for the center. Some of the learning centers have links for printing such as Página imprimible: "Emparejados: Sonido final."

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 a summative assessment at the unit and lesson levels with varying types of tasks and questions. In the "Diagnóstico, preparación para la evaluación" and "Evaluación sumativa" sections of the *Libro de evaluaciones* for grade 1, the materials provide diagnostic and summative assessments at the beginning and end of each unit, along with formative assessments embedded within lessons to support continuous monitoring of student progress based on various types of tasks and questions.

The assessments have various types of questions. The "Diagnóstico" section includes a variety of tasks and questions designed to evaluate students' initial skills and readiness, while the "Evaluación final" section offers multiple question formats and performance tasks aligned with the unit's learning objectives.

Assessments incorporate both closed- and open-ended questions in the "Evaluación formativa" and "Evaluación de la lección" sections, enabling teachers to track and respond to student learning needs throughout daily instruction.

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

The materials include the definition and intended purpose for the types of instructional assessments in the section "Evaluaciones para la intervención" found in the Teacher Resources for grade 1. The document describes diagnostic and progress-monitoring assessments, the types of skills assessed, and recommendations for teaching based on data from the tests.

The materials include the definition and intended purpose for the types of instructional assessments in the section "Evaluación y supervisión del progreso" for Module 4, "Mejor juntos," as found in the *Guía del maestro*. This section explains that formative assessment guides daily instruction, while performance-based assessments demonstrate student progress in mastering module skills and standards. The introduction to module assessments further states that these are based on the content of *¡Arriba la lectura!* and are designed to prepare children for future high-stakes exams by measuring their performance in reading, foundational, and writing skills developed in each module.

The materials include the definition and intended purpose for the types of instructional assessments in the "Guías para la administración y calificación" for diagnostic assessments. These guides provide definitions of diagnostic tools, baseline information, brief descriptions for teachers, and a list of materials needed for administration, supporting consistent and accurate use of assessments throughout the year.

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

The materials include detailed teacher guidance in the "Guías para la administración y calificación" section, which offers step-by-step instructions to ensure that assessments are administered and scored consistently across classrooms. This includes scripts and specific directions for teachers to follow before and during assessment administration to maintain standardized procedures.

The materials include "Guías para la administración y calificación" for the diagnostic assessments in the grade 1 "Resources" tab, providing step-by-step guidance for teachers to ensure that assessments are administered and scored consistently across classrooms and support to help teachers understand the assessments. This ensures consistency and standardized administration across examiners. The guidelines explain screening, diagnostic, and progress-monitoring assessments.

The printable "Indicaciones específicas para dar las evaluaciones semanales del módulo" includes a script and clear instructions for each assessment task, outlining how to administer each assessment and maintain consistency and accuracy throughout the process.

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

The materials ensure that diagnostic, formative, and summative assessments in the *Libro de evaluaciones* and *Guía del maestro* are explicitly aligned to the TEKS for the course and to the objectives of each unit or lesson, supporting targeted and standards-based instruction. TEKS numbers are listed directly next to assessment items or within the rubrics, providing transparency and alignment with grade-level expectations.

The grade 1 materials offer a diagnostic tool that addresses different areas and is aligned to the TEKS. The "Clave de respuestas" for the weekly assessments shows the TEKS assessed. It provides a link that not only has the TEKS number but the verbiage as well.

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

Instructional assessments in the grade 1 materials include TEKS-aligned items that assess student learning at varying levels of complexity, ensuring that students are challenged across a spectrum of cognitive demands and that assessment tasks are directly aligned with the TEKS.

The assessments feature items at two or more levels of complexity, with some assessments explicitly offering more than two distinct levels, allowing educators to differentiate instruction and monitor student progress according to diverse learning needs. For example, the Clave de respuestas for the weekly assessments has the TEKS assessed; it provides the "Grado de conocimiento" for each question varying in levels.

Across multiple units and lessons, the materials consistently provide TEKS-aligned assessment items that vary in complexity, supporting a robust and comprehensive approach to measuring student understanding and mastery of grade-level standards. These formats require students to demonstrate critical thinking, apply textual evidence, and synthesize language knowledge.

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 and scoring information with explicit guidance for interpreting student performance. This guidance is found in the "Guías para la administración y calificación" section, which details how to administer, score, and interpret assessments, including specific directions for identifying errors and determining mastery of objectives. Scoring information provides a detailed breakdown of individual student performance, allowing teachers to analyze patterns in misconceptions and make data-driven instructional decisions. Clear assessment guidance also supports teachers in helping students set realistic learning goals and in providing targeted support or intervention based on longitudinal progress data.

The materials include detailed administration and scoring guidance to help teachers interpret student performance, as found in the "Guías para la administración y calificación" section. This section offers diagnostic and ongoing assessments with a clear chart that outlines expectations for student achievement at the beginning, middle, and end of the year, allowing teachers to monitor individual growth and proficiency over time. For example, the guidance specifies that students should identify six out of ten words correctly as a target, progressing to eight out of ten words as a higher expectation, offering a longitudinal view of student progress and mastery. This structured scoring information enables teachers to analyze patterns in student performance, set realistic learning goals, and provide targeted support based on assessment data.

The materials feature rubrics for assessing and scoring student writing across genres, including narrative, informational, and persuasive, as found in the "Pautas de calificación" section. These rubrics provide a detailed breakdown of individual student performance by specifying criteria such as ideas and organization, vocabulary, grammar, punctuation, spelling, and handwriting, delineating proficiency levels from "En desarrollo" to "Excede las expectativas." The scoring information enables teachers to provide specific feedback to students and to identify patterns in student misconceptions, supporting targeted instruction and longitudinal tracking of student progress and proficiency development.

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

The grade 1 materials include detailed guidance for addressing trends in student performance, offering targeted instructional support to improve identified areas under "Recomendaciones para la enseñanza basada en los datos." This guidance emphasizes intensive instruction based on evaluation results and directs teachers to use the "Taller de destrezas fundamentales y estudio," which features 118 phonetic and decoding skill lessons. These lessons cover foundational skills such as vowels, syllables, syllable patterns, words with prefixes and suffixes, alliteration, verbs, accents, and concepts of print. Teachers analyze assessment results, identify specific errors (such as misreading high-frequency words), and provide focused practice, for example, lists of ten words for repeated reading to increase accuracy and rate. By aligning instructional content with assessment data, the materials help teachers address specific learning gaps and support students in building confidence and achieving greater academic success.

Within the *Guía del maestro*, as described in the "Opciones para la enseñanza" section, the materials include guidance for forming and managing small groups to address specific student needs. Teachers are directed to "Minilecciones del rotafolio de mesa: Lectura," which provides instructions for implementing leveled readers with students. The materials also offer flexible options for guided reading groups, supporting teachers in using assessment data and instructional strategies to create purposeful small groups that respond to identified learning trends and gaps. These clear protocols and recommendations help teachers tailor instruction, build student confidence, and promote academic growth through targeted group activities.

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, such as the "Formularios de registro globales," which are provided for each grade level and found in the "Evaluaciones para la intervención" and "Evaluaciones para verificar el progreso" sections. Educators use these forms to gather scores from each assessment type, enabling them to monitor mastery of objectives, including phonological awareness and phonics skills, and to identify students who may need intervention. These forms also help teachers identify trends within the classroom, supporting timely instructional adjustments. The collected data further assists educators in guiding conversations with students about their strengths, areas for improvement, and strategies for growth.

The materials include tools for students to track their own progress and growth within the *Guía del maestro*. For example, a printable resource titled "Mi caja de herramientas lingüísticas" is referenced under the "Bienvenidos al módulo" section and is accessible via a provided link. This tool allows grade 1 students to reflect on their learning in grammar and phonics and provides spaces for them to record new Spanish and English words, as well as observations about similarities between the languages. Teachers

can use this resource to foster students' metacognition and self-assessment, supporting conversations about language development and cross-linguistic connections.

The materials feature a digital dashboard tab for reports that allows educators to track students' growth throughout the year and monitor performance on assessments, as found in the HMH online platform's "Reports" tab. These reports are customizable and serve as a robust progress-monitoring tool for specific TEKS or skill acquisition. Educators are equipped to use these tools to make timely instructional adjustments and to guide meaningful conversations with students about their strengths, areas for improvement, and strategies for growth. Additionally, students are supported in taking ownership of their learning journey through progress tracking and goal setting, which fosters greater engagement and active participation in their education.

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 for students who have not yet reached proficiency in grade-level content and skills in the grade 1 *Guía del maestro*. For example, in Module 9, Week 2, Lesson 6, after the teacher demonstrates chronological order using a visual "Minilecciones del rotafolio de mesa: Lectura 34," the guide instructs teachers to group students and provide targeted support by guiding them to find key words such as *primero* and *después* that indicate chronological order. Teachers are further guided to explain the importance of chronological order for text comprehension and to use the Página imprimible: "Organizador gráfico de lectura 21" to scaffold instruction with books at students' reading levels, ensuring paired and scaffolded lessons for those needing additional support.

The materials include teacher guidance for differentiated activities for students who have not yet reached proficiency in grade-level content and skills in the *Guía del maestro*. For example, in Module 9, "Enseñanza en grupos pequeños," which includes "Opciones para la enseñanza," allows teachers to design lessons for small groups based on students' reading and skill levels. Students who are not yet reading on grade level are provided with easier texts and additional support activities to reinforce comprehension and skill mastery.

The materials include teacher guidance for paired (scaffolded) lessons for students who have not yet reached proficiency in grade-level content and skills in the *Guía del maestro*. In Module 3, Lesson 5, "Opciones para la enseñanza," The teacher is directed to have students ask questions about the text, and if they cannot formulate their own questions, the guide provides cues such as *quién*, *qué*, *cuándo*, and *cómo* to scaffold the process. If students are able to ask questions, the teacher is instructed to have them

answer using text evidence, ensuring that all students receive the support needed to engage with rigorous content.

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)

Materials include pre-teaching or embedded supports for vocabulary in text in the grade 1 *Guía del maestro*. For example, in the "Vocabulario académico: Presentar el lenguaje oral" section, teachers are provided with an explicit routine for introducing new vocabulary words, including the use of the gradual release model ("I Do It, We Do It, You Do It"). The routine incorporates modeling, guided practice, and independent use of vocabulary, with student pages structured for both collaborative and independent practice. To further illustrate, in Module 10, Lesson 6, the teachers are instructed to guide students through the vocabulary routine with the book *Pájaro amarillo*, helping students make connections between the word's meaning and their own experiences and encouraging them to explain or justify their answers.

Materials include pre-teaching or embedded supports for references in the text in Module 9 of the *Guía del maestro*. For example, Lesson 11 uses strategies such as "I Do It, We Do It, You Do It" and includes an information chart on the power words from the story "Cuerpos de plantas increíbles." Students are provided with definitions and example sentences in context. The lesson also includes visuals such as posters or anchor charts (e.g., "Cartel didáctico 33: Características del texto") to support students in understanding academic vocabulary and references, such as captions, diagrams, and headings, as they listen to the informational text.

Materials include pre-teaching or embedded supports for vocabulary in text in the "Vocabulario académico/Oraciones con el vocabulario" section of the *Guía del maestro*. After teachers read each sentence frame aloud, students use the "Think-Pair-Share" routine to discuss the vocabulary, and teachers call on pairs to share their answers. This structure provides frequent, structured opportunities for students to use academic language and vocabulary in context, supporting understanding of both new terms and unfamiliar references in the lesson content.

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.

Materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills in the grade 1 *Guía del maestro*. For example, in Module 9, Lesson 11, students who have demonstrated proficiency are guided to take a further step in "Enseñar gradualmente y ampliar" by comparing two characteristics of an informational text and explaining how those characteristics help to comprehend the information from the text. Students can also use an

informational text feature to discuss more about the theme of the book and apply their skills independently using the graphic organizer.

Materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills in the *Guía del maestro*. For example, all modules include "Centros de lectoescritura" that reinforce the skills learned in the lesson and offer various modalities to differentiate, enrich, or extend student learning. For example, in the "Estación digital," children independently listen to the Superlibro *Aunque viva en el agua* or have a student read it aloud, then write a summary, and jot down a question about the book.

Materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills, as well as enrichment and extension activities, in the *Guía del maestro*. For example, in the "Repasar los textos decodificables" section, the guide provides routines such as partner reading and making reading connections, where teachers prompt students to confirm predictions and discuss connections between two stories using "Conversación en parejas." These strategies encourage advanced students to deepen comprehension, make text-to-text connections, and engage in higher-order discussion beyond basic skill practice to understand the theme through independent and collaborative activities.

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.

Materials include explicit (direct) prompts to support the teacher in modeling and explaining the concept(s) to be learned in the grade 1 *Guía del maestro*. For example, in the "Taller de lectura," the lesson provides step-by-step instructions for teachers such as, "Remind children that they read a research report called 'Los niños también son inventores!'" The teacher is instructed to point out that some of the information was gathered from different sources to model the concept using "Cartel didáctico 50: Presentar información." The lesson also includes materials for the teacher to model and explain the concept in "Aprende y demuestra."

Materials include explicit (direct) prompts and guidance for modeling and explaining concepts in the *Guía del maestro*. The guide offers explicit directions for developing concept understanding using vocabulary and visuals, and the lesson structure utilizes the gradual release model "I Do It, You Do It, We Do It" to support teachers in modeling and explaining the concept to students.

Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned in the *Guía del maestro*. For example, the materials provide step-by-step guidance for teachers to help students develop social communication skills and connect listening, speaking, reading, and writing. For example, in Step 1, the teacher explains to children that, "we express our feelings or needs using phrases such as I want, I feel, I would like, or I need" and then prompts students with, "How do these sentences help move a conversation along?" The teacher is guided to model how expressing feelings and needs can help others ask questions or make observations that move the conversation forward. The subsequent steps include guided practice, small-group application, and connecting language domains, all supporting the teacher in modeling and explaining the concepts.

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

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of (more than two) instructional approaches. In grade 1 Module 12, the lesson on fluency provides explicit teacher guidance for teaching accuracy and self-correcting. The lesson plan utilizes the

Gradual Release of Responsibility model (direct instruction, guided instruction, independent practice), partner reading for collaborative practice, and digital collaboration tools for additional fluency practice. These approaches are supported by step-by-step recommendations and opportunities for student discourse, such as Think–Pair–Share, and include guidance for flexible grouping and scaffolding, addressing diverse student needs and interests.

Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in grade 1 Module 7, Lesson 1, "Presentación del módulo," the teacher is guided to use a knowledge map, "Mapa de conocimientos," to build background, conduct a brainstorming session, facilitate reading from the *Compañero de enseñanza*, and present "Videos de mentes curiosas" for visualization. This sequence provides multiple entry points for students to engage with content in ways that connect to their interests and levels, fostering curiosity, and contextual, meaningful learning.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of (at least two) instructional approaches. For example, in Module 9, Lesson 1, "Lectura compartida: Elementos de la poesía," the lesson integrates direct instruction, guided practice, and independent writing using the gradual release model. Teachers are provided with instructions for modeling, supporting students as they read and draft, and conferring individually to meet students' specific needs. The lesson also incorporates peer collaboration through partner work, allowing students to share and discuss their drafts, thus engaging students at their instructional level and supporting active participation.

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.

Materials support multiple types of practice to support effective implementation in the grade 1 *Guía del maestro*. For example, in Module 7, Centros de lectoescritura, centers provide opportunities for collaborative practice, small-group guided instruction, and independent work, ensuring students engage in varied learning experiences throughout the module.

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	This guidance is not applicable to the program.	N/A
—	TOTAL	9/9

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

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/English as a second language (ESL) programs in the "Resources" section. For example, in "La adquisición del lenguaje en contextos bilingües," the materials include research and descriptions of different bilingual models, recommendations for tailoring instruction according to the bilingual model, contrastive analysis between Spanish and English, explanations about translanguaging and metalinguistic awareness, and bibliographic references about dual language. The guide also provides information on assessment, individualized instruction, special considerations for bilingual students, and the biliteracy trajectory. At the end of each module, "Linguistic Extensions" connect Spanish and English, and teachers are supported through lessons that provide instructional strategies such as gradual release, "Bilingual Word Wall," and a "Module Cognates Chart."

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs in the "Teacher's Corner" section of the online platform. For example, teachers can access resources such as the "Implementaciones del lenguaje dual" article, which includes language distribution suggestions and strategies for implementing dual-language programs. The guide also offers planning templates, biliteracy scoring guides, interlinguistic routines, and best practices for supporting dual-language learners in the classroom.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. "La adquisición del lenguaje en contextos bilingües" provides recommendations for customizing and adjusting instruction and planning for the school's preferred bilingual model, with detailed examples for tailoring instruction and supporting students learning Spanish as a second language. The "Vistazo a la semana" and "Vocabulario intercurricular" pages in each

module support cross-curricular dual-language implementation and help teachers connect content across subject areas.

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.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse in the *Guía del maestro*. The *Guía del maestro* guides teachers to use gradual release strategies, prompting students to discuss academic vocabulary, use images or strategies to provide examples, and converse about the meaning of words using vocabulary cards. In "Extensión lingüística," the teacher asks students to look at illustrations in *Revista aventuras*, infer story elements, and discuss whether the story is about real things, which builds comprehension through oral discussion.

Materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge through oral discourse in the *Guía del maestro*. For example, in "Leamos juntos," the lesson prompts teachers to ask students what they know about fantasy stories, especially those with animals as characters, and to connect the story title with the illustration, fostering background knowledge through oral interaction.

Materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral discourse in the *Guía del maestro*. An example is found in Module 2, "Extensión lingüística: Puente interlingüístico;" the teacher models the use of a "Word Detective Table," where students compare Spanish and English words, discuss similarities, and practice these words orally, reinforcing cross-linguistic connections.

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.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

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 instruction of phonics (sound-symbol correspondence) skills in the *Secuencia de instrucción* under the column for Destrezas fundamentales. Each phonics skill is clearly identified for instructional use. For example, for grade 1, Module 1 begins with review and reinforcement of basic syllable patterns (CV and CVCV) and introduces new vowel combinations and consonant digraphs. This ensures students connect foundational sound-symbol correspondences while beginning to see more complex phonics elements appropriate for their grade level.

Building on prior knowledge, the materials provide sequenced instruction that moves from simple to more complex phonics skills, as outlined in the grade 1 curriculum Scope and Sequence. After reviewing basic syllable patterns, instruction progresses to include diphthongs, syllables with blends (e.g., *pl*, *bl*, *fr*), and more challenging consonant clusters. This structured progression allows students to apply and extend their decoding skills, supporting the transition from simple to more advanced reading tasks.

The materials present a sequenced breakdown of foundational reading skills, including phonics, phonological awareness, high-frequency words, spelling, fluency, and connected texts, within the "Guía de navegación." In grade 1, the *Secuencia de instrucción* for Modules 1–9 outlines weekly skill development, beginning with review and reinforcement of phonological awareness and basic phonics, then systematically introducing more complex spelling patterns, high-frequency words, fluency practice, and increasingly challenging "Lecturas iniciales." This ensures a coherent and comprehensive approach to foundational literacy development throughout the year.

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 provide explicit practice opportunities for phonics (sound-symbol correspondence) skills in isolation in the *Guía del maestro*; for example, students practice the letters *m* and *p* using Tarjetas de sílabas y ortografía and reinforce these skills with a decodable book.

The materials offer intentional, ongoing practice for phonics skills in isolation and through decodable texts. In "Fonética: Combinaciones gr, pr," the teacher models and guides practice with consonant blends using Tarjetas de sílabas y ortografía and decodable texts, moving from whole-group to independent practice. Small-group lessons provide additional opportunities for students to read and decode words with target blends.

The materials include student pages such as "Repaso de fonética," allowing students to demonstrate their understanding of systematically taught phonics skills. Decodable texts aligned with instruction provide further practice, and word lists in the "Libros iniciales" support decoding skills both in isolation and connected text.

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 direct phonics instruction through a central routine with explicit teacher scripts and step-by-step guidance in the *Guía del maestro*. In the "Enseñar con rutinas de enseñanza" section for grade 1, the central routine is "Palabras de uso frecuente." The materials provide an explicit routine with a script for the teacher, a list of required materials, and detailed steps for implementing the routine, ensuring consistency and clarity for daily instruction.

The materials include explicit teacher scripts and a consistent daily instructional routine to support explicit phonics instruction in the *Guía del maestro*. In the "Destrezas fundamentales" section, each grade 1 lesson begins with "Preparación para el trabajo con palabras," and these components are taught daily using a structured routine. The "Enseñar con rutinas de enseñanza" section features a main routine with a teacher script, materials list, and explicit steps for implementation, mirroring the systematic approach found in kindergarten materials.

In the *Guía del maestro*, the grade 1 daily lessons provide explicit phonics instruction with teacher modeling, following the gradual release method, "I Do It, We Do It, You Do It." For example, in Module 8, Lesson 1, the teacher models decoding words with syllables using the Tarjeta de sílabas y ortografía. The teacher reads the syllable and points to each letter, and students repeat in unison. The routine is repeated for each new syllable or blend, with clear objectives and scripts provided for every lesson to guide explicit instruction.

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

The materials include explicit routines for corrective feedback within the gradual release instructional model in the *Guía del maestro*. In the "Fonética" section, teachers use the "Mi turno, Nuestro turno, Tu turno" structure as students engage with phonics content. In the "Lecciones," specifically in the "Preparación para el trabajo con palabras," the "Corregir y encauzar" component prompts teachers to have students say and repeat words from the lesson, ensuring immediate corrective feedback and additional practice opportunities as needed.

Grade 1 materials provide daily lessons with detailed teacher phrasing for phonics instruction, including explicit guided instruction and guidance for immediate and corrective feedback. For example, in Lesson 6, students manipulate syllables and omit final syllables, with teachers using the "Corregir y encauzar" section to provide support. If students have difficulty identifying syllables, teachers model breaking words into syllables and tapping for each syllable, and then they guide students to repeat the process, ensuring immediate corrective feedback.

The *Guía del maestro* contains scripted lessons that guide teachers in providing phonics instruction and corrective feedback. For example, in Module 9, Lesson 1, "Destrezas fundamentales," students combine syllables with blends such as *gr* and *pr* to decode words. The teacher models the process using the "I Do It, We Do It, You Do It" approach. If a student mispronounces a word, the teacher uses the "Corregir y encauzar" section, showing the Tarjeta de sílabas y ortografía again and guiding the student through the reading routine, with the student repeating the steps after the teacher for targeted support and immediate correction.

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

The grade 1 materials include daily opportunities for students to practice phonics skills collaboratively within the *Guía del maestro*. For example, in Module 3, students work together to complete the Combinación de sílaba activity using Tarjetas de letras to create syllables and form words. In the "Fonética" lesson on "palabras con *r* inicial /rr/," students interact with a song featuring the /rr/ sound, use the Tarjetas de letras to build syllables and words, and then read a decodable book together. These activities are designed for small groups or pairs, fostering collaborative learning and reinforcing phonics skills through interaction and shared tasks.

The materials provide multiple opportunities for students to practice phonics skills independently. For example, in Module 5, Lesson 2, after collaborative activities, students use Tarjetas de fotos for words such as *pecera*, *helado*, and *mono* to independently segment words into syllables and count them. Additionally, students complete the Aprende y demuestra for extra practice on deleting the initial or final syllable in a word. In Module 5, Lesson 1, students independently sort pictures and match them to the correct syllable using the "Pick and Point" routine, supporting independent mastery of phonics concepts.

The grade 1 program includes a variety of opportunities for students to practice phonics skills through both collaborative and independent activities. Each module features a "Centros de lectoescritura" section, which offers resources for word study, independent reading, and team activities. For example, students participate in collaborative games to manipulate syllables and form words, and they also engage in independent practice using Aprende y demuestra handouts. These structured activities ensure that students have frequent and varied practice with phonics skills, both with peers and independently, aligned with the lesson objectives.

4.3 Ongoing Practice Opportunities

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

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

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

The grade 1 materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in the *Guía del maestro*, the "Vistazo a la semana" outlines five lessons per week where the focus is on reviewing previously taught syllables and sounds, such as "sílabas con *z /s/*" and "palabras con *b*." During these weeks, no new skills are introduced. Instead, students practice and reinforce their understanding through focus words and decodable texts, blending and reading words collaboratively and independently.

The materials provide structured, ongoing review of phonetic skills within the *Guía del maestro*. For example, in Module 3, Lessons 1–4, students work with "palabras con *ll /y/*," compare syllables with */l/* and */y/*, and participate in a "Repaso de fonética." Activities include combining and reading words with these syllables, reading decodable texts such as "Los amigos llegan al mar," and partner activities like writing sentences and completing workbook assignments to reinforce the targeted skills.

The curriculum features a systematic sequence of phonics skills and repeated practice across modules within the *Guía del maestro*. As an example, the *Secuencia de instrucción* shows that skills such as "sílabas con *k, x, w*" introduced in Module 8, Week 1 are reviewed with practice activities in Module 9, Week 4. Similarly, Module 7, Lessons 1–4 provide practice with "*ce, ci /s/*" and then extend to comparing words with "*ce, ci /s/*" and "*ca, co, cu /k/*." This ensures students have multiple opportunities to revisit and reinforce skills throughout the year.

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

Within the *Guía del maestro*, the materials include practice opportunities that only use phonics skills that have been explicitly taught. For example, in Module 5, Lesson 1, the teacher introduces and models syllables with *ll /y/* using Tarjetas de letras and the Tarjeta de sílabas y ortografía, such as the word *llave*. After explicit instruction, students practice reading and combining syllables to form two- and three-syllable words, applying only previously taught concepts in structured, guided activities.

The materials include practice opportunities that only use phonics skills that have been explicitly taught. In the "Resources" tab, the Aprende y demuestra printables are labeled by page number and correspond to specific modules and lessons, ensuring students practice only skills they have learned, such as sorting words with syllables *va, ve, vi, vo, vu* after these patterns have been taught in prior lessons. This structure avoids the introduction of unfamiliar phonics patterns.

The materials provide ongoing, intentional practice for explicitly taught phonics skills within the *Guía del maestro*. For example, in Module 3, Lesson 3, "Word Work" activities require students to read words and sort them based on syllable placement, using only syllables that have been explicitly taught in earlier lessons. Students reinforce prior learning through routines like "Clasificar palabras" and independent practice with Aprende y demuestra, supporting systematic review and application of taught phonics patterns.

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

The materials include decodable texts that incorporate cumulative practice of taught phonics skills, supporting students in building confidence and fluency within the *Guía del maestro*. For example, in Module 3, Lesson 1, students reinforce their understanding of syllables with *// /y/* in the activity "Reforzar las destrezas fundamentales," and then they apply this knowledge by reading the decodable text "Los amigos llegan al mar" in Lesson 4 during small-group instruction. The teacher reviews words with the targeted syllable, guides students to identify one-syllable words, and asks comprehension questions about each page, ensuring that students practice decoding in connected text.

The materials provide cumulative practice of taught phonics skills through decodable texts and explicit routines. In Module 9, Lesson 1, students practice combining syllables with *gr* and *pr* to decode words such as *alegre, gris, and agradecido* during guided instruction. This practice is extended in the "Taller de lectura," where students read the decodable text "El ave más grande" and encounter words like *gracia, príncipe, and precio*. The lesson also connects reading with spelling practice using a printable word list, reinforcing previously learned phonics skills in meaningful contexts.

The materials include decodable texts aligned to the phonics instruction in the *Guía del maestro*, ensuring students have opportunities for cumulative practice. For example, in Module 7, Lesson 6, students read the decodable text "Antonia conoce la montaña" to practice syllables with *n*, and in Module 8, Lesson 1, they practice syllables with *ch /ch/* using the gradual release model. These lessons provide explicit instruction and practice with new phonics skills while also reviewing and applying previously taught skills within decodable, connected texts.

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

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, in the "Fonética" section, teachers use Tarjetas de sílabas y ortografía to guide students in practicing and identifying syllables in isolation. In the same section, students then read selected sentences that use the previously discussed syllables and words from the cards, allowing them to apply their phonics knowledge in connected text.

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, after explicit instruction on the sound /y/ spelled "ll," students practice decoding words in isolation, then apply these skills by reading the decodable text "Los amigos llegan al mar." At the end of the story, students further review by reading words in isolation in the "Combinar y leer" activity.

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, in Module 9, Lesson 1, the instructional focus is on identifying syllables with the combinations *gr* and *pr*. The lesson uses the gradual release model to practice these syllables in isolation, followed by reading the decodable text "El ave más grande," enabling students to apply their phonics skills in a meaningful context.

4.4 Assessment

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

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

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

The materials include a variety of assessment tools that are developmentally appropriate. For grade 1, the materials offer assessment tools in multiple formats to measure student learning and help inform instructional decisions. Grade 1 assessments use various tools to measure phonological awareness and phonics skills, including letter identification, syllable segmentation, and reading nonsense words. The materials are developmentally appropriate, with tasks progressing from simpler to more complex, such as listening to one-syllable words, then two- and three-syllable words. Unlike kindergarten, grade 1 assessments do not include images for each word.

The materials provide "Evaluaciones de lectoescritura" for the beginning, middle, and end of the year that are aligned to the expected level of development at a particular time of the year. HMH contains weekly assessments that focus on Destrezas fundamentales (phonics skills) and progress as the students acquire more phonetic knowledge.

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

Grade 1 materials include progress-monitoring tools that pinpoint specific areas of need. The program includes week-level assessments, selection quizzes, and supplementary reader quizzes that support the teacher in progress monitoring. There are also "pruebas cortas" that can be used for progress monitoring. In grade 1, the materials include progress-monitoring tools that specifically target student acquisition of grade-level phonics skills. The assessments have specific probes for discrete phonics skills so teachers can assess and pinpoint students' specific areas of need.

Grade 1 materials include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, the materials provide weekly assessments and short quizzes ("pruebas cortas") that specifically target phonics skills. These tools allow teachers to monitor student progress in decoding, spelling, and the application of common syllabic patterns. For example, the "Evaluaciones de diagnóstico" measure students' knowledge of syllabic blending, and the

weekly assessments focus on Destrezas fundamentales (phonics skills) that progress as students acquire more phonetic knowledge. This enables teachers to pinpoint specific areas of need and adapt instruction accordingly.

The materials offer a dashboard tab for reports that track students' growth over the year as well as how they perform on the assessments. These reports can be customized and are a great progress-monitoring tool based on specific TEKS or even acquisition of skills. HMH materials contain weekly assessments that focus on Destrezas fundamentales (phonics skills) and progress as the students acquire more phonetic knowledge.

Materials include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. The "Evaluación de ortografía" requires students to write the "Palabras de ortografía" words, allowing teachers to monitor the use of phonic skills in spelling. Additionally, the "Inventario de la conciencia fonológica" section measures grade 1 phonics skills by having teachers mark student responses to tasks such as combining, separating, eliminating, and adding syllables. These assessments are found in the "Inventario de la conciencia fonológica: Evaluaciones de diagnóstico" and support teachers in tracking and responding to students' phonics development throughout the year.

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

The materials include assessment opportunities across the span of the school year aligned to progress-monitoring tools. The "Evaluaciones para verificar el progreso" offer fifteen different opportunities for the teacher to monitor students' progress. The assessments range from "Palabras decodificables" to "Leer oraciones" and include the comprehension of oral reading throughout the year.

The program includes an oral reading record tool that tracks students' reading accuracy and fluency over time. As students read leveled texts aloud, teachers determine reading levels based on the percentage of accuracy, which indicates whether the text is independent, instructional, or frustrational for the student.

The materials include a "Formulario de registro global" that provides insight into student strengths and weaknesses. It scores each objective and is a global picture of all of the students' mastery of objectives, as well as those that need intervention. The diagnostic tool can be used across the span of the school year to monitor skills.

The curriculum has "Evaluaciones de lectoescritura" for the beginning, middle, and end of the year that are aligned to the year's development.

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 grade 1 materials include data-management tools for tracking individual student progress, as found in the "Evaluaciones para verificar el progreso" (Formularios 1 al 15), and "Formularios de registro globales." These tools allow teachers to record student scores and measure growth for each objective, supporting the planning of differentiated or intensive instruction as needed. The data-management tools yield information that teachers can easily interpret and analyze. Progress monitoring offers a systematic process for tracking student growth, enabling teachers to adjust instruction for individual needs and ensure all foundational skills are taught to prevent learning gaps. The "Evaluaciones para verificar el progreso" describe all assessments, how to interpret results, and how to inform teaching based on the results. Students performing at or above grade level may not require frequent monitoring, while students performing below grade level need more frequent progress checks to effectively plan lessons.

The materials feature options for adjusting instruction based on student performance and opportunities to scaffold or extend learning, as outlined in the "Vistazo rápido" and "Opciones para la enseñanza" sections of every module. These resources provide teachers with practical strategies to differentiate instruction and respond to real-time student needs. Teachers can use these tools to scaffold or extend instruction, ensuring all students receive targeted support aligned with their current performance. In every module, the "Opciones para la enseñanza" section provides opportunities for instruction to be scaffolded or extended for students, supporting differentiated instruction as needed.

The materials include a section on scoring and interpreting results in the "Evaluaciones semanales del módulo," where teachers are directed to identify recurring error patterns to determine which skills need reinforcement and additional practice. This guidance supports teachers in using assessment data to make informed instructional decisions tailored to individual student needs. Progress monitoring offers a systematic process for tracking student growth and adjusting instruction accordingly. By analyzing assessment results, teachers can ensure all students receive targeted support to address specific learning gaps and reinforce essential skills. The "Calificación e interpretación de los resultados" section

directs teachers to look for recurring error patterns and determine which skills need more reinforcement and practice.

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, as found in the "Evaluaciones para la intervención." For example, the "Formularios de registro globales" for grade 1 allow teachers to record and monitor student scores on objectives, using checklists (Formularios, 1 al 15) to check off which students have met the objectives and which require intervention. These tools can be utilized to analyze patterns and the needs of students, providing a real-time picture of student performance and enabling teachers to assess and adjust instruction when data reveals class-wide needs.

The materials feature tools for personalizing instruction and assessment based on data within the *Guía del maestro*. For example, the "Optimizar el desarrollo a través de la personalización y la evaluación basadas en la información" section includes various report display options that allow teachers to view class achievements and challenges at any point during the school year, supporting real-time progress monitoring aligned to student needs. Because these reports provide an up-to-date picture of class performance, teachers can assess and adjust instruction when data reveals areas of need.

The materials include teacher professional learning resources and data collection tools that guide educators in using key data to make instructional decisions, as outlined in the online "Teacher's Corner" tab in HMH Ed. Teachers utilize ongoing program assessments and observations to implement assessments and gather meaningful data. Progress monitoring provides a real-time picture of student performance, enabling teachers to assess and adjust instruction when data reveals class-wide needs.

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

The materials include specific guidance for progress monitoring throughout the year, enabling teachers to measure student strengths and needs with regular, targeted assessments. This is found in the materials, which feature progress-monitoring assessments using Formularios 1–15 administered orally every two weeks and recorded on the "Formulario de la prueba," as well as the "Inventario del módulo" for each module, which measures skills such as decodable words, high-frequency words, and reading sentences after four to six weeks of instruction. The materials recommend more frequent progress monitoring for students with identified needs, allowing teachers to adjust classroom and small-group instruction based on ongoing data.

The materials feature the "Formulario de registro global" as a tool for teachers to systematically determine students' strengths and needs in each assessed area. This resource is found in the Versión

imprimible: "Evaluaciones preliminar, diagnóstica y para verificar" section of the HMH materials. Teachers use this form to calculate correct responses and, based on predetermined objectives, mark "seguir adelante" or "necesita esfuerzo" in the "Acciones" column, guiding targeted instruction and intervention. Progress monitoring through this process informs classroom teaching and small-group instruction, helping students see their growth and motivating them to invest in their learning.

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

Within the *Guía del maestro*, the grade 1 module lessons offer guidance and resources for teachers to provide targeted instruction based on student data, ensuring all students have the opportunity to grow in the classroom. For example, in the "Opciones para la enseñanza" section of each lesson, teachers are given ways to "Ampliar" or "Apoyar" student learning, supporting those who have mastered objectives and those who need extra help. With these embedded supports, teachers can offer differentiated activities and targeted skill lessons tailored to individual student needs.

The materials include guidance and resources for teachers to broaden or accelerate learning based on progress monitoring data, supporting mastery of specific concepts within the *Guía del maestro*. For example, in the "Práctica de la destreza de la lección" section found throughout the lessons, teachers receive suggestions for activities such as "Palabras que quiero saber" with options to "Ampliar" for students who have already mastered objectives. These activities allow for differentiated practice and reinforcement, targeting students' strengths and needs.

The materials include a variety of assessments to monitor student progress and guide targeted instruction based on students' strengths and needs. In the "All Resources" tab, teachers can access the "Evaluaciones para verificar el progreso," which offer different assessment forms that can be used flexibly depending on individual student requirements. Further, the section "Guías para administración y calificación" under "Evaluaciones de diagnóstico" provides detailed guidance for administering, scoring, and interpreting diagnostic assessments, as well as instructional recommendations for skill mastery.

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

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

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

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

The materials include teacher guidance to provide explicit (direct) instruction in print awareness. For example, in Module 1, Week 1, Lesson 1, the teacher provides small-group instruction to reinforce and review how to identify letters, words, and sentences. The teacher points to individual letters, uses fingers to indicate words and sentences, and asks students to place a finger between words. The lesson also draws attention to the title and images, prompting students to make predictions and discuss the text.

The materials include teacher guidance to provide explicit (direct) instruction for regular review of print concepts, including how print has different purposes. For example, in Module 10, Week 2, Lesson 6, the *Guía del maestro* prompts the teacher to read the title aloud, introduce the book, and set a purpose for reading. The teacher asks students to examine the cover and predict the story, reinforcing that print and images serve different purposes in conveying meaning.

The materials include teacher guidance to provide systematic instruction in print awareness and for regular review of print concepts, including how print has different purposes. For example, in Module 1, Lesson 2, the teacher reads the title aloud and introduces the book, then they explicitly point out the differences between letters, words, and sentences. Students find examples of each, and the teacher reinforces these concepts across lessons, ensuring consistent and structured coverage of print awareness throughout the year.

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

The materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts and formats. For example, in Module 4, students interact with three "Lectura en voz alta" books, six *miLibros*, and three "Textos decodificables," providing exposure to different text types. Additionally, in the Module 9, Lesson 1, "Taller de lectura," students engage with both print and digital formats, such as ebooks, in the "Estación digital" and independent reading in the Rincón de la lectura. Students also use printable resources like "organizador gráfico de lectura 15" and add to "Mi caja de herramientas lingüísticas," reinforcing print concepts through repeated practice in multiple contexts.

The materials include frequent opportunities for students to apply print awareness knowledge while engaging with at least two types of texts and formats. For example, in Module 1, Lesson 1, students follow along in their *miLibro*, *Mi primer día de clases*, previewing the title and illustrations and discussing the story structure. Teachers can utilize resources such as "Cartel didáctico 19: Estructura del cuento" and Página imprimible: "Cartel didáctico 18: Estructura del cuento." In Module 10, Lesson 1, students interact with digital books like *miLibro*, *Pronóstico: tormentas*, *Libro 4*, and use visual anchor charts such as "Cartel didáctico 15: Ideas y apoyo" to support print awareness. These activities ensure students apply print concepts across multiple text types and formats, reinforcing foundational understanding through repetition and varied practice.

The materials include frequent opportunities for students to apply print awareness knowledge while engaging with a range of texts and formats. For example, in Module 1, Lesson 1, students use Tarjetas de letras *a, e, i, o, u* to review vowel sounds and sort words from Página imprimible: "Lista de palabras 1" into categories, practicing print concepts in hands-on and visual formats. In Lesson 2, students participate in word clue activities, "Pistas de palabras del cuento," reading and spelling words aloud, and then independently arranging letter cards alphabetically. The lesson concludes with students applying print awareness knowledge by completing Aprende y demuestra, solidifying directionality and word boundaries through repeated, varied application.

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

The materials include explicit instructional guidance for developing oral language, as found in the *Guía del maestro* for grade 1. For example, in the Module 6, Lesson 1, "Taller de lectura," "Lectura compartida (minilección), Paso 3 Motivar y responder," teachers are provided with a routine for partner discussion using the Pensar–Emparejarse–Compartir strategy. Teachers are guided to model and reinforce active listening, asking questions, and following discussion protocols, supporting students as they share ideas with peers and the group.

The materials include explicit guidance for developing oral language through guided practice, as found in the *Guía del maestro*. For example, in Module 5, "Enseñar con rutinas de enseñanza, Bienvenidos al módulo," teachers are instructed to use the partner reading routine. Students discuss and reflect on their reading in pairs, while teachers circulate, provide feedback, and use sidebar notes for implementation hints, ensuring scaffolded oral language practice in a structured setting.

The materials include explicit instructional guidance on developing oracy, as detailed in the *Guía del maestro*. For example, after a guided lesson on point of view in the *miLibro Pajarita Azul y Coyote*, teachers are guided to use the "Think–Draw–Pair–Share" routine. Students respond to questions, share with partners and the group, and are prompted to think critically and organize their thoughts for oral expression.

The materials include explicit guidance for developing oracy through collaborative conversation routines, as found in the *Guía del maestro*. For example, in Module 12, Week 1, Lesson 1, teachers are provided with step-by-step instructions for Reading Clubs, where students converse about their chosen books, share adhesive notes, and build on each other's ideas while following explicit conversation rules for clarity and participation.

The materials include systematic instructional guidance for oral language development, as found in the *Guía del maestro*. For example, in Module 9, Lesson 2, students discuss vocabulary and use it in oral language activities with teacher prompts and structured partner talk. Sentence stems and guided questions ensure systematic opportunities for students to practice and extend oral language skills.

The materials include systematic guidance for oral language through the use of partner routines, as found in the *Guía del maestro*. For example, in Module 8, Lesson 3, students participate in partner talk during read-alouds, with teacher prompts reminding students about conversation rules and providing guidance for structured oral language practice.

The materials include systematic instructional guidance for developing oracy, as found in the *Guía del maestro*. For example, in Module 8, Lesson 6, "Vocabulario académico: Presentar el lenguaje oral," teachers use the gradual release model. In the Tu turno step, students complete a role-play game with a partner, practicing oral language in context with explicit teacher support.

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

The materials include opportunities for students to engage in social communication for different purposes. In Module 4, "Proyecto de investigación, Presentar y reflexionar," students participate in the author's chair to present their projects to the class. This activity allows students to practice speaking and listening skills in a real-world context. Audience members are prompted to comment positively on their peers' ideas, supporting the development of social communication skills in a collaborative environment.

The materials include opportunities for students to engage in social communication for different audiences in Module 6, Week 3, Lesson 11, where students learn to differentiate between formal and informal language to initiate conversations with a partner. The teacher guides students in using formal language for specific audiences and provides visual sentence frames to support these interactions, helping students adapt their communication based on the audience.

The materials include opportunities for students to engage in academic communication for different purposes. For example, in Module 5, Week 2, Lesson 7, students participate in academic discourse with their peers as an audience, using questions from the *Compañero de enseñanza* and *miLibro*. Teachers remind students to use details from the text and graphic features as evidence in their responses, fostering critical thinking and higher-order analysis.

The materials include opportunities for students to engage in academic communication for different audiences in Module 10, "Proyecto de investigación, Practicar y presentar." Teachers provide time for students to practice their group project presentations, reminding them to speak loudly and clearly for their audience. This routine requires students to consider how best to convey information to different listeners, supporting the development of adaptive communication skills.

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 include authentic opportunities in Spanish for students to listen actively to understand information. Found in Module 3, Week 1, Lesson 3, and Module 3, Lesson 2, students read *El nido* and *Daniel tiene miedo* and practice active listening to understand the text, using routines like Turn and Talk and guided instruction to create mental images and share details.

The materials include authentic opportunities in Spanish for students to ask questions to understand information. For example, in Module 3, Week 1, Lesson 3 and Module 3, Lesson 2, students practice asking and answering questions about texts such as *El nido* and *Daniel tiene miedo* to deepen comprehension and clarify understanding.

The materials include authentic opportunities in Spanish for students to engage in discussion to understand information. For example, in Module 3, Week 1, Lesson 3; Module 3, Lesson 2; and Module 4, Lesson 6, students engage in discussions using routines like "Turn and Talk," following agreed-upon rules to clarify understanding and discuss main ideas.

The materials include authentic opportunities in Spanish for students to share information and ideas. For example, in Module 3, Week 1, Lesson 3; Module 3, Lesson 2; and Module 4, Lesson 6, students share information and ideas using sentence frames and partner discussions, supporting clear expression of thoughts and feelings.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	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 include explicit instruction to ensure students are able to identify and apply letter-sound relationships to decode Spanish words. For example, in Module 5, Lesson 8, "Destrezas fundamentales, Fonética: Sílabas," students are asked to listen for the syllables *gue* and *gui* in a list of words such as *sigue*, *castigue*, *guiso*, *espaguetis*, *persigue*, *amiguito*, *llegue*, *manguera*, *guía*, and *distingue*. The teacher prompts students to extend their arms to the sides if they hear "gue" or above their heads if they hear "gui," providing a multisensory approach to reinforce recognition. Following this, students read the syllables and write words containing them, supporting the transfer of explicit instruction to practical decoding skills. This sequence demonstrates how the materials directly introduce new letter-sound relationships and immediately provide opportunities for students to apply them in basic decoding tasks.

The materials feature structured activities that support encoding through explicit instruction on consonant blends. For example, in Module 9, Lesson 6, "Destrezas fundamentales, Ortografía: palabras con *fr*, *cr*, *dr*," students engage in a word sort activity after being taught the blends *fr*, *cr*, and *dr*. They sort words into categories based on the position of the blend beginning or another part of the word and then practice independently using *Aprende y demuestra*. This activity reinforces the direct introduction of new blends. It provides students with repeated opportunities to encode words by writing and categorizing them, ensuring that explicit instruction is closely tied to practical application in the encoding process.

The materials systematically build on previously introduced letter-sound relationships and provide structured opportunities for students to apply these in decoding. For example, in Module 2, Week 1, Lesson 4, students who have already been introduced to the letter *n* (/n/) practice combining, decoding, and writing words containing this sound. The lesson includes activities where students combine and read syllables to form words and sentences, such as "Manu piensa en el salón," and check their spelling against provided models. This approach ensures that instruction progresses in a systematic sequence,

moving from isolated sounds to their application in increasingly complex words and sentences, thus supporting the development of foundational decoding skills.

The materials provide systematic review and reinforcement of previously taught letter-sound relationships, ensuring students can apply them to encoding tasks. For example, in Module 12, Week 1, Lesson 1, students review phonics skills with closed syllables *c* (/k/) and *p* (/p/). The teacher models blending syllables using letter cards and provides words such as *opción* and *lección* for students to practice. Students then blend, read, and write sentences, such as "Juan tuvo un accidente a causa de una distracción," and are prompted to check their spelling using the lines in "Blend" and "Read." The skills are further reinforced through completion of *Aprende y demuestra*, which provides additional practice and review. This sequence illustrates how the materials systematically revisit and build upon letter-sound relationships, ensuring students are prepared to apply their knowledge to encoding in Spanish.

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 include guidance for the teacher to provide explicit instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors. For example, in Module 2, Lesson 1, "Destrezas fundamentales, Fonética, Sílabas con /n/," the teacher is directed to use the "Corregir y encauzar" section if a child mispronounces a word during "Practica de combinacion." Students are asked to point to each syllable and read again. If a child mispronounces a word with *n*, the teacher is instructed to show the Tarjeta de sílabas y ortografía again and use the routine of combining syllables to read the word, having the child repeat the steps. If a child blends the syllables incorrectly, the teacher covers the word, blends the syllables together as they uncover one syllable at a time, and then has the child blend the syllables and read the word.

The materials include guidance for the teacher to provide explicit instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common misconceptions. For example, in Module 5, Week 1, Lesson 1, the teacher script prompts the teacher to say, "digraph // is written as two /s together, but it is read with only one completely different sound, /y/." The teacher writes "llaves" on the board, underlines "lla," and reads the word aloud. If students have difficulty with spelling the words, the teacher reviews the Tarjeta de sílabas y ortografía. The skill is reinforced with *Aprende y demuestra*. Additionally, in "Puente interlingüístico," the teacher can point out the linguistic differences between English and Spanish, explicitly addressing the common error for English-speaking students who pronounce the // in Spanish as // instead of /y/.

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

based on common errors and misconceptions. For example, in Module 2, Week 2, Lesson 6, the section "Corregir y encauzar" provides explicit feedback when students confuse a syllable with *d* or *t*. The teacher is instructed to model again using the Tarjeta de sílabas y ortografía and the routine of combining syllables. The student then rereads the word after the teacher has modeled the routine. If a student makes an error in combining the syllables, the teacher covers the word and blends the syllables together one at a time. The teacher can also provide feedback in dual-language settings by utilizing Audios de pronunciación /d/, /t/; Tarjetas de fotos para *da, de, di, do, du*; and Tarjetas de letras, *o, d, o, t, u*.

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)

Materials include a variety of activities and resources in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, in Module 4, Week 1, Lesson 1, students practice using the "Syllable Blending" routine with words containing the syllables *que* and *qui* /k/ after the teacher's demonstration. The teacher uses Tarjetas de letras to help students develop their understanding of the letter-sound correspondence. Students then practice decoding multisyllable words in isolation, such as *parque, busque, mosquito, quita, que, equipo, quiero, and bosque*. If a student makes an error, they repeat the Combinación de sílabas steps with the teacher until mastery.

Materials include a variety of activities and resources in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Module 6, Lesson 1, the teacher reviews the syllables with *z* /s/ and displays the Tarjeta de sílabas y ortografía for *zapato*. Children repeat the syllables at the bottom of the chart in unison after the teacher and then read sentences such as "La zorra lo mira desde la terraza." Children perform the actions and gestures described in the sentences and continue developing and practicing their understanding of syllables with *z* /s/ by listening to words with these syllables in the poem "Zumo de zanahoria." In small groups, the teacher can access "Una fiesta en el bosque" to practice and reinforce reading and decoding syllables with *z* in an authentic connected text.

Materials include a variety of activities and resources in Spanish for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, in Module 1, Lesson 1, "Destrezas fundamentales, Ortografía: Palabras con *o, i, a, u, e*," students engage in spelling practice. Teachers administer a pretest to students on the spelling words, using the words in context within sentences. Students then apply the "Escribir y revelar" routine to practice the spelling words. Students also have the opportunity to use the "Lista de palabras 1 printables," which contain cut-out word cards for spelling and high-frequency words.

Materials include a variety of activities and resources in Spanish for students to practice their understanding of applying letter–sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Module 2, Lesson 12, students read the predecodable text "La lupa de Milo." The objective of the lesson is to read words with syllables containing / and high-frequency words in context. In Module 2, Lesson 13, "Destrezas fundamentales, Fonética: Sílabas con l /l/," students practice reinforcing their understanding of applying letter–sound correspondence to decode one syllable and multisyllable words in connected text using the rhyme "Luna lunera." Students are guided to read the words related to /l/ by combining the syllables they have learned.

Materials include a variety of activities and resources in Spanish for students to reinforce (through cumulative review) their understanding of applying letter–sound correspondence to decode one-syllable and multisyllable words in isolation. For example, in the section "Preparación para el trabajo con palabras," there is a lesson labeled "Repaso de fonética." This allows students to review phonics by applying letter–sound relationships to decode multisyllabic words.

Materials include a variety of activities and resources in Spanish for students to reinforce (through cumulative review) their understanding of applying letter–sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. HMH includes books that feature decodable text in "Libros iniciales" and are aligned with phonics instruction. These texts also include word lists that are decodable and aligned to the instruction and texts.

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 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 and gradually transitions to more complex skills and smaller units of sound. For example, in Module 4, Lesson 9, students add syllables to words and use the new words in stories, while in Module 2, Lesson 14, instruction moves to more advanced skills like removing the medial syllable. This sequence demonstrates structured progression from working with larger to smaller sound units over time.

The materials provide a systematic Spanish phonological awareness sequence that begins with simple tasks and larger sound units and then transitions to more complex skills and smaller units. For example, early modules, such as "Bienvenidos al módulo," introduce identifying words, and by Module 10, students are dividing words into syllables and syllables into phonemes. This systematic approach progresses from larger to smaller sound units throughout the year.

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with larger units of sound and gradually transitions to smaller units of sound, as evidenced in Module 1. For example, in Lesson 4, students identify the initial sound in words, divide those words into syllables, and then identify the initial syllable in spoken words with questions such as, "¿Con qué sonido empiezan las palabras de la oración Ese elefante está esperando entrar?" This sequence illustrates a progression from broader sound units, such as syllables, to more refined phonemic distinctions, ensuring scaffolded instruction that supports students' growing ability to process and understand the sounds in spoken language.

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 include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions, as detailed in Module 4, Lesson 1. Teachers have guidance as to how to provide corrective feedback when students confuse similar sounds, specifically differentiating for *q*, *c*, and *k*, and explain orthographic rules to clarify misunderstandings. This guidance ensures students receive immediate, precise instruction to address errors and common misconceptions about Spanish phonological patterns.

The materials include guidance in Module 8, Lesson 3, where teachers are instructed to explicitly model and segment words with diphthongs, then invite students to practice with similar words. For example, if students have difficulty, teachers use direct modeling and explanatory feedback, supporting conceptual understanding of syllable segmentation and directly addressing common misconceptions about diphthong division in Spanish words. This approach provides authentic corrective routines for typical segmentation errors in G1.

The materials include explicit teacher modeling and guided practice for segmenting words into syllables, as outlined in Module 2, Lesson 2. For example, when students mispronounce or cannot follow the segmentation routine, the teacher is provided with corrective strategies in the "Corregir y encauzar" section, ensuring misconceptions are clarified efficiently. This sequence ensures authentic Spanish phonological instruction is supported with direct feedback on common errors.

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 include a variety of activities and resources in Spanish, including memory-building strategies, for students to develop, practice, and reinforce phonological awareness skills aligned to grade-

level TEKS. For example, in Module 4, Lesson 4, and Module 6, Lesson 3, students use picture cards and games to segment, combine, and change syllables, making concepts concrete through group interaction. These activities provide systematic and engaging practice tailored to students' developmental needs. The materials provide manipulative resources and systematic cumulative reviews, such as in Module 2, Lesson 9 and through the *Aprende y demuestra* practice pages. Students blend and segment syllables, revisit prior skills, and engage with hands-on materials for targeted reinforcement. This allows for repeated review and concrete practice to meet diverse student needs.

The materials feature structured routines that use rhyme and alliteration as memory-building strategies, such as clapping for syllables and identifying rhymes, in Module 5, Lessons 1–5. For example, students participate in poetry-based activities for identifying alliteration and rhymes, reinforcing skills through repeated and varied oral practice. Extension activities and teacher modeling support all learners, ensuring cumulative review.

The materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop phonological awareness skills connected to the grade-level Spanish TEKS within the *Guía del maestro*. For example, in Module 5, Lessons 1 and 2, students listen for and recognize spoken alliteration by identifying words that begin with the same syllable, supported by cards and clapping for the first syllable. This activity combines listening, visual aids, and physical motion to help build initial syllable awareness in a way that is accessible for varied learning needs.

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 include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying phonemes and transitions to blending the phonemes into syllables. For example, students begin identifying phonemes within syllables, such as the consonants /s/ and /l/, in Module 1, Lesson 12. These sounds form the basis for blending activities, progressing to combining full syllables to form words like *mala* and *malla* in Module 5, Lesson 4. Continued practice introduces syllables with consonant blends like *cl*, *bl*, and *pl*. The instruction supports a gradual transition from simple recognition to manipulation.

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with blending phonemes and transitions to blending the phonemes into syllables, and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, students engage in syllable blending routines early in the year. In Module 5, Lesson 4, students compare and blend syllables with contrasting phonemes such as /l/ and /ll/, building nuanced phonemic awareness. By Module 5, Lesson 7, students are guided to add or replace syllables, forming new words such as *vacuna* by adding *va* to *cuna*. These lessons reflect a consistent path from blending to complex phonemic manipulation.

Materials start with blending phonemes and transition to advanced skills. For example, Module 5, Lesson 4 features routines where students blend sounds, compare sounds, and practice word formation. This supports the development from blending to manipulation and word reading. In Module 1, Lesson 12 and Module 7, Lesson 13, students combine, decode, and invert syllables to make new words. These tasks facilitate a progression from basic segmentation to more sophisticated phonemic manipulation.

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 include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions, found in Module 3. For example, in Lesson 1, if a student mispronounces a word containing the /r/ phoneme, the teacher is instructed to model the correct sound and to repeat the syllable blending routine, reinforcing correct production of each phoneme. This helps address common articulation errors and misconceptions related to Spanish /r/ and /rr/ sounds.

The materials include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions within the *Guía del maestro*. For example, in Module 5, Lesson 7, the "Corregir y encauzar" section provides step-by-step teacher prompts to clarify errors made when students incorrectly add syllables to words. Teachers are instructed to orally divide the word *come*, add *ta*, and guide students to determine if "cometa" is a real word, with checks for meaning-making and correction explicitly embedded in the lesson.

The materials include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions within the *Guía del maestro*. For example, in Module 4, Lesson 8, teacher guidance and lesson materials address the common error of confusing the sounds of *v* and *b*. Teachers can use specific cues and visuals, such as syllable cards, to help students differentiate between these phonemes, and the materials provide clear instructions for correcting errors as they arise during instruction.

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 include explicit (direct) guidance in Spanish for connecting phonemic awareness to alphabetic principle by guiding students from oral blending to written word formation. For example, in Module 10, Lesson 9, the teacher uses Tarjetas de letras to model reading words with vowel teams *ai*, *ei*, *au*, *iu*, *ui* (e.g., *ciudad*). The routine includes *Mi turno*, *Nuestro turno*, *Tu turno*, leading to encoding practice via *Aprende y demuestra*, where students write the sentence "Jaime y su amigote se dieron un atracón de manzanas."

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness to alphabetic principles to support decoding and encoding. For example, in Module 12, Lesson 2, students segment phonemes using picture cues (e.g., *jamón*: /j/ /a/ /m/ /o/ /n/) and practice reading and writing the

full word in their *Aprende y demuestra* workbook, connecting oral phoneme identification to written encoding and decoding.

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to alphabetic principles by offering step-by-step routines that transition from oral blending to print encoding. For example, in Module 5, Lesson 3, the lesson provides explicit scripts for comparing, blending, and decoding words with / and //. Students practice encoding by writing words next to images in their workbooks and further reinforce spelling patterns during independent practice in Lesson 4.

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 include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills using multisensory supports aligned to Spanish instruction within the *Guía del maestro*. For example, in Module 1, Lesson 2, teachers guide students to write sentences in pairs with word cards and to act out sentences, providing visual supports that blend phoneme manipulation with reading and speaking practice. The materials also incorporate interactive routines, like clapping for syllables and partner games for phoneme substitution.

The materials include extra activities and manipulatives, such as Elkonin boxes (*cuadrículas fonémicas*) with letter tiles for students to segment and blend phonemes in multisyllabic words within the *Guía del maestro*. For example, in Module 10, Lesson 5, students count and isolate sounds using manipulatives, supporting phoneme recognition, blending, and segmentation through scaffolded, hands-on practice.

The materials include scaffolding through structured routines and visual supports that make phonemic awareness concepts tangible within the *Guía del maestro*. For example, in Module 3, Lesson 6, students listen to a poem called "La burrita" and use syllable and letter cards, audio pronunciation guides, and direct teacher modeling to decode words with the /rr/ sound. This lesson demonstrates gradual release through explicit teacher guidance paired with a variety of manipulatives and multisensory supports to reinforce phonemic skills.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and/or multisyllabic words as outlined in the Spanish TEKS. For example, in Module 10, Lesson 14, "Destrezas fundamentales," students revisit prior syllables and advance to vowel combinations such as *ia, ie, io, ua, ue*, blending them with previously learned sounds to form words such as *especies, espacios, juego, bacterias*, etc. Instruction includes tools like Tarjetas de letras to support syllable formation in multisyllabic words, guided by teacher modeling and repetition. This lesson builds on prior knowledge and uses strategic sequencing to reinforce sound-spelling instruction and encoding through increasingly complex patterns.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and/or multisyllabic words as outlined in the Spanish TEKS in the *Secuencia de instrucción* for grade 1. For example, across Modules 1–9, students work with individual consonants (*m, p, s, l, d, f, t*) and then with combinations such as *que, qui, ca, co, cu*. Words like *oveja* and *tapado* are used to help students decode three-syllable combinations. The sequence builds upon kindergarten instruction and directs teachers to explicitly contrast similar syllables to strengthen students' phoneme/syllable recognition skills.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and/or multisyllabic words as outlined in the Spanish TEKS in Module 8, Lesson 1. For example, instruction reviews consonant clusters, including *gra, gre, gri, gro, gru* and *pra, pre, pri, pro, pru*, and supports decoding exercises with words such as *agradecido* and *pradera*. This demonstrates how the curriculum scaffolds instruction from common syllables toward

multisyllabic words with complex combinations, ensuring that teachers follow a guided sequence aligned to grade-level expectations and supported by the Spanish TEKS.

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

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the modules. For example, in Module 2, Lesson 11, the lesson introduces syllable combinations with sound–letter relationships and instructs the teacher to engage students in decoding by saying, "Vamos a leer estas palabras. Deben relacionar las letras con los sonidos de las sílabas que aprendieron y combinarlas." This guided approach helps students strengthen their knowledge of syllable construction and supports accurate spelling and decoding of multisyllabic words.

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the modules. For example, in Module 11, Lesson 11, the "Mi turno" section of the phonics lesson directs the teacher to guide students in reading syllables, "Esta palabra combina las letras *o* y *a*. Lea las sílabas que están en la parte inferior de la tarjeta mientras las señala y pida a los niños que repitan a coro." Teachers repeat this using Tarjetas de sílabas y ortografía with target words like *teatro*, *leer*, and *héroe*, providing direct instruction on syllable blending and initial decoding of complex words.

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the modules. For example, in Module 8, Lesson 1, in the phonics section instructs the teacher to say, "Esta palabra comienza con el dígrafo *ch*, que se forma con las letras *c* y *h* juntas," explicitly introducing the *ch* digraph and its sound. This direct language and modeling support mastery of consonant combinations, decoding, and written application across student compositions.

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

The materials include a variety of activities and resources authentic to Spanish for students to develop grade-level sound-spelling patterns within the modules. For example, in Module 4, Lesson 1, the materials guide the teacher to introduce the syllables *que* and *qui* /k/ using multiple authentic Spanish-language resources, such as the Tarjeta de sílabas y ortografía (*queso*), Tarjetas de letras (e.g., *q*, *u*, *i*), and the Audio de pronunciación /k/. Following a gradual release (Mi turno, Nuestro turno, Tu turno), the teacher models pronunciation, spelling, and blending of target syllables to develop students' understanding of the /k/ sound with *qu* as represented in Spanish words.

The materials include a variety of activities and resources authentic to Spanish for students to practice grade-level sound-spelling patterns within the modules. For example, in Module 7, Lesson 11, students practice syllables *ge*, *gi* /j/ by breaking down the word *colegio* into syllables (*co-le-gio*). Students repeat and

identify the final syllable *gio* and then use the Tarjeta de sílabas y ortografía and Tarjetas de letras to build words with *ge* and *gi*, following modeled syllable combination routines. These practice opportunities are fully contextualized in Spanish and promote repeated exposure to the targeted syllable patterns.

The materials include a variety of activities and resources authentic to Spanish for students to reinforce grade-level sound-spelling patterns through cumulative review within the modules. For example, in Module 7, Lesson 2, "Destrezas fundamentales," students revisit prior syllable knowledge by combining and building syllables with the letter *ñ*. Teachers guide students using Tarjetas de letras to form syllables and decode words containing *ñ*, such as *niño* and *bañera*. This cumulative phonics activity reinforces previously taught sound-spelling connections, supporting decoding automaticity and fluency in Spanish.

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 provide a variety of activities and/or resources in Spanish to support students in decoding words that include taught syllable correlations in isolation within the modules. For example, in Module 6, Lessons 1–4, students decode words such as *zumo* and *zanahoria* using Tarjetas de sílabas y ortografía and follow the "Combinación de sílabas" routine with words like *erizo* and *pozo*. Students work with carefully selected word lists organized by syllable pattern, giving teachers options to differentiate instruction and target sound-spelling mastery.

The materials include a variety of activities and/or resources in Spanish to support students in decoding words with taught syllable correlations in authentic Spanish decodable connected text within the modules. For example, in Module 6, students apply decoding skills in the small-group reading of "Una fiesta en el bosque," which features target syllables such as *z* sounds and words like *zorro* and *zanahoria*. These texts are introduced after practice with syllables and are purposefully designed to reinforce decoding within meaningful context and narrative structure.

The materials provide resources and activities in Spanish to support students in encoding words that include taught syllable correlations both in isolation and in authentic Spanish decodable connected text within the modules. For example, in Module 10, Lessons 6–10, students practice encoding words containing *ai*, *ei*, *au*, *iu*, *ui* using resources such as Tarjetas de letras and printable spelling worksheets and they apply their knowledge in connected text with the poem "Las visitas de Marina" and the decodable story "Laura y los libros." These structured activities help reinforce phonics skills through varied, meaningful writing experiences.

5.E.3 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	All criteria for guidance met.	1/1
5.E.3b	All criteria for guidance met.	4/4
5.E.3c	All criteria for guidance met.	3/3
5.E.3d	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.E.3a – Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. For example, in the *Secuencia de instrucción, Módulos 1–12*, the program resources have a clear sequence, starting with basic word endings such as -*ido/-ida* and progressing through increasingly complex suffixes and prefixes across the modules. This structured progression supports teachers in methodically building students' morphological skills throughout the year.

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. For example, in Module 3, Lesson 14, explicit instruction introduces the suffixes -*ando*, -*endo*, and -*iendo*, highlighting how these endings change verb meaning by indicating ongoing action. Prefixes are introduced in Module 9 and continue through targeted lessons, with two additional lessons in Module 12 reinforcing common prefixes and suffixes through focused spelling practice, thus supporting incremental mastery.

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS within the *Guía del maestro*. For example, the *Guía del maestro* shows that each module introduces related groups of morphemes in context (for example, Module 5 includes -*oso/-osa* and -*s/-es/-ces*; Module 6 focuses on -*on/-ona*, -*ote/-ota*, and -*cion/-sion*). Students first practice with the most common patterns and then transition to more advanced morphemes, ensuring a gradual and accessible development of morphological awareness that boosts both vocabulary and reading comprehension.

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

The materials include explicit teacher guidance to support recognition of common morphemes through authentic Spanish instruction using a gradual release model within the *Guía del maestro*. For example, in Module 6, Lesson 4, teachers receive clear directions to explain suffixes such as *-on/-ona* and *-otel/-ota*, modeling the transformation from base words to derived words (e.g., *gruñir* -> *gruñón*). Sidebar notes and *vocabulario generativo* activities provide teachers with definitions of morphemes like *sufijo* and *raíz* to enhance understanding. Teachers guide students to independently recognize and identify morphemes as part of word study using digital and print resources.

The materials include teacher guidance for explicit (direct) instruction authentic to Spanish that uses common morphemes' meanings to support decoding within the *Guía del maestro*. For example, in Module 6, Lesson 4, teachers guide students to decode words by breaking them down into base words and suffixes and then combining their meanings. The teacher models the meaning of suffixes *-on/-ona* and *-otel/-ota*, explains how these affect the base words, and prompts students to decode and read aloud derived words such as *gruñón* and *grandote*. This explicit guidance helps students connect morphemes to phonetic decoding within the context of *vocabulario generativo* activities and connected texts.

The materials include clear teacher guidance for explicit (direct) instruction in Spanish on using morphemes' meanings to support encoding and reading comprehension within the *Guía del maestro*. For example, in Module 8, Lesson 9, teachers explicitly teach the suffix *-mente*, demonstrating how adding *-mente* to the base adjective *repentina* forms the adverb *repentinamente* and explaining its grammatical function. Students practice encoding by completing sentences with words containing *-mente* and generating lists of adverbs that describe how and when actions occur (*Aprende y demuestra*). The lesson also supports reading comprehension as students encounter and discuss these morphemes in authentic Spanish text, such as "La visita al museo."

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

The materials include a variety of student-centered activities and resources in Spanish for developing grade-level morphological skills within the *Guía del maestro*. For example, in Module 3, Lesson 14, students learn about verb endings *-ando*, *-endo*, and *-iendo* through the "Mostrar y motivar" routine and the "Vocabulario generativo 3.11" resource. This resource supports the Mi turno stage by explaining the meaning and formation of these verb endings, with examples such as *caminar*, *correr*, *escribir*, and *salir*. During the Nuestro turno and Tu turno, students practice by writing and manipulating words with these

endings on index cards. Another example includes Module 5, Lesson 4, focused on suffixes *-oso* and *-osa*, where teachers use "Mostrar y motivar: Vocabulario generativo 5.4" to introduce these suffixes and provide examples like *éxito* and *peligro*, followed by student practice using word cards to build and understand words.

The materials include a variety of ready-to-use morphological practice activities in Spanish that engage students with grade-level vocabulary within the *Guía del maestro*. For example, students practice using morphological endings through activities in the *Aprende y demuestra* resource. In Module 3, Lesson 14, students select a word with the suffixes *-ando*, *-endo*, or *-iendo* to complete sentences, reinforcing their understanding of verb forms. Similarly, in Module 5, Lesson 4, students complete *Aprende y demuestra* by choosing words with suffixes such as *-oso/-osa* to fill sentences and consult dictionaries for definitions, ensuring independent application and reinforcement of morphology skills. These practice opportunities follow the gradual release model *Mi turno–Nuestro turno–Tu turno*, which provides scaffolded support and independent practice.

The materials include varied resources for cumulative morphological skill reinforcement in Spanish within the *Guía del maestro*. For example, foundational morphological skills are reinforced through reading authentic Spanish decodable texts such as "En busca de un melón" in *Lecturas iniciales, Libro 2*, which contains words with suffixes *-ando* (e.g., "Camina cantando," "Un melón sale rodando") that revisit previously taught morphemes in meaningful contexts. Additionally, further cumulative review occurs in *Libro 3, El apagón*, where texts include vocabulary with suffixes like *-oso/-osa*, allowing students to encounter morphemes repeatedly across texts for reinforced learning. These activities deepen students' awareness and usage of morphological skills across contexts, supporting retention and application.

5.E.3d – Materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

The materials include a variety of activities and/or resources authentic to Spanish for students to decode words with morphemes in isolation (e.g., word lists) within the *Guía del maestro*. For example, in Module 7, Lesson 9, students decode words with the suffixes *-ito/-ita* during the "Mi turno" phase using the "Mostrar y motivar: Vocabulario generativo 7.8" chart, which lists words such as *ranitas*, *cuadradito*, and *gatitos*. This isolated decoding practice is reinforced by teacher guidance in the guide, helping students focus on the morphemes within words before applying them in connected text.

The materials include a variety of activities and/or resources authentic to Spanish for students to encode words with morphemes in isolation (e.g., word lists) within the *Guía del maestro*. For example, in Module 7, Lesson 9, students engage in encoding suffixes *-ito/-ita* by completing a "lluvia de ideas" activity, where they create diminutives of classroom objects (e.g., *tira* -> *tirita*). Additionally, during "Nuestro turno,"

teachers guide students to add the suffixes to words such as *papel*, *figura*, and *ojos*. Students also encode morphemes in the *Aprende y demuestra* workbook, which includes word bank selections containing suffixes.

The materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in authentic Spanish decodable connected text that builds on previous instruction within the *Guía del maestro*. For example, in Module 7, Lesson 9, students decode suffixes *-ito/-ita* in the decodable text "Algunos pasatiempos" by reading sentences such as "La gallinita tiene los ojos vendados con un pañuelo" and selecting the correct word forms based on context. Students encode morphemes by completing fill-in-the-blank sentences in the workbook and applying these in guided dictation activities. This sequence supports systematic, cumulative learning by bridging isolated morpheme study to use in connected text.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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

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

Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations in the use of context according to Spanish language arts grade-level TEKS in the *Guía del maestro, grado 1*. For example, in Module 3, Lesson 2, "Vocabulario académico: Presentar el lenguaje oral," teachers use vocabulary cards and illustrations to read the Superlibro *Aunque viva en el agua*, where students use both the images and the context of the text to practice unfamiliar words. For example, the lesson provides explicit instruction for using illustrations to clarify the meaning of words, supporting students in connecting visual cues to word meanings.

Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with texts in the use of context according to Spanish language arts grade-level TEKS in the *Guía del maestro*. The lessons guide students to listen to dictionary definitions, compare them to information in a chart, and then use the context of the text to confirm meanings. Students use the "Thumbs up or down" routine to verify if the dictionary definition and part of speech match the context in which the word appears, fostering independent word-learning skills.

Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with guidance in the use of context according to Spanish language arts grade-level TEKS in the *Guía del maestro*. For example, "Vocabulario generativo" provides step-by-step guidance for introducing new vocabulary, including reading definitions aloud, showing examples and visuals, and modeling how to use a dictionary to find word meanings. Additional practice activities, such as *Aprende y demuestra*, reinforce the use of context and dictionary skills to determine the meaning of unfamiliar words.

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

Materials include teacher guidance to provide explicit (direct) instruction in Spanish on the purpose of print resources such as picture dictionaries, primary dictionaries, and glossaries in the *Guía del maestro, grado 1*. For example, in Module 12, Week 2, Lesson 6, there are instructions for the teachers to explain to students that "words are made up of syllables and syllables are made up of sounds." Teachers introduce the lesson with an anchor chart and model how to look up a word, its definition, and part of speech for each meaning of unfamiliar words. The teacher also introduces the glossary, writing a definition for *glossary* and explaining that glossaries help readers understand difficult words in a text.

Materials include teacher guidance to provide explicit (direct) instruction in Spanish on the purpose of digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries in the HMH Online Library, eBook *Tarjetas digitales de sílabas y ortografía* for grados K–2. For example, students have access to digital picture cards that provide pronunciation, meaning, and images for vocabulary words. The program also offers an English/Spanish glossary in digital format, sequenced in Spanish alphabetical order, for reference and vocabulary development. Teachers are guided to use these digital resources to teach vocabulary in context and to support students' independent learning.

Materials include teacher guidance to provide explicit (direct) instruction in Spanish on the use of print resources such as picture dictionaries, primary dictionaries, and glossaries in the *Guía del maestro*. For example, the lessons guide teachers to provide explicit instruction on using a print dictionary, a picture dictionary, and a glossary section. Teachers model how to look up the meaning of a word, find its definition and part of speech, and help students use picture dictionaries to look up and add new words to their writer's notebook glossary section.

Materials include teacher guidance to provide explicit (direct) instruction in Spanish on the use of digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries in the HMH Online Library, eBook *Tarjetas digitales de sílabas y ortografía* for grados K–2 and the digital dictionary of power words. Teachers can access digital picture cards with images, definitions, and pronunciation for all vocabulary words in the *Teacher Guide*. The digital resources are used to teach vocabulary in context, and students are guided to use these tools for independent research and vocabulary development.

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

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

5.G Fluency

5.G.1 Reading Fluency (1–3)

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

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

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

The materials include lessons, activities, and tasks with explicit modeling and practice of fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback, within the *Guía del maestro*. For example, in Module 7, Lesson 2, "Animales del mundo" in the *Lecturas iniciales*, the materials direct teachers to model reading with intonation, using an exclamatory tone when a storm is approaching and a lower tone for new or important words. Then, the teacher guides students to read in unison and in pairs, practicing proper intonation and expression. Teachers are provided with targeted feedback prompts, such as encouraging students to "use their voice to transmit the information with the appropriate expression." This clear instructional structure supports systematic modeling, consistent practice, and meaningful feedback, enabling students to build automaticity, confidence, and comprehension in reading fluency over time.

The materials include lessons, activities, and tasks with explicit modeling and practice of fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback. For example, in grade 1, Module 8, Lesson 2, the "Minilección, Paso 2: Aplicar el texto" guides the teacher to demonstrate how to read at an appropriate, conversational pace—neither too fast nor too slow—by modeling a regular, steady rhythm for students. Students are then prompted to practice reading with this natural pacing, supporting the development of fluency. This clear instructional sequence enables systematic modeling, consistent practice, and meaningful feedback, helping students build automaticity, confidence, and comprehension in reading fluency over time.

The materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context within the *Guía del maestro*. For example, in Module 7, Lesson 2, the teacher models fluency by instructing students to adjust their voice to match sentence end marks and demonstrates how to change voice pitch when reading questions, statements, or exclamations.

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

The materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases, and decodable connected texts to support systematic fluency development within the *Guía del maestro*. For example, in Module 8, Lesson 2, "Minilección, Paso 2: Aplicar el texto," the teacher demonstrates fluent reading by modeling an appropriate, conversational pace and encourages students to practice reading with regular rhythm and expression. Decodable texts and word lists are sequenced together in lessons, supporting a gradual release of responsibility from isolated word recognition to fluent reading of connected text. This approach provides clear examples of fluent reading, helps students understand pacing and expression, and supports students' confidence and proficiency in reading.

Within the *Guía del maestro*, the materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases, and connected texts. As an example, this is seen in the *Libros iniciales* and the "Taller de destrezas fundamentales y estudio de palabras." Decodable texts and aligned word lists are systematically sequenced to support a gradual release of responsibility, guiding students from isolated word recognition to fluent reading of connected text. Small group activities provide structured opportunities to practice fluency, prosody, and accuracy, reinforcing phonics and word recognition skills. This progression helps build decoding accuracy and reading confidence through consistent, scaffolded instruction.

The materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases, and connected texts in each lesson, as seen in "Enseñanza en grupos pequeños, El caballo y el camello." Students practice reading decodable text focused on the // /y/ sound and participate in word-building activities with Tarjetas de letras, using syllables such as *lla*, *lle*, *lli*, *llo*, and *llu*. This structure provides a systematic approach to phonics and word recognition, with decodable texts purposely sequenced alongside word lists and phrases to support a gradual release of responsibility.

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

Within the *Guía del maestro*, the materials include a variety of practice activities and tasks in Spanish to develop word reading fluency in different settings. For example, this is demonstrated in Module 12, Lesson 14 with the "Word Buddies" activity. In this lesson, students pair up to practice high-frequency words such as *camino*, *estaba*, *comenzar*, *has*, and *soy*, reading the words and using them in sentences to build fluency. Students also take turns reading lines of words both in unison and independently, reinforcing word reading skills through partner and group activities. This variety of practice ensures students stay engaged and motivated while developing fluency and accuracy in diverse instructional contexts.

The materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings within the *Guía del maestro*. For example, in Module 8, Lesson 3, "Mostrar y motivar: Combinar y leer," students practice combining syllables with *gue* and reading words in unison and independently until they can identify them quickly, reinforcing fluency. Small-group activities, such as "Conexión con la enseñanza" *en grupos pequeños*, further reinforce the phonics pattern with syllables *gue* and *gui* as students decode words in *Los pingüinos*, both in small groups and independently. This variety of practice settings ensures students remain engaged while building word reading fluency and accuracy.

Within the *Guía del maestro*, the materials include practice activities and tasks in Spanish to develop fluency, prosody, and accuracy in a variety of instructional settings. As an example, in the "Taller de destrezas fundamentales y estudio de palabras" and in the "Preparación para el trabajo con palabras" section in Module 2, Lesson 3, students participate in lessons focused on fluency and expression, practicing both in small groups and independently. These activities provide structured opportunities for students to build foundational reading skills through collaborative and independent practice.

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

The materials include various authentic Spanish connected texts to build decoding accuracy, fluency, prosody, and comprehension within the *Guía del maestro*. For example, in Module 8, Lesson 2, students practice reading words and sentences with the syllable *ch* using Online Ed, "Mostrar y motivar," and "Combinar y leer 8.2." The teacher is guided to provide targeted instruction with "Una fiesta llena de manchas" to reinforce reading and decoding syllables with *ch* and to model fluent reading with appropriate rate, intonation, and expression using the Superlibro *Cómo nació el arcoíris*. To strengthen comprehension, the teacher conducts a shared reading of the Superlibro and uses the questions from PagiNotas 8.1 to discuss the topic and theme, supporting students' understanding through repeated practice with texts of increasing complexity.

The materials include various authentic Spanish connected texts that support the development of accuracy, fluency, prosody, and comprehension within the *Guía del maestro*. For example, in Module 7, Lesson 12, students engage with texts such as "Pronóstico: Tormentas," "La asombrosa vida de las mariposas monarca," "Sam y Leo cavan un hoyo," and the decodable text "Animales del mundo," which feature varied punctuation and sentence structures. These texts provide opportunities for teachers to model fluent reading with proper intonation, phrasing, and self-correction, while repeated practice across different authentic texts helps students build smooth, accurate reading at an appropriate pace.

The *Guía del maestro* offers targeted practice opportunities for building fluency, prosody, and accuracy in small-group settings. As an example, the "Taller de destrezas fundamentales y estudio de palabras" (Module 11, Lesson 3, "Preparación para el trabajo con palabras") offers explicit instruction on fluency and accuracy, allowing students to work collaboratively or independently as they practice reading in Spanish. The instructional routine follows a gradual release model, supporting students as they move

from teacher modeling to guided group practice and, finally, to independent reading with fluency. These structured routines ensure students develop foundational reading skills through repeated practice in a variety of settings, supporting their growth in accuracy, fluency, and prosody.

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes as appropriate for each grade-level, in *Caligrafía* "Sets de recursos de práctica semanal/Modelos de caligrafía mayúsculas" and *Guía del maestro* "Cartel didáctico 68: Ayudante de caligrafía." The materials provide explicit instruction to introduce stroke patterns for all manuscript letters, and the "Desarrollar la caligrafía" section uses the "Cartel didáctico" to help students practice letter formation. Students use these resources to practice the strokes for each letter of the manuscript alphabet.

Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes connected to current student learning, in the *Guía del maestro*. For example, in Module 3, Week 3, Lesson 11, the lesson introduces syllables *ca*, *co*, *cu* and words with *ca*, *co*, *cu*, along with direct instruction on modeling handwriting strokes. The teacher demonstrates how to write uppercase and lowercase *Cc*, saying "Empiezo justo abajo del punto más alto. Dibujo una curva hacia atrás," and emphasizes the importance of spacing between letters. Students use the Escribir y revelar routine and practice with printable manuscript pages, reinforcing the connection between handwriting and phonics instruction.

Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes connected to current student learning, in the *Guía del maestro*. The lesson connects writing words with closed syllables to explicit instruction on handwriting strokes for the lowercase *c*, modeling the stroke and pointing out the importance of leaving space between letters. Children are prompted to use the Write and Reveal routine to practice writing a spelling word, supporting letter formation and alignment.

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

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the *Cuaderno del escritor*. For example, in Module 2, Lesson 5, students practice tracing letters and words on three-lined paper, which allows for age-appropriate writing size. The lesson incorporates handwriting practice as students complete writing tasks and practice the use of verbs and includes a printable page with a checklist for students to self-evaluate their handwriting.

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the *Centros de lectoescritura*. For example, in Module 3, Week 1, students practice letter strokes for each letter of the alphabet using *Páginas imprimibles*, which provide descriptions of the strokes for uppercase and lowercase letters. Students trace the letters, practice them independently, and then self-assess their work by circling their best-formed letters.

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the *Guía del maestro*. For example, in Module 10, Week 1, Lesson 1, the lesson provides tactile and kinesthetic practice, such as forming the letters *Ll* in the air, on the palm of the hand, and on small dry-erase boards. Additional practice is provided using printable resources from *Aprende y demuestra* for all of the letters, supporting structured and progressive handwriting development.

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

HMH offers modules with texts that are connected to the content and help students understand the world with the connected texts. The *Implementation Guide* states that children become engaged, informed learners with a deep knowledge of topics in science, social studies, and the arts. Although literature is not explicitly mentioned, the program is filled with literature from diverse topics and cultures.

The HMH materials for grade 1 are intentionally structured to build students' knowledge in science, history, literature, and the arts. Each unit in the grade 1 curriculum is organized around thematic content areas, with lessons and texts selected to promote cross-disciplinary understanding. The *Implementation Guide* "Learning That Builds Grade 1–2," details how the modules are organized around disciplinary content and include both fiction and nonfiction texts to build background knowledge in science, social studies, and literature. This approach ensures that students develop background knowledge through literacy activities that are grounded in rich, disciplinary content, supporting their comprehension and engagement with informational and literary texts.

The materials include grade 1 modules that build knowledge in science through both fiction and nonfiction texts within the *Guía del maestro, grado 1*. For example, in Module 3, the theme "Animales asombrosos" includes weekly lessons featuring books such as *El nido* and *Preguntas y respuestas sobre los animales*. These selections allow teachers to tap into authentic learning experiences such as inquiry and research and help students see connections between scientific concepts and topics.

The materials include lessons on natural wonders and historical symbols, building knowledge of history within the *Guía del maestro*. For example, the materials include lessons on the Statue of Liberty, as well as

accompanying videos to help build background knowledge. These resources support teachers in providing instruction that helps students see connections between historical concepts and real-world topics.

The materials include units designed to build knowledge specifically in the field of literature within the *Guía del maestro*. For example, in Module 7, Lesson 3, "Lectura compartida (minilección)," students engage deeply with the fantasy text "Sam y Leo cavan un hoyo." During this lesson, students practice making inferences by using evidence from both the text and its illustrations. This process helps them develop foundational literary comprehension skills such as drawing conclusions beyond explicit information, which builds critical thinking and engagement with narrative elements. The focused attention on literary devices in a supportive setting encourages students to become thoughtful readers who consider text details carefully.

The materials include units that build knowledge in the arts within the *Guía del maestro*. For example, in Module 9, Week 2, Lesson 7, students make connections and identify the characteristics of a drama play, *Caperucita Roja*. Additional drama plays in grade 1 include *El mejor animal del bosque*, which is a fable, and *El traje nuevo del emperador*, a fairy tale. This structure supports cross-curricular engagement and motivates students to make deep connections between literature and the arts.

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

Materials provide resources, including a scope and sequence, *Secuencia de instrucción*, to demonstrate the approach to knowledge-building across grade levels. HMH provides an instructional sequence that offers an overview of every module, allowing teachers to see the big picture for each module. Materials include the TEKS covered and a weekly section designed to activate prior knowledge and build background.

The materials for grade 1 include the *Implementation Guide* section "Learning that Builds" for grades 1–2, which provides resources, including a scope and sequence, that demonstrate a structured approach to knowledge-building within and across grade levels. The documentation outlines how topics are intentionally sequenced to support cumulative learning, ensuring that concepts introduced in earlier grades are revisited and expanded upon in grade 1. For example, the grade 1 curriculum builds on foundational literacy and content knowledge established in kindergarten, with units that revisit and deepen understanding of core themes such as community, nature, and storytelling. This progression is clearly mapped out in the provided scope and sequence, which details how knowledge and skills are developed over time to prepare students for more complex topics in subsequent grades.

In grade 1, students build on and deepen their understanding by exploring important US holidays. This focus continues from kindergarten, where the materials introduce a module on the United States of America and its traditions.

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

The materials are organized into modules. Each module contains four weeks of five lessons each and is based on a theme. The materials include all texts in Spanish that correspond to the theme.

The *Implementation Guide* features a page that illustrates how a unit is structured over four weeks to connect knowledge-building topics. It also lists the Spanish texts students will read to explore an extended topic. For example, grade 1, Module 3, "Cómo viven los animales," continues the theme from the kindergarten module "Hábitats animales."

The materials demonstrate a structured approach to knowledge-building through its extended units on connected topics. The curriculum provides a scope and sequence that outlines how students engage with Spanish texts over several weeks, focusing on thematically linked content to deepen understanding. For example, a grade 1 unit on communities builds upon foundational concepts introduced in kindergarten and prepares students for more complex explorations of community roles and relationships in later grades. This intentional progression is supported by resources such as unit overviews and pacing guides, which illustrate how topics are sequenced to support cumulative learning across grade levels.

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

The HMH grade 1 units are structured to build upon foundational knowledge introduced in kindergarten, with Spanish texts and text sets that revisit and expand on key themes such as family, community, and nature. The curriculum provides a clear progression, where students deepen their understanding of these topics through interconnected readings and discussions. For example, the grade 1 unit on community helps reference prior learning about families and neighborhoods from kindergarten and prepares students for more complex explorations of civic roles in grade 2.

All modules are thematically organized, enabling students to build knowledge on various topics. The materials use thematically linked texts to deepen understanding. For example, in Module 2, "Mi familia, mi comunidad," students learn about communities and how people live and work together.

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

In grade 1, students engage in Spanish grammar, vocabulary, discussion, and writing activities that are directly connected to the knowledge-building topic of the lesson. For example, during a unit on animals, students participate in a class discussion in Spanish about different types of animals and then complete a writing activity where they use newly learned vocabulary words from the lesson to write sentences describing their favorite animal. This approach ensures that both oral and written language practice are

explicitly tied to the lesson's theme, supporting the development of content knowledge alongside language skills.

HMH provides vocabulary activities to extend and reinforce the content vocabulary from the lesson or unit. In the section "Motivar y responder," students work on discussion and writing activities connected to the topic of the lesson or unit.

The materials integrate Spanish grammar and writing into lessons to build knowledge and language skills. For example, in Module 9, "Lectura compartida: Elementos de la poesía," students are introduced to vocabulary and discuss it using Think-Pair-Share, while "Ortografía: Palabras con gr, pr" provides grammar instruction, followed by student writing.

6.A.2 Context and Student Background Knowledge

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

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

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

The HMH ¡Arriba la lectura! Texas grade 1 materials activate and supply background knowledge by making explicit connections to content from prior grade levels through a variety of components. For example, in Module 10, "Atrévete a soñar," students explore inspiring stories that build upon the foundation established in kindergarten's Module 5, "Podemos hacerlo," fostering continuity in thematic learning. Another example, Module 6, "Tierra de libres y valientes," further develops students' understanding of US history and traditions, expanding on content first introduced in Kindergarten.

Grade 1 materials build on activating and supplying additional background knowledge introduced in kindergarten. For example, in kindergarten, students learned about animal habitats. In grade 1, they continue learning about animals. For example, in Module 3, the teacher presents the topic of how animals live by doing a "Mapa de conocimientos" exercise with the students. The teacher tells the children that all of the texts they will read are about how animals live.

The *Implementation Guide* contains a page that provides examples of how a unit is studied to make connections between topics. Book titles are provided to outline the Spanish texts that students will read to focus on an extended topic.

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

The materials activate and supply background knowledge by consistently utilizing anchor charts, as detailed in the *Guía del maestro*, "Carteles didácticos," to help students apply and build upon knowledge acquired in previous modules and grade levels. The "Learning that Builds" section in the *Implementation Guide* further outlines how topics are developed and connected. Additionally, the *Guía del maestro*, such as in Module 9, "Bienvenidos al módulo: Observa y anota" section, provides explicit prompts for connecting material covered in previous modules, reinforcing and expanding students' background knowledge in Spanish.

Materials include a set of anchor charts students use throughout the year of learning. This consistency helps students apply the knowledge they have learned. Topics also connect across the grade levels so that children continue to grow their knowledge as they progress through the program.

Although the modules themselves are not explicitly connected in a narrative sequence, HMH provides teachers with guidance for connecting the TEKS learned in previous modules. In the introduction to each module, the "Observa y anota" section notes previously covered material, such as fiction or plot elements, and suggests ways for teachers to connect and build on these topics in Spanish instruction.

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

The grade 1 materials provide students with relevant and targeted background knowledge in Spanish. For example, the *Guía de implementación* specifies under "Student Literature Resources" that the program includes a rich variety of classical and contemporary Spanish-language texts. This approach underscores the vast heritage and heterogeneous nature of the Spanish-speaking world, making the texts relevant to both Spanish-speaking students and teachers. Further, to re-introduce the letter *D*, students experience a song called "Denis Delfín." This song visually integrates the written lowercase letter *d* within the image of a dolphin and incorporates words that begin with *d* throughout the lyrics. This method helps students connect the letter with its sound and meaning in a culturally relevant and engaging context. The integration of music, visuals, and vocabulary ensures that students build foundational literacy skills while also connecting with their linguistic and cultural backgrounds.

Materials provide students with vocabulary words for the lesson. There is also a vocabulary routine provided for the teacher to discuss the meaning of the vocabulary words so that students experience the meaning of the words in context.

In the "Desarrollar los conocimientos y el lenguaje" section of every module, the topic is introduced with relevant vocabulary and discussion prompts, supported by graphics that provide context and help build student knowledge. HMH offers a variety of anchor charts that support student engagement with texts and further develop background knowledge.

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

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

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

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

The materials include a set of guiding questions and tasks in Spanish for every module, supporting teachers in engaging students across multiple domains and providing varied opportunities to deepen understanding of broader concepts. For example, in Module 7, "Maravillas de la naturaleza," the teacher uses prompts from the *Compañero de enseñanza* to introduce the module topic and the big idea words, such as *ciclo*, *evaporación*, and *líquido*, while students follow along in their *miLibro*. As students participate in the "Vocabulary Routine" and build a "Vocabulary Network," they are prompted to reflect and expand their responses to the big ideas through activities that integrate listening, speaking, reading, and writing tasks, mirroring the interconnectedness of knowledge in real-world contexts.

The materials present each module in Spanish with a theme that engages students through questions and tasks, supporting teachers in providing varied opportunities for students to develop their understanding of broader concepts. For example, in Module 5, "Proyecto de investigación," students are tasked with collaborating to generate ideas, investigate, complete, and present a project based on the theme of the unit. Throughout this three-week practice, students work through the big ideas in several lessons across nonfiction texts. The materials encourage students to use all the comprehension strategies they have learned as they read different texts, deepening their understanding by participating in listening, speaking, reading, and writing activities that foster comprehension across all modalities and encourage creative problem solving and self-reflection.

The materials feature a section for each module titled "Desarrollar redes de conocimientos," which provides questions and tasks in Spanish to engage students for the entire module and the module project. The *Guía del maestro* is divided into lessons and other sections that offer questions and tasks in Spanish to support student engagement. There is also a section dedicated to the texts that will be used in Spanish to build comprehension on a topic. These resources link students to a series of questions and tasks connected to their reading, supporting teachers in planning instruction that integrates multiple domains. For example, as students engage with the texts and activities, they are prompted to reflect on

and connect big ideas and themes using listening, speaking, reading, and writing to deepen their understanding of the content. The curriculum provides varied tasks for students to develop a more profound grasp of the material and make meaningful connections between what they read and broader concepts.

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

Within the *Guía del maestro*, the materials include questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Evidence of this is found in Module 7, where students synthesize research they have collected about a topic related to the unit theme. By gathering ideas and information from multiple sources, students make a list or brainstorm, and then they demonstrate their understanding by synthesizing what they have learned. This approach ensures the rigor of the task is appropriate and that students are engaging in critical thinking beyond simple retelling or summarizing. The process fosters the ability to build connections, enhance comprehension, and support long-term retention as students demonstrate new understanding through their responses.

The materials feature questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons within the *Guía del maestro*. For example, in Module 8, "Cuéntame un cuento," students develop in-depth knowledge about traditional and contemporary storytellers, the stories they have told, and the lessons that can be learned from those stories. Students are asked to connect and synthesize information about different storytellers and their tales, demonstrating the ability to make thematic connections and build new understanding. This approach supports critical thinking by requiring students to integrate prior learning with new concepts and respond in ways that show synthesis and deeper comprehension.

Within the *Guía del maestro*, the materials feature questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons and units. This is evidenced in Module 12, "Estudio del género: Textos literarios," where students develop and strengthen their reading, writing, listening, and speaking skills while exploring various types of literary texts. By requiring students to synthesize information from different genres and apply their learning throughout the unit, the materials ensure the rigor of the task is appropriate and that students are engaging in critical thinking beyond simple recall or summary. This approach fosters the ability to build connections and supports long-term retention as students demonstrate new understanding through their responses.

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

The materials are organized into modules. Each module contains four weeks of five lessons each and is based on a theme. The materials include all texts in Spanish that correspond to the theme.

The *Implementation Guide* features a page that illustrates how a unit is structured over four weeks to connect knowledge-building topics. It also lists the Spanish texts students will read to explore an extended topic. For example, grade 1, Module 3, "Cómo viven los animales," continues the theme from the kindergarten module "Hábitats animales."

The materials demonstrate a structured approach to knowledge-building through its extended units on connected topics. The curriculum provides a scope and sequence that outlines how students engage with Spanish texts over several weeks, focusing on thematically linked content to deepen understanding. For example, a grade 1 unit on communities builds upon foundational concepts introduced in kindergarten and prepares students for more complex explorations of community roles and relationships in later grades. This intentional progression is supported by resources such as unit overviews and pacing guides, which illustrate how topics are sequenced to support cumulative learning across grade levels.

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

Within the *Guía del maestro*, HMH provides research projects that are relevant, engaging, and accessible to grade 1 students, connecting learning to real-world contexts. For example, in the Proyecto de investigación, students are involved in research and inquiry as they complete weekly tasks associated with the project, extending their learning beyond the classroom. The "Carta para la familia" gives families information about the module and offers suggestions on how they can help encourage continued learning at home, further supporting students as they apply new understanding to practical, everyday situations.

The materials feature opportunities for students to apply new understanding to contexts beyond the classroom, supporting them in making meaningful connections. For example, in Module 4, students make connections to being good citizens not only in the classroom but also in their community. When students read "Buenos deportistas," they learn about a young soccer player who believes it is important to be a good athlete and are encouraged to consider other ideas that will help them when they participate in their own sports. These activities encourage students to solve real-world problems and foster engagement by linking classroom content to students' lives and experiences.

The materials offer opportunities for students to apply new learning beyond the classroom by connecting content to real-world contexts. In the section "Desarrollar los conocimientos y el lenguaje," students are exposed to a video or image of the topic and make connections to the world around them. They are provided with a prompt or talking point that connects learning to experiences outside the classroom, fostering engagement and deepening understanding by linking classroom content to students' lives and communities. Additionally, in Module 1, Lesson 2, students apply their knowledge of new vocabulary to real-life situations by connecting the words to places in the school, such as identifying noisy areas, further encouraging authentic application of learning.

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

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

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

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

Within the *Guía del maestro*, the materials include a year-long scope and sequence for building Tier 2 and Tier 3 Spanish academic vocabulary within each module, supporting intentional knowledge-building related to the theme, as outlined in the Program Resources and the *Secuencia de instrucción* document. For example, in Module 4, students read the informative text "¡Go!" and engage with vocabulary activities that include working with idiomatic expressions such as "poco a poco" and determining the meaning of words like "repetir" using context clues from the text and illustrations. In Module 5, students learn new vocabulary about the central idea such as "órbita," "periodo," and "solar" and have access to videos like "Mentes curiosas" to reinforce understanding. The materials also introduce Tier 3 vocabulary in each module to support knowledge building, with explicit guidance for teachers on how to use this vocabulary to enhance comprehension and discussion of content topics.

The materials include explicit opportunities for students to practice and apply Tier 2 and Tier 3 Spanish academic vocabulary within the *Guía del maestro*. For example, in Module 6, Week 1, Lesson 4, students participate in "Vocabulario académico: Repasar las palabras poderosas," where they use Tarjetas de vocabulario to discuss Spanish Tier 2 and Tier 3 words related to the topic "La ciudad de los monumentos." These activities are intentionally designed to build students' understanding and application of academic vocabulary throughout the year, providing repeated exposure and structured interaction with new words in meaningful contexts.

The materials include a year-long scope and sequence for vocabulary instruction, as outlined in the *Secuencia de instrucción*, which identifies the vocabulary to be taught throughout all modules. HMH provides explicit guidance and resources for teaching vocabulary, supporting intentional and systematic instruction. Students have repeated opportunities to engage with vocabulary through structured practice activities such as "Red de vocabulario," "Páginas de práctica," and "Vocabulario: sesiones de enseñanza." This approach ensures students regularly practice and apply new vocabulary in varied contexts, supporting retention and transfer across the curriculum.

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

The materials include content scaffolds that enable teachers to break down complex vocabulary into manageable steps, providing structured support and feedback opportunities, within the *Guía del maestro*. For example, in Module 5, unfamiliar words such as *oscuridad*, *penumbra*, *órbita*, and *rotación* are introduced before the first lesson, and teachers are supported in building students' content knowledge by completing the "Mostrar y motivar: Mapa de conocimientos" activity. The *Guía del maestro* also provides explicit guidance for teaching word meanings using relevant examples and practice in familiar contexts. These scaffolds allow teachers to monitor student progress and ensure vocabulary proficiency as students engage with new science concepts.

Within the *Guía del maestro*, the materials feature language scaffolds that make vocabulary acquisition more accessible for all students, including teacher modeling, visual aids, and differentiated activities. For example, the "Enseñar con rutinas de enseñanza" section offers teachers materials and strategies for explicitly teaching the meaning of words related to the theme and academic vocabulary. The use of vocabulary cards with images, definitions, and example sentences supports both content and language development, especially for emergent bilinguals. By incorporating visuals, sentence stems, and differentiated practice, teachers help students process and use new vocabulary in class discussions, reducing cognitive overload and supporting progress toward language proficiency.

The materials include language scaffolds to support dual-language learners during shared reading and vocabulary instruction within the *Guía del maestro*. As an example, in Module 1, Lesson 2, teachers are guided to differentiate using language scaffolds for a dual-language setting. During *Lectura compartida*, teachers are instructed to turn the pages of the book and ask students to name each place and describe what the character is doing there, helping students develop context and vocabulary. Additionally, in Module 1, Lesson 5, teachers are provided with two options for independent practice: students work in pairs to categorize words and define them using their knowledge, or they complete a structured worksheet. This intentional use of guided questioning, categorization, and visual supports makes the learning process more accessible and supports vocabulary development in Spanish.

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

The materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary within the *Guía del maestro*. For example, in the "Vocabulario académico" sections of the modules, students participate in "Conversación en parejas" discussions and engage with lesson vocabulary through "Repasar las palabras poderosas" activities. These activities provide structured opportunities for students to interact with and apply new vocabulary in authentic contexts. Providing

guidance and structures for students to interact with vocabulary in purposeful ways enables teachers to formatively assess students' progress toward proficiency, increasing engagement, achievement, and overall language development.

Within the *Guía del maestro*, the materials include lessons designed to engage students in the purposeful use of key Spanish academic vocabulary. For example, in Module 7, Lesson 3, teachers are provided with Tarjetas de vocabulario to follow the routine Mi turno, Nuestro turno, Tu turno, explicitly teaching *palabras poderosas* for "Sam y Leo cavan un hoyo." The lesson incorporates visual supports and encourages students to respond by drawing or acting out vocabulary in context. For beginner emergent bilingual students, language scaffolds include illustrations, while intermediate students engage in more advanced activities such as role-playing and categorizing objects. Providing guidance and structures for students to interact with vocabulary in purposeful ways enables teachers to formatively assess progress and supports overall language development, engagement, and comprehension.

The materials include explicit guidance and resources for teaching Spanish vocabulary, ensuring students engage in purposeful vocabulary acquisition and practice within the *Guía del maestro*. Found in the "All Resources" tab, these materials feature tools such as the "Red de vocabulario," "Páginas de práctica," and "Vocabulario: sesiones de enseñanza," which provide structured opportunities for vocabulary development. Additionally, HMH supplies visual vocabulary cards for students and clear directions for teachers, supporting both instruction and independent practice. These varied, authentic tasks and supports enable teachers to formatively assess student progress while increasing engagement, achievement, and comprehension.

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

Within the *Guía del maestro*, the materials include specific routines and resources for teaching key Spanish academic vocabulary using visual supports, such as Tarjetas de vocabulario and Tarjetas de fotos. This evidence is found in the Modules and the "Vocabulario académico" section. The materials feature the use of Tarjetas de vocabulario with images to provide students with a visual reference for new words and encourage them to connect vocabulary meanings to their daily lives. By incorporating images and visualization techniques, the materials support educators in enhancing student comprehension, engagement, and memory of tier two and tier three vocabulary.

The materials include visual vocabulary cards and explicit guidance to support the acquisition of Spanish academic vocabulary, as found within the *Guía del maestro*. The materials feature clear directions for teachers on using visuals and provide opportunities for students to practice vocabulary through activities like "Red de vocabulario," "Páginas de práctica," and "Sesiones de enseñanza." These resources and

activities enable teachers to represent vocabulary in multiple ways, supporting students' ability to make connections and apply new words in meaningful contexts.

The materials encourage teachers to guide students in using visualization techniques as a comprehension strategy for text. This evidence is found in the "Lectura compartida" section, where minilessons prompt students to use "Crear imágenes mentales anchor" charts to guide their thinking. Teachers are instructed to encourage students to actively visualize and add details to their vocabulary networks, supporting educators in teaching students to create mental images, make connections between descriptive language, and deepen their understanding of texts.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

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

The materials include explicit routines and visual supports to help students generate and answer questions in Spanish for inquiry within the *Guía del maestro*. For example, in the Module 2 "Lectura compartida" section, the materials provide "Carteles didácticos: Hacer y contestar preguntas," which support students in formulating and responding to questions as they read. Teachers are given a clear routine to guide students through "Conectar y enseñar," "Aplicar al texto," and "Motivar y responder," fostering collaborative discussion and question generation with partners.

The materials provide structured guidance for teachers to support students in asking and generating questions in Spanish for inquiry-based learning. For example, in the Module 5 Proyecto de investigación, the teacher introduces the objective to learn about light and darkness. Students use the Think–Pair–Share routine to brainstorm and record questions about light sources and shadows, consulting books and approved websites to add or answer their questions as the investigation progresses.

The materials include detailed routines and group activities to help students generate inquiry questions in Spanish within the *Guía del maestro*. For example, in Module 10, Week 1, students work in groups to identify personal, community, or world problems and use the Think–Pair–Share routine to generate questions for brainstorming solutions. Teachers guide students in discussing how different jobs help solve problems, supporting the development of inquiry skills through collaborative questioning and research.

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

Within the *Guía del maestro* for grade 1, the materials provide structured guidance and ongoing support for students to generate and follow a research plan throughout each module. For example, in the "Bienvenidos al módulo" and "Vistazo a la semana" sections, every module features a Proyecto de investigación, with weekly reminders and focused guidance to help students add to and complete their

projects. Teachers act as facilitators, supporting students at all levels of understanding as they generate content-related questions and guide the inquiry process, including initial, intermediate, and final steps, along with necessary resources to develop inquiry skills.

The materials include explicit guidance for students to generate and follow a research plan, supporting inquiry-based learning and research skill development within the *Guía del maestro*. The *Guía del maestro* provides step-by-step instructions to help students develop a research plan about light, darkness, and shadows. Students are encouraged to consult informational books and approved websites, create drawings of their shadows, and write sentences using facts from their research. Each module's teacher guide features an investigation project that closes the module, requiring students to organize, understand, and communicate their learning using valid sources from the module. Teachers act as facilitators, guiding and supporting the research process at all levels of understanding, with structured guidance and resources that help students follow a research plan and develop essential inquiry skills.

The materials include guidance for teachers to support students in generating and following a research plan through structured, inquiry-based instruction. In Module 7, Lesson 5, a minilesson uses an anchor chart to guide students on how to create a research plan, obtain information, and select sources. Students participate in a three-step process, "Conectar y enseñar," "Aplicar el texto," and "Motivar y responder," using "Cartel didáctico 47: Reunir información." This approach positions teachers as facilitators, helping students generate their own questions and guiding the investigation process while supporting differentiation for all levels of understanding. Additionally, in the "Ensayo biográfico," students follow a research plan to create a biography, responding to guiding questions in an essay format.

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

The materials include guidance and resources for students to identify, understand, organize, and communicate information from a variety of sources as part of ongoing inquiry-based projects within the *Guía del maestro*. For example, each module features a Proyecto de investigación in the "Bienvenidos al módulo" section, supported by "Carteles de ejemplo" and Páginas imprimibles that guide students' thinking and research. As students progress through the modules, they add to their projects each week, focusing on different topics and using informational texts, websites, and other sources to gather information. With teacher guidance, students learn to identify relevant sources and become critical thinkers and problem-solvers throughout the research process.

The materials include guidance and resources for students to identify relevant sources, understand, organize, and communicate ideas using multiple media, supporting inquiry-based learning at each student's level within the *Guía del maestro*. For example, in Module 5, Lessons 1–3, the teacher provides clear directions to guide students in selecting sources based on their questions, organizing information using various media, and communicating their research findings. The teacher supports students in preparing and practicing their presentations using the "Silla de compartir" routine, providing guidance for speaking and listening before presenting. This process helps students learn to present a problem/solution to an audience and effectively communicate their ideas.

Within the *Guía del maestro*, the materials include guidance and resources for students to identify, organize, and communicate information using multiple media, supporting inquiry-based learning at each student's level. For example, in Module 7, Lesson 5, the teacher guides students through a three-step process, "Conectar y enseñar," "Aplicar el texto," and "Motivar y responder," and students collect information to organize and communicate their research findings. Additionally, in the "Ensayo biográfico 10.3a," students gather relevant information to create a biography, organizing their ideas by responding to guiding questions and communicating their findings in writing.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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

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

The materials include a "Vistazo a los textos de la lección" section in each grade 1 module, where teachers can find information on text complexity, including Lexile and guided reading levels. This section details text organization and language features and provides a "Radiografía del texto" that highlights key ideas, academic vocabulary, and cultural references. Two books per week are identified as authentic or appropriate Spanish transadaptations and are written at grade level using research-based measures of text complexity.

The materials provide core texts for instruction that are authentic or appropriate Spanish transadaptations and are written at grade level, as shown in the *Guía del maestro*. For example, in Module 3, Lexile levels range from 120L–700L, ensuring access to grade-level texts. During guided reading lessons, such as Lesson 6, students receive support with text organization, vocabulary, and features, thereby enabling them to engage with complex Spanish texts. Decodable texts are also included for differentiation and access for all students.

The materials feature an "Enseñar con colecciones temáticas" section in every module, listing core texts that are authentic and appropriate, with some by established Spanish authors. For example, the "Vistazo a los textos de la lección" section specifies the texts used in each lesson, ensuring alignment to TEKS and content knowledge. This structure supports intentional planning, exposure to a variety of genres, and access to grade-level Spanish texts for all students.

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

The materials include texts that are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality, as noted in the grade 1. For example, "¿Podemos hacer sonar la Campana de la Libertad?" is a narrative nonfiction text that provides students with important information about the Liberty Bell while supporting genre awareness. The texts are free of grammatical errors, use easy-to-read fonts, and feature engaging images that stimulate curiosity and support vocabulary and comprehension development.

The materials feature a variety of genres in grade 1, including fantasy, poetry, traditional tales such as "La liebre y la tortuga" and "Caperucita Roja," and informative texts like "Historias que viajan en el tiempo." For example, academic vocabulary is introduced with scaffolded support, enabling students to access grade-level texts. For example, before reading "¡No interrumpas, Kika!," students are taught key words such as *interrumpir*, *aparecer*, and *preocuparse*, supporting vocabulary acquisition and comprehension.

The materials include authentic or appropriate Spanish transadaptations of publishable quality, as seen in the Rigby *Lecturas por niveles* titles for grade 1. For example, "Ardillita quiere jugar" (level D, 260 Lexile, 16 pages) and "Mamá llega tarde," a realistic fiction text from Module 4, are listed in the "Grado 1: Índice de lecturas por módulo." These selections are well-crafted and support meaningful instruction, fostering student engagement and literacy growth.

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

Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. For example, in Module 8, Lesson 12, and Module 10, Lesson 3, the evidence shows students read "Historias que viajan en el tiempo," an informative text about Aesop and his fables, and "El joven Frank: Arquitecto," a contemporary story about a young boy and his grandfather, exposing students to both classical and contemporary genres, supporting comprehension and engagement across time periods and content areas.

Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. For example, in Module 6, "Enseñar con colecciones temáticas, Extension lingüística" students read texts about US history, such as "Campa de Libertad" and "La Estatua de la Libertad," as well as contemporary fiction, "Hurra por los días festivos!" and realistic fiction poetry about the Días de los Muertos in "Caras de calabaza," providing a variety of genres and cultural perspectives.

Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. For example, in *Guía del maestro, Biblioteca HMH* "Contenido por

módulo" and Rigby *Lecturas por niveles Grados K-6: Biblioteca HMH*; the materials offer access to a wide range of traditional, contemporary, and classical titles, such as "Trata a las nutrias" (science-related nonfiction), "¡Tic, toc, está el reloj!" (fiction), and "Lagartija pierde la cola" (realistic fiction), ensuring representation of multiple genres and content areas.

Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. For example, in Module 2, "Bienvenidos al módulo, Enseñar con colecciones temáticas, Extensione lingüística" students are exposed to genres including poetry ("Estados Unidos de America, tierra hermosa unidos siempre"), biography (about Martin Luther King, Jr.), informative texts (about President's Day and the Fourth of July), and fiction ("El pastel de manzana de 4 de julio"), supporting connections to culture, history, and shared experiences.

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

Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. For example, in Module 7, "Enseñar con colecciones temáticas," the materials provide an overview of engaging texts presented throughout the module. Students read informative texts such as "Hormigas" and "Animales que se parecen," which captivate their attention through photographs of animals in their habitats. The module also features a biography of Jane Goodall, allowing students to learn about people from diverse backgrounds. Additionally, the fictional text "Una luna junto a la laguna" by Argentinian writer Adela Basch is included, which is relevant to children as it tells the story of three friends discovering there is much more to learn and explore.

The materials include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. For example, in Module 5, the books reflect the theme of striving to do one's best, presenting content that is relevant to students' everyday challenges. For example, the stories "Puedo hacerlo solo" and "Jabari salta" depict characters striving to accomplish new things, such as jumping off a diving board or learning to ride a bike in "Todos pueden aprender a montar en bicicleta." The illustrations in these texts feature characters with diverse skin tones and backgrounds, promoting inclusivity and connection among students.

Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. Students in grade 1 have access to a wide range of texts that support student motivation, foster connection, and promote an inclusive classroom environment. These texts are designed to be meaningful and relatable, ensuring that students see themselves and their experiences reflected in the materials, which increases engagement and supports a positive classroom climate.

In the *Guía del maestro*, texts include content that is relevant to grade 1 students by allowing them to explore diversity and inclusivity through discussions about different skin tones and cultural differences. For example, in Module 1, Lesson 9, students engage with the book *Amigos: Una guía para niños*, where

they learn about different types of friends and see photos of different races. Additionally, texts in Module 2 help students develop in-depth knowledge about various communities and families, highlighting the special roles each person plays.

Texts include content that is engaging for grade 1 students through the use of captivating texts and performance tasks, as found in the *Guía del maestro*. For example, in Module 7, students read informative texts such as "Hormigas" and "Animales que se parecen," which include photographs of animals in their habitats. Students also participate in performance tasks like talking about their families, drawing activities, and sharing their work, which fosters active participation and connection to the content.

The materials offer texts that authentically reflect students' diverse backgrounds and experiences by including illustrations and photographs that showcase characters with different skin tones and from various cultural backgrounds. For example, in Module 5, texts like "Puedo hacerlo solo" and "Jabari salta" feature characters striving to accomplish new challenges, with illustrations representing diverse skin tones. Additionally, texts such as "Amigos: Una guía para niños" include photos of friends from different races, supporting inclusivity and representation.

7.2 Interaction with Grade-Level Text

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

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

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

The materials include opportunities in each lesson for students to listen to, think about, critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. This is evidenced in Module 3, Lesson 7, where students listen to a folktale, *Pajarita Azul y Coyote*, predict what the book will be about, identify characters, and discuss possible actions. Students answer questions such as "¿Qué crees que el autor quiere que aprendas de este cuento?" and "¿Qué imágenes creaste en tu mente cuando Pajarita Azul y Coyote consiguieron su color?" to justify their thinking orally with evidence from the text, and respond in writing to prompts like "¿Qué crees que sucederá?" and "¿Por qué no sale del suelo?" using *Compañero de enseñanza, Libro 2*.

The materials include structured opportunities for students to listen to and think about grade-level Spanish texts during read-alouds. For example, in Module 5, Lesson 6, "Lectura en voz alta: La gallinita roja (hace una pizza)," students listen to the story and are prompted to reflect on the actions of other animals, supporting oral justification and comprehension development.

The materials feature tasks that require students to respond to Spanish texts and justify their thinking orally and critically. For example, in Module 5, Lesson 8, "Características del personaje," students reflect on the story "Las vacaciones en el mar," discuss character traits, and participate in activities such as word searches and reading sentences aloud, providing oral justification of their responses.

The materials include opportunities for students to justify their thinking in writing about grade-level Spanish texts. For example, in Module 3, Lesson 7, students respond in writing to questions like "¿Qué crees que sucederá?" and "¿Por qué no sale del suelo?" These written responses are supported by prompts in *Compañero de enseñanza, Libro 2*, ensuring that students practice *justificaciones* using evidence from the text.

The materials provide structured opportunities for collaborative discussion and critical response. For example, in Module 5, Lesson 8, during the "Concluir, Tiempo para compartir" step, students engage in

activities such as "Silla de compartir," "Pensar-enparejarse-compartir," and "Volver al cartel didáctico," which require them to listen, discuss, and justify their thinking both orally and in writing, fostering comprehensive language development with authentic Spanish texts.

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

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text such as author's purpose, structure, language, and vocabulary, as found in the *Guía del maestro*. For example, in Module 4, Lesson 10, "Taller de lectura, Lectura compartida, Personajes, Conectar y enseñar," students use the "Cartel didáctico 16: Personajes" to identify characters' emotions at different points in the story. For example, students reread parts of "¡Un tipo grande se llevó mi pelota!" to practice describing the main characters and the reasons for their actions, supporting structured discussion and analysis of text elements.

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text such as authors' purpose, structure, language, and vocabulary, as found in the *Guía del maestro*. For example, in Module 3, Lesson 1, "Taller de lectura, Lectura compartida, Características del texto, Conectar y enseñar," students use the "Cartel didáctico 23: Características del texto" to practice identifying and using text features when reading the informational text "Preguntas y respuestas sobre los animales," facilitating regular conversations about text structure and supporting independent analysis.

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish texts such as authors' purpose, structure, language, and vocabulary, as found in the *Guía del maestro*. For example, in Module 5, Lesson 8, students discuss the characters, setting, and main events of the drama "La gallinita roja sube al escenario." The teacher introduces drama genre elements and reads the play aloud, and then students use Think–Pair–Share to discuss responses to questions in PagiNotas 5.2b such as "¿Quién quiere comer el pan?" and "¿Qué decide la gallinita roja?," promoting structured oral justification and critical reasoning.

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

Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, as found in the *Guía del maestro*. For example, in Module 7, Lesson 12, "Lectura compartida: Sintetizar/Conectar y enseñar," students use "Cartel didáctico 9: Sintetizar" to guide them in defining synthesizing and practicing how to synthesize during the reading of the informational text "El

Gran Cañón." Additionally, in Module 2, Lesson 12, "Lectura compartida, Hacer y contestar preguntas," students use *carteles didácticos* to practice generating and answering questions as they read, supporting the development of analytical and comprehension skills.

Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text, as evidenced in Module 5, "Extension lingüística: Leamos Juntos," where students analyze text features and illustrations while reading *Revista Aventuras* "Cuando llegaremos?" Before reading, students make predictions based on pictures, and during reading, they answer comprehension questions and analyze dialogue structure. The lesson also prompts students to compare and contrast character experiences, supporting higher-order thinking and comprehension.

Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in Module 8, Lesson 8, students listen to "El saltamontes y las hormigas" and practice identifying characteristics of a fable, making inferences, and verifying comprehension through an assessment. The use of "Cartel didáctico 6: Hacer inferencias" provides visual support for students to understand and practice inferencing, reinforcing critical reading strategies.

7.3 Supporting Access to Grade-Level Text

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

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

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

The materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through embedded scaffolds, such as vocabulary support and graphic organizers, available within the *Guía del maestro*. For example, in Lesson 6, teachers utilize Tarjetas de vocabulario for words like *bosque*, *animales*, and *plantas* alongside a graphic organizer that connects vocabulary to meanings, helping students access the text "¿De quién son estos ojos?" with scaffolded support across Mi turno, Nuestro turno, Tu turno routines.

The materials include supports to maintain rigor while ensuring access for all students through small-group instruction and targeted comprehension facilitation within the *Guía del maestro*. For example, in Module 11, Lesson 6, teachers have access to guidance on how to differentiate instruction and provide decodable texts, such as *Vacaciones en la ciudad*, *Libro 6*, for foundational skills reinforcement. The lesson involves previewing text, focusing on fluency, and asking comprehension questions like "¿Qué harán Paola y sus padres durante el fin de semana?" while using letter cards for phonics connections, ensuring scaffolded access.

The materials include scaffolds to ensure access to grade-level complex texts through teacher-led shared readings with close vocabulary and comprehension support within the *Guía del maestro*. For example, in Module 1 Lesson 4, the teacher models shared reading focused on author purpose, using suggested questions and an anchor chart. Also, the student resource *miLibro* for Module 7 provides vocabulary supports, videos, and a digital graphic organizer for word meanings, offering embedded scaffolding for comprehension and vocabulary acquisition.

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

The materials provide teachers with options to extend learning for proficient students through additional analysis of grade-level authentic Spanish texts, as demonstrated in Module 4, Lesson 6. For example,

students who identify the central idea and supporting details can apply these skills by writing the central idea and evidence from multiple texts using the Página imprimible: "Organizador gráfico de lectura 12" during independent reading. This extension allows teachers to deepen proficient students' analytical skills using core texts, promoting higher-level engagement and comprehension while sustaining instructional rigor and staying aligned with grade-level content.

The materials include extension opportunities in the "Opciones para la enseñanza" section, such as in Module 10, Lesson 15, where proficient students synthesize information from two books on the same topic with the support of the "Organizador gráfico de lectura 6." This task engages students in deeper analysis of content by identifying significant ideas using images and repeated text features, enabling teachers to challenge proficient learners while keeping them within the grade-level framework. This demonstrates the materials' support for differentiated instruction alongside maintaining rigor.

The materials feature guidance for teachers to extend proficient students' engagement with texts through analytical character comparison in Module 8, Lesson 14. For example, the lesson offers resources such as an anchor chart for character analysis, encouraging students who demonstrate proficiency to analyze character traits and interactions beyond surface-level comprehension. This extension cultivates deeper textual analysis aligned with grade-level content, keeping proficient students challenged and engaged without moving away from standards-based learning.

7.4 Analysis of Text Complexity

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

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

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

The materials include quantitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement, within the *Guía del maestro*. For example, in Module 3, Week 2, the "Vistazo a los textos de la lección" provides Lexile measurement (340L) and Guided Reading Level F for *Pajarita Azul y Coyote*. This quantitative data shows that the text complexity is appropriate for grade 1 readers with simple sentence structures and support through illustrations. The rationale focuses on the educational purpose of exploring animal adaptations within a science theme, supporting developmental appropriateness. The materials include qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement, within the *Guía del maestro*. For example, in Module 3, Week 2, qualitative measures articulate how the text supports the comprehension of folk tales by identifying characteristics, creating mental images, and recognizing narrative point of view. This qualitative information emphasizes social studies and science content integration and the development of comprehension skills at grade 1 standards.

The materials include data and rationales that enable teachers to understand text complexity and educational purpose to make effective instructional decisions aligned with grade 1 developmental needs and standards within the *Guía del maestro*. The "Vistazo a los textos de la lección" in various modules shows quantitative Lexile and guided reading levels, as well as qualitative descriptions of vocabulary, language features, and genre distinctions. For example, in Module 10, Week 3, the text "El zoo de Joaquin" has a Lexile of 650L, appropriate for grade 1 readers given its implicit themes and vocabulary. Teacher notes explain qualitative features such as onomatopoeia and cultural references, supporting lesson planning and coherent instruction.

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

The materials include a quantitative analysis of the core text, as found in the *Guía del maestro*. For example, in Module 3, Week 1, there is a text titled "Preguntas y respuestas sobre los animales." In terms of quantitative analysis, this core text is rated at a Lexile level of 120L, indicating short sentences and high-frequency words appropriate for emergent readers. The qualitative analysis focuses on common

expressions and literary devices, such as onomatopoeia. Related student tasks include completing a graphic organizer on text features, ensuring a direct relationship between the manageable complexity of the text and comprehension-based activities.

The materials feature both quantitative and qualitative analyses, within the *Guía del maestro*, grade 1. For example, in Module 5, Week 3, there is the text *El día y la noche*. A quantitative analysis places this core text at a Lexile measure of 390L, whereas the qualitative analysis highlights explicit and literal conventions of language, exploration of scientific themes, and vocabulary with nouns ending in -s and -es. Student tasks include identifying characteristics of informative texts, making and confirming predictions, and engaging with graphic elements, illustrating a strong alignment between text complexity and meaningful comprehension tasks.

The materials include a quantitative analysis for the core texts throughout the *Guía del maestro*, for example, in the text "¡No interrumpas, Kika!," located in Module 6, Week 3. As for quantitative analysis, the text has a Lexile level of 380L and a Guided Reading Level I. The qualitative analysis notes more complex structures due to secondary plots and a subtle message, with student tasks focused on genre characteristics, use of details and illustrations for comprehension, and mental imagery, reinforcing the alignment between text complexity and purpose-driven reading activities.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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

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

The materials include read-aloud texts that are authentic or transadaptations and are at or above grade-level complexity, are age appropriate, and contain a variety of structures with appropriate scaffolds. For example, in Module 2, Lesson 11, the informational text "¿Quién puso las galletas en el tarro?" integrates poetic structure at a moderate complexity level, supported by visuals and vocabulary cards. Scaffolding strategies, such as guided questions and the use of the "Cartel didáctico" for comprehension, ensure that the text remains both rigorous and accessible.

The materials include shared reading texts that are authentic or transadaptations and are at or above grade-level complexity, are age appropriate, and contain a variety of structures with appropriate scaffolds. For example, in Module 7, Lesson 7, the informational text "Desiertos" features mild complexity with familiar and some novel vocabulary, supported through pre-teaching power words and using visuals like Tarjetas de vocabulario. Teachers follow structured routines to model comprehension strategies, prompting students to use background knowledge and evidence from the text with support for all levels.

The materials provide teachers with detailed guidance for planning effective read-aloud and shared reading with authentic, grade-level texts and appropriate scaffolds. For example, throughout the grade 1 curriculum, there are features such as "Consejo para la enseñanza," "Conexión con la enseñanza en grupos pequeños," and printable practice pages enable individualized support. Teachers have access to guidance on how to offer thinking routines and response prompts, ensuring that students receive equitable access to challenging texts and multiple opportunities to build advanced vocabulary, critical thinking, and reading comprehension skills.

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

Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. The materials for grade 1 feature the "Desarrollar los conocimientos con la Biblioteca Rigby," which contains an index of leveled texts (A–K), providing a mix of fiction and nonfiction genres and Lexile levels from BR to 650L. This structure supports personalized reading paths and gives students access to a wide variety of texts for independent reading.

The materials include texts at varying levels of complexity to support readers who are developing or who read above grade level. For example, in Module 2, Week 1, students read "Soy Rene el niño" (Lexile 540L, Nivel D), which features figurative language, as well as "Me encanta ser diferente!" (Lexile 120L, Nivel B), which has a simpler organization and vocabulary. This range enables students to select texts that support their reading goals and fosters motivation and engagement.

Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. For example, in Module 4, Lesson 4, students independently read "El equipo de tenis" (*Lecturas iniciales, Libro 2*), supporting the development of fluency and comprehension as students engage with texts matched to their reading level, ensuring individualized growth in literacy skills.

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

The materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning for achieving independent reading goals. For example, in grade 1, students are provided with opportunities to self-select high-quality Spanish books from classroom resources like the Biblioteca Rigby during independent or collaborative work centers. The teacher helps students plan for achieving reading goals, supported by the printed reading log, "Registro de lectura," which allows students to log titles, time read, and reactions. This structure enables students to set goals, plan their reading routines, and gradually build stamina to read for longer periods.

The materials include a plan for students to read independently for a sustained period, including accountability for achieving independent reading goals. For example, grade 1 materials ensure accountability by having students maintain a reading log, *Página imprimible: "Mi caja de herramientas lingüísticas: Lectura para un libro de lectura independiente,"* where students document new vocabulary, reading skills practiced, and their reflections. Teachers use these records to support individual goal-

setting and to check on student progress, creating a system where students are responsible for their own reading growth and teachers can celebrate achievements and offer tailored recommendations.

The materials include a plan for students to self-select texts, promoting student independence, motivation, and classroom community. For example, the grade 1 materials provide a variety of high-quality and leveled Spanish texts, including fiction and nonfiction, that students can self-select during independent reading time in the Centros de lectoescritura. This self-selection process fosters independence and motivation, as students read texts of personal interest, complete associated reflective activities or graphic organizers, and share their reading experiences with peers, thus supporting a collaborative reading community and allowing teachers to learn more about students' interests and strengths as reader.

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

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

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in Module 10, Lesson 6, after listening to *Pájaro Amarillo*, students draw and write sentences explaining how the bird learned to fly. The teacher is prompted, "Anímelos a usar evidencia del libro para justificar sus respuestas." Students reflect and compare their answers with peer responses. This allows teachers to structure instruction purposefully while measuring student comprehension through visible, text-based evidence.

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to justify their thinking and support claims. For example, in Module 5, Lesson 3, students examine *El apagón* and use a graphic organizer to record clues from the text, background knowledge, and inferences. The teacher helps students identify what the author leaves unsaid and requires them to support their inferences with textual and visual evidence. This method strengthens critical thinking while ensuring student equity through consistent expectations for textual grounding.

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in Module 11, Lesson 6, students participate in reflection questions during independent practice that ask them to identify story elements based on textual evidence. Teachers use student responses to group and reteach as needed. This builds student accountability for reading comprehension and supports personalized instruction that bridges reading and writing through evidence-based justification.

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

The materials include questions and tasks designed in Spanish that prompt students to evaluate language using text evidence. For example, in Module 5, Lesson 3, students read *El caballo y el camello* and analyze how punctuation and sentence length express character feelings. Teachers tell students to look for specific features such as exclamation marks and questions to understand tone, and students use this textual evidence to explain the author's language choices.

The materials feature tasks designed in Spanish that ask students to use text evidence when analyzing key ideas and details. For example, in Module 11, Lesson 1, students read *El rey de los animales* and are asked questions such as, "¿Por qué cada animal hacía lo que quería en la sabana?" and "¿Por qué el león se sorprendió?" Students are directed to locate supporting sentences and vocabulary like *caray* and *ley* to answer accurately using the text.

The materials include questions in Spanish requiring students to examine the author's craft and text structure using evidence. For example, in Module 5, Lesson 1, students engage with the informational text "Supersombras!" and are prompted to identify genre-specific text features such as diagrams, labels, and headings. Students use these features as evidence to evaluate how the author structures the text to support understanding and enhance meaning.

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

The materials include questions and tasks designed in Spanish that require grade 1 students to support their claims by comparing different texts. For example, in Module 6, Lesson 2, students answer text-dependent questions after listening to the poem "Eres nuestra antigua y gran bandera," where they compare key ideas about the flag's symbolism and purpose, justifying their responses with evidence from the text. This comparison fosters justification of thinking through contrasting perspectives within a text.

The materials feature Spanish-language tasks that help grade 1 students practice paraphrasing and summarizing to demonstrate comprehension. For example, in Module 7, Lesson 9, "Taller de lectura, Lectura compartida," students use the "Cartel didáctico 4: Resumir" to write summaries of procedural texts like "Hecho a mano," focusing on identifying and expressing only the most important details, supporting their comprehension and summarizing skills.

The materials include Spanish questions prompting grade 1 students to justify their thinking by using evidence from the text in discussions. For example, in Module 10, Lesson 6, after reading *Pájaro Amarillo*,

students write and draw about how the yellow bird helps other birds to fly, explicitly encouraged to "usar evidencia del libro para justificar sus respuestas," fostering evidence-based discussion and response development.

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

The materials include questions in Spanish designed at different cognitive levels to support teacher differentiation of instruction within the *Guía del maestro*. For example, in Module 9, Lesson 6, after reading *Bienvenido a casa, Oso*, students answer literal and inferential questions like "¿Cuál debería ser nuestro propósito para leer este texto de ficción?" and "¿Qué parte les gustó más?," promoting tailored instructional responses based on comprehension.

The materials feature layered questioning that increases rigor and supports student growth in analyzing texts within the *Guía del maestro*. For example, in Module 7, Lesson 13, during the "Taller de lectura," teachers facilitate questions ranging from basic recall to compare and contrast tasks with partners, fostering deeper text understanding through discussion.

The materials include tasks in Spanish that challenge students to engage critically with texts through varied analytical activities within the *Guía del maestro*. For example, in Module 8, Lesson 8, students read a prompt to write a short play continuing the story of Caperucita Roja, which encourages higher-level thinking about characters, setting, and dialogue.

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

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

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

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

The materials include guidance for teachers in Spanish that models how to generate evidence-based claims using text details within the *Guía del maestro*. For example, the guide provides scripting that helps the teacher demonstrate pinpointing textual evidence. An example of that scripting is as follows: "Pienso que el personaje está triste porque el autor escribe que llora." This guidance enables clearer instruction on how to formulate claims supported by evidence.

The materials feature teacher modeling in Spanish on how to help students internalize constructing text-based claims within the grade 1 lesson plans. For example, those lesson plans prompt teachers to ask guiding questions such as, "¿Dónde está la evidencia en la historia que nos diga esto?" while showing how to link text details to claims. This repeated practice encourages students to internalize strong evidence use through observation of teacher modeling.

The materials provide explicit guidance in Spanish for modeling text-based responses that build student confidence in discussions and writing. According to the "Practica guiada" section, teachers are instructed to restate questions and model citing text evidence with sentence frames such as, "Según el texto . . ." or "La historia dice que . . .," which supports student confidence and skill in using evidence to support their thinking.

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

The materials include structured Spanish guidance for grade 1 teachers to engage students in evidence-based discussions using academic vocabulary within the *Guía del maestro*. For example, that guide directs educators to emphasize academic terms such as *personaje*, *evento*, and *sentimiento* during post-reading discussions. Teachers model phrases like "El personaje muestra valentía porque . . ." and encourage students to incorporate these words when citing evidence from the text, promoting academic language development and reasoning.

The materials feature Spanish language guidance for grade 1 teachers on the use of academic syntax during structured discussions within the *Guía del maestro*. For example, that guide provides sentence frames such as "Yo pienso que . . ." and "Porque el texto dice . . .," which teachers model and scaffold. These structures support students in articulating claims with evidence using academic syntax, improving grammatical accuracy and discourse precision.

The materials provide grade 1 teachers with intentional discussion structures in Spanish that integrate academic vocabulary and syntax within the *Guía del maestro*. For example, there is guidance that directs teachers to prompt students to answer using frames like "El evento principal es . . ." combined with terms like *resolución* and *problema*. This scaffolding helps ensure students clearly express claims supported by text evidence, facilitating rigorous academic discussion.

8.B Writing

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

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

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

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

The materials include authentic Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS within the *Guía del maestro*. For example, in Module 2, Lesson 13, students engage with the text "¿Quién puso las galletas en el tarro?" to learn about text organization, and then they use a planning space to draw and write their own descriptive responses modeled after the mentor text's structure. The materials feature various types of mentor texts for teachers to use in instruction, supporting explicit teaching of writing craft and structure, within the *Guía del maestro*. For example, in "Estudio del género: Textos literarios" and Module 12, Lesson 12, "Taller de escritura, Estudio del género," teachers use the text "¡No interrumpas, Kika!" to show how to add descriptive details to setting, encouraging students to use the mentor text as a model for enriching their own writing. The materials provide access to a range of mentor texts across literary forms to help students analyze and draw on different models when composing original texts, aiding in the development of flexibility and purposeful writing within the *Guía del maestro*. For example, students are exposed to various genres such as nonfiction, realistic fiction, popular tales, fantasy, informational text, and biography and are guided to use focus texts as models for their own writing in both narrative and opinion formats.

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

The materials include opportunities throughout the year for grade 1 students to compose literary texts in Spanish for multiple purposes with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 4, Lesson 10, after reading a simple narrative ("Un tipo grande se llevó mi pelota!"), students discuss genre characteristics, such as main characters and their motivations, then use

the *Compañero de enseñanza* to write or draw how the animals will play "Pelota ballena," practicing narrative craft for different literary purposes.

The materials provide opportunities throughout the year for grade 1 students to compose literary texts in Spanish for multiple audiences with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 8, Lesson 4, students read "¡No interrumpas, Kika!" and learn about the characteristics of a fantasy genre before planning out a bedtime story about Chicken Little using the *Compañero de enseñanza*. Students are encouraged to share their stories with small groups, explicitly supporting consideration of the audience in their writing process.

The materials feature frequent opportunities for grade 1 students to compose literary texts in Spanish across several genres, with explicit teacher guidance on genre traits and craft, within the *Guía del maestro*. For example, "Estudio del género: Textos literarios" presents various writing types (*no ficción*, *ficción realista*, *cuento popular*, *fantasía*, *texto informativo*, and *biografía*), and lessons model writing for different forms, allowing teachers to scaffold authentic, genre-specific writing experiences throughout the year.

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

The materials include opportunities throughout the year for grade 1 students to compose informational texts in Spanish for multiple purposes with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 3, Lesson 3, students read the informational book *Aunque viva en el agua*, and after analyzing features such as photographs, legends, and captions, they write sticky notes with real facts about a pet's physical features, diet, and habitat, using factual statements and appropriate organizational structures.

The materials include multiple opportunities for grade 1 students to compose informational texts in Spanish for multiple audiences with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 7, Lesson 2, students read and write informational texts about the transformation of monarch butterflies. They use relevant details to inform their audience about the butterfly's life cycle and share their compositions with partners, discussing similarities and differences in writing, thus communicating with real-world audiences.

The materials feature guidance for teachers to scaffold informational writing by focusing on genre features and promoting regular practice within the *Guía del maestro*. For example, in Module 4 of the "Taller de escritura," students are introduced to procedural texts, follow model charts with genre-specific features, and craft their own writing with teacher support. These lessons help students consistently organize and convey informational content, strengthening their ability to communicate clearly for various audiences.

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

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

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

The materials include opportunities throughout the year for grade 1 students to compose correspondence in Spanish with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 11, Lesson 6, teachers use anchor charts ("Mostrar y motivar") and provide students with templates in the *Cuaderno del escritor* to draft an opinion letter with a clear greeting, body, and closing—ensuring clarity of purpose and mastery of the genre's structure.

The materials include opportunities for teachers to model real-world correspondence in Spanish with genre-specific characteristics within the *Guía del maestro*. For example, in Module 2, Lesson 13, students write a thank-you note to someone mentioned in the story "¿Quién puso las galletas en el tarro?" using the planning space in the *Compañero de enseñanza* to draw and write responses, incorporating essential letter features and developing awareness of audience and appropriate tone.

The materials provide frequent opportunities for grade 1 students to compose correspondence aimed at specific audiences and purposes within the *Guía del maestro*. For example, in Module 9, Week 1, in the Centros de lectoescritura (Página imprimible: "Haz una tarjeta postal"), students write a postcard describing a place they would like to visit, including sensory details and a message to someone about their imagined experience. This practice helps students develop an understanding of appropriate tone and audience across multiple correspondence formats.

8.B.2 Writing Process

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

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

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

The materials support students' use of the element of planning in the writing process to compose texts in Spanish, which includes an age-appropriate progression in conventions authentic to Spanish writing within the *Guía del maestro*. For example, in Module 1, "Narration" (E1–E6), students brainstorm writing topics with teacher modeling on chart paper and then select a topic of interest. They organize ideas using the graphic organizer "Mi cuento: Tabla del cuento" with sequence prompts "Primero," "Después," "Luego," and "Por último." This guided planning supports students in structuring ideas according to their developmental level.

Materials support drafting, revising, and editing with an age-appropriate focus on authentic Spanish writing conventions within the *Guía del maestro*. For example, in Module 1, "Narration" (E1–E6), students draft using sentence stems such as "Una vez, yo ___" and illustrate their stories in the *Cuaderno del escritor*. Revising occurs through teacher-supported activities where students add descriptive details and clarify ideas. Editing focuses on punctuation, spacing, handwriting quality, and verb tense accuracy in Spanish, guided by teacher modeling and checklists.

Materials include support for conferring and sharing/publishing in the writing process with progression in Spanish writing conventions within the *Guía del maestro*. For example, teachers confer one-on-one or in small groups to provide feedback focused on content and conventions, encouraging detail expansion. Students share their final texts by reading aloud from the *silla del autor* to classmates using clear projection and expression. This structured sharing fosters writing confidence and connects all elements of the writing process cohesively.

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

The materials provide clear guidance for the teacher to explicitly model in Spanish the planning phase of writing within the *Guía del maestro*. For example, there are directions for teachers to demonstrate organizing ideas using simple graphic organizers, saying, "Primero, vamos a hacer un mapa de ideas para planear nuestro texto." This explicit demonstration supports effective writing instruction and helps students internalize planning strategies with clear, step-by-step instructions that scaffold student writing development.

The grade 1 materials include explicit guidance for teachers to model drafting and revising in Spanish, as well as to support students through conferencing, within the *Guía del maestro*. For example, there are instructions for teachers on how to write complete sentences from planned ideas and then jointly revise sentences to improve clarity and detail, modeling phrases such as "Podemos cambiar esta palabra para que nuestra oración sea más fuerte." During conferencing, teachers provide individualized feedback, prompting students to think critically about their writing, which strengthens revision skills and facilitates independent application of writing stages.

Materials in grade 1 guide the teacher to explicitly instruct editing and sharing/publishing steps in Spanish within the *Guía del maestro*. For example, teachers model checking for punctuation, capitalization, and word spacing, stating, "Vamos a corregir los errores para que nuestro texto sea claro." The teacher also models sharing the final work through reading aloud or displaying it on a bulletin board. This explicit instruction ensures students understand and apply editing conventions and builds confidence in publishing their work.

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

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

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

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

The materials include explicit instruction on sentence structure by teaching students to form complete sentences with subjects and predicates within the *Guía del maestro*. For example, in Module 5, Lesson 14, the teacher explains how adjectives indicate size and models sentence frames such as "Veo un/una __," to guide sentence formation. The teacher also models combining simple sentences with conjunctions such as y, showing, for instance, "El perro corre y el gato duerme," helping students understand sentence construction and combination.

The materials provide direct instruction on syntax by focusing on the addition of adjectives to sentences and syntax for clarity within the *Guía del maestro*. For example, in Module 6, "Narración personal," the teacher models how to add descriptive words for detail and guides students to use correct word order and sentence combining to enhance meaning, such as showing how variations in word arrangement change sentence meaning. The teacher also models syntax revision practices to improve sentence clarity and coherence.

The materials include explicit instruction focused on developing Spanish vocabulary within sentence writing within the *Guía del maestro*. For example, in Module 2, Lessons 13 and 14, teachers teach the use of nouns in singular and plural forms, introducing gender-specific articles and encouraging students to write sentences using these vocabulary words correctly. The teacher provides vocabulary such as nouns, verbs, and adjectives for sentence and paragraph writing, building academic vocabulary knowledge in context.

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

The materials include guidance for teachers to provide systematic instruction in writing starting at the sentence level within the *Guía del maestro*. For example, in Module 1, Lessons 4–9, the teacher leads

students through writing complete sentences by starting with sentence stubs such as "Una vez yo __," asking students to draw and sequence events and then write sentences about each event. This progression models moving from sentence-level writing to sequential story composition, building foundational writing skills systematically aligned with TEKS.

The materials include guidance for teachers to provide explicit (direct) instruction in writing starting at the sentence level within the *Guía del maestro*. For example, in Module 8, Lessons 6–12, teachers explicitly model narrative writing, emphasizing the structure of stories into beginning, middle, and end and guiding students in expanding sentences with conjunctions, adjectives, and details. The teacher models revising drafts for sentence-level clarity and coherence, guiding the gradual development from sentences to paragraphs with explicit emphasis on sentence structure and vocabulary use.

Upon writing, starting at the sentence level, the materials include guidance for teachers to provide systematic and explicit instruction in writing building to compositions according to grade-level Spanish TEKS within the *Guía del maestro*. For example, the lessons guide students from writing simple sentences with subjects and verbs to combining ideas into compound sentences and then organizing these sentences into short paragraphs or compositions, such as opinion letters or narrative stories. This logical, scaffolded instruction systematically aligns writing skills with TEKS standards and supports students' growing confidence and control over increasingly complex writing tasks.

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

The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish within the *Guía del maestro*. For example, in Module 6, Lessons 7–12, students draft narrative sentences in their *Cuaderno del escritor*, revise for details and tense, and edit for completeness and accuracy using "Cartel didáctico E10: Verifica lo que escribiste!" for explicit editing guidance. The materials feature scaffolded sentence-level writing, revising, and editing through a gradual release process that includes sentence frames and guided modeling within the *Guía del maestro*. For example, in Module 5, Lessons 7–14, students use their word bank and frames to generate sentences describing story elements, add pronouns and verbs, and systematically revise for structure and variety. The process includes teacher modeling and the use of "Cartel didactico E10" for editing, promoting grammar and syntactic awareness in student writing. The materials include systematic and explicit opportunities for students to develop, revise, and edit complex and compound sentences within the *Guía del maestro*. For example, in Lesson 1.7.5 "Conectar con la escritura," students work on combining simple sentences into compound sentences about their interests (e.g., recess or soccer), while teachers model and discuss the structure of compound sentences using the "Mostrar y motivar 1.7.5," leading students through revision and editing focused on grammatical accuracy and sentence structure.

8.B.4 Grade-Level Standard Spanish Conventions

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

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

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

The materials include opportunities for practice and application in context of conventions of Spanish academic language, including use of nouns and matching gender-specific articles, through explicit instruction and modeling within the *Guía del maestro*. For example, in "Conectar con la escritura: Usar sustantivos," students are taught to identify masculine and feminine subjects and practice writing sentences with correct nouns and articles in a whole-group setting. Out of context, students further practice with words and worksheets that require identification and application of noun gender in isolation. The materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language in sentences and short paragraphs using correct capitalization and punctuation within the *Guía del maestro*. For example, in Module 7, Lesson 4, students review and practice pronouns (*tú, usted, ustedes*) in context by writing and revising sentences. Out of context, students use *Cuaderno del escritor* to practice using these pronouns to replace names in sentences and differentiate formal versus informal situations. The materials include in-context practice with vivid verbs and adjectives in writing, allowing students to revise and edit their drafts using more precise language in Module 8, Lesson 11, within the *Guía del maestro*. For example, teachers guide students to revisit their writing and enhance verb usage. Out of context, students locate vivid verbs in texts, act out the verbs in "Mostrar y motivar 8.5b," and use *Cuaderno del escritor* activities to add vivid adjectives to isolated sentences about favorite objects or experiences.

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

The materials include systematic opportunities for practice and application of Spanish punctuation and usage, both in and out of context, as found in the *Guía del maestro*, Module 6, Lesson 12. In context, students review and edit for complete sentences in their drafts, using a visual checklist ("Cartel didáctico

E10: Verifica lo que escribiste!") to ensure correct punctuation and capitalization. Out of context, they edit incomplete sentences in their workbooks (*Cuaderno del escritor*), correcting sentence boundaries and punctuation marks.

The materials include systematic opportunities for practice and application of Spanish grammar and usage in context, as shown in the *Guía del maestro*. For example, in Module 10, Lessons 6–12, students learn about pronouns and adverbs in context, identifying and circling pronouns and adverbs in texts and adding vivid verbs to personalize their biographies. These activities require students to consciously apply grammatical and usage conventions in authentic writing tasks.

The materials include systematic opportunities for practice and application of Spanish grammar and usage out of context, as evidenced in the Module 10 workbook activities. For example, students complete pages such as "Elige un pronombre" and circle verbs or adverbs on vocabulary lists, reinforcing their grasp of grammar and usage in isolated exercises that support later application in authentic writing.