

HMH Education Company

Spanish Language Arts and Reading, 2

HMH ¡Arriba la lectura! Texas Version 2 Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118951	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Addressed	0	Flags Addressed	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	80 out of 80	100%
6. Knowledge Coherence	32 out of 32	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	1	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	27
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 provide a comprehensive scope and sequence chart that includes alignment to all of the Texas Essential Knowledge and Skills (TEKS) for the course. This chart outlines the concepts taught throughout the instructional year. It is available in the digital Excel spreadsheet titled "Correlaciones: Spanish Language Arts and Reading (SLAR) and English as a Second Language TEKS."

The materials include an alignment guide outlining the TEKS with practice and review opportunities that support instruction. For example, in the *Guía del maestro*, Module 1 includes a detailed scope and sequence that outlines the concepts taught in the module by week.

In the *Secuencia de instrucción*, the content is divided into modules, each providing three weeks of instruction and guidance on developing skills and concepts.

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

The materials include suggested implementation options and pacing to support various instructional calendars. For example, the *Libro del maestro* includes implementation guidance with modified annual plans tailored for 165, 180, and 210 instructional days.

The "Implementation Guidance, Grade K–2" includes suggested pacing for multiple instructional blocks, including 90-minute, 120-minute, and 150-minute blocks. The materials support flexible scheduling and classroom needs.

The materials include suggested implementation guidance for a standard 180-day school year and offer flexible adaptations for a streamlined 165-day path and an extended 210-day path.

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 "Learning That Builds" section, which explains how topics connect across grade levels to support students' knowledge growth as they progress through the program. This section states the following: "Topics connect across the grade levels so that children continue to grow their knowledge as they progress through the program." The materials provide an explicit rationale for the order of units.

The materials explain how concepts connect across the course through the "Learning that Builds" section of the *Implementation Guide*. For instance, in *Spanish HMH ¡Arriba la lectura!*, 2, the module "Hábitat, dulce hogar" builds students' knowledge of animal habitats. The section shows how this topic develops across grade levels.

The materials include an explanation of how concepts to be learned connect throughout the course. For example, the HMH online educator platform includes implementation guidance. Each three-week module is organized around a central theme that the materials explore through curated texts, media, and projects. For example, grade 1, Module 3 focuses on the theme of "How Animals Live," and the materials explain how topics build across grade levels.

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

The materials include protocols with corresponding guidance for unit and lesson internalization. For example, the *Guía del maestro* includes a "Desarrollar los conocimientos y las destrezas" section. This section previews each module and includes components such as "Desarrollar los conocimientos y el lenguaje," "Destrezas fundamentales," "Taller de lectura y vocabulario," and "Demostrar conocimientos," supporting teacher understanding and preparation for instruction.

The materials include protocols with corresponding guidance for unit and lesson internalization in the "Bienvenidos al módulo" section. This section previews the skills and routines for the unit and identifies key standards, vocabulary, objectives, and assessments. It also provides support for dual language settings and small group differentiation. The materials include protocols with corresponding guidance for unit and lesson internalization. For example, in Unit 1, "Como el mejor ciudadano," the materials provide a vocabulary and writing workshop structure to guide teacher planning and instruction.

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

The materials include resources for instructional leaders to support teachers with implementing the materials as designed. Such resources include a progression graphic in the "Learning That Builds" section. This resource illustrates how activities align both directly and indirectly to core concepts, academic vocabulary, and recurring themes across and within lessons.

The materials include resources for instructional leaders to support teachers in implementing the materials as designed. These resources provide general implementation support and include tools such as implementation checklists, materials lists, discussion questions, data analysis tools, or strategies for addressing instructional practices.

The materials include resources for instructional leaders to support teachers with implementing the materials as designed. The platform offers a "Supporting Teachers" link, which includes specific accompanying resources or actionable tools for instructional leaders to guide classroom implementation effectively.

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.

In the "Desarrollar los conocimientos y las destrezas" section, the materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

In the *Guía del maestro*, each lesson outlines the academic vocabulary for the day and the week. This vocabulary aligns with the module's central theme.

The "Vistazo a la semana" section of the *Guía del maestro* provides teachers with weekly vocabulary connected to the unit's essential idea, including critical and instructional vocabulary to support teaching.

In Module 7, a table titled "Desarrollar los conocimientos y el lenguaje" presents vocabulary and content to activate students' prior knowledge related to the unit theme.

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

The materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student. For example, the materials provide letters for parents and caregivers that include activities to reinforce in-class learning. These letters are available in both languages for each module.

The materials contain supports for families in both Spanish and English for each unit. For example, in Module 10, "Muchas culturas, un solo mundo," the "Family Letter" emphasizes problem-solving and outlines that students will explore different cultures and traditions over the next three weeks. The letter includes vocabulary, daily conversation questions, post-reading activity recommendations, and suggested word-based games for home use.

The "Family Letter" provides activities that align with classroom learning, such as teamwork-based games that engage the entire family and reinforce the unit's vocabulary and themes.

1.3 Lesson-Level Design

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

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

The materials include 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). For example, in Module 6, "Enseñar con rutinas de enseñanza," the materials offer specific instructional routines that promote grade-level skill development and critical thinking. These routines support cooperative learning, oral language development, and responsible peer-to-peer interaction. Furthermore, the module lesson plans list daily learning objectives that are aligned to the TEKS.

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

The materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson and the suggested timing for each lesson component. For example, the "Vistazo a la semana" section provides the following detailed time allocations: "Desarrollar los conocimientos y el lenguaje/vocabulario" lasts for 10–15 minutes; "Destrezas fundamentales" lasts for 15–30 minutes; "Taller de lectura" lasts for 60–75 minutes; and "Taller de escritura" lasts for 20–30 minutes. The materials provide the teacher with the recommended durations of direct instruction, guided and independent practice, and collaborative activities, 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).

Student lessons include guidance on effectively using lesson materials for extended practice, extension, and enrichment. 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 materials include guidance on effectively using lesson materials for extended practice, such as homework, extension, and enrichment. Module 5 of the *Guía del maestro* consists of a research project that spans the entire three-week module. This investigation project is an extended activity allowing students to apply their learning through research and presentation, reinforcing content knowledge and academic vocabulary.

The materials' online educator platform, the *Guía del maestro*, includes guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, and enrichment). In Module 9, "Hábitat, dulce hogar," the materials provide an "Extensión lingüística" activity encouraging students to further develop language and metalinguistic skills. For example, students engage in activities such as "Desarrollar destrezas metalingüísticas," designed to support students' deeper language processing and academic development beyond the core lesson.

The materials include guidance on effectively using lesson materials for extended practice. For example, the "Independent Application" section provides an "Educational Poster" activity that teachers can assign online. This literacy task reinforces students' comprehension, vocabulary, and writing skills while integrating cross-curricular connections, thus promoting enriched engagement with the text.

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. For example, the materials include a summative unit assessment that measures mastery of the skills taught within the unit. The "Evaluación del módulo: Como el mejor ciudadano" assesses students' understanding of the reading, writing, and foundational skills taught in the module.

The *Guía del maestro* materials include a variety of instructional assessments at the unit and lesson level, including diagnostic and summative tasks and questions. For example, each unit ends with a diagnostic assessment that includes multiple-choice questions, short constructed responses, and written composition.

The *Guía del maestro* includes a formative assessment at the unit and lesson level. For instance, in the section "¡Que suene la libertad!," tools are embedded at the lesson level to measure student understanding of literacy concepts and skills. These include independent practice activities as well as printable and interactive short reading quizzes, such as "Prueba corta de la lectura: La Constitución de los EE. UU."

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 included. For example, the materials define formative assessments and their purposes of informing instruction, identifying misconceptions, guiding instructional decisions, and helping educators and

students adjust learning strategies. The "Opción para la evaluación" section of the *Guía del maestro* directs teachers to assign the "Prueba corta de la lectura" assessment to check for comprehension.

The *Guía del maestro* clearly defines the difference between formative assessments and performance-based tasks. Formative assessments are designed to guide daily instruction, while performance-based assessments are used to evaluate student progress toward mastering the module's skills.

The *Guía del maestro* includes the definition and intended purpose for the types of instructional assessments that the materials include. For example, in grade 2, the materials provide definitions and purposes for week-level, interactive assessments. Week 1 of the "¡Qué personaje!" module includes an "Evaluación de la semana," which assesses students' understanding of weekly literacy objectives.

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

The "Evaluación" tab includes teacher guidance to ensure the consistent and accurate administration of instructional assessments. For example, the *Guía para la administración y calificación* provides an overview of assessments, step-by-step guidance for administering each component, and supports to help teachers understand assessments. This guidance ensures consistency and standardized administration across examiners. These guidelines cover screening, diagnostic, and progress-monitoring assessments.

The *Guía para la administración y calificación: Preparación para la evaluación de Texas* includes teacher guidance to ensure the consistent and accurate administration of instructional assessments. The materials offer support for administering diagnostic assessments and resources for Texas test preparation.

The *Guías para la administración, calificación, y evaluación* include teacher guidance to ensure the consistent and accurate administration of instructional assessments. For example, guidance documents recommend suggested timing for administering assessments and advice on pacing longer assessments across multiple class periods. One recommendation guides the teacher to administer an oral assessment every two weeks.

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

Assessments are aligned to the TEKS and objectives of the course, unit, or lesson. For example, the materials identify each assessment type's alignment with the TEKS by listing the specific standard numbers for each evaluation. The "Resource Information" tab on the product website includes the aligned TEKS.

The materials include diagnostic, formative, and summative assessments that are aligned to the TEKS and objectives of the course, unit, or lesson. For example, in Module 8, "Tiempo de crecer," the weekly

assessment for Week 1 lists the aligned TEKS, which include 2.3.A (use of print/digital resources to determine word meaning), 2.11.D.iv (adjectives and articles), and 2.9.D.ii and 2.9.D.iii (organizational patterns and graphic features). The materials list the TEKS either next to assessment items or within the rubrics.

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

Instructional assessments include TEKS-aligned items at varying levels of complexity. For example, in the "All Resources, Evaluación" tab, the materials offer both formative and summative assessments featuring multiple-choice, constructed response, and open response items that are aligned to the TEKS.

"Version imprimible" instructional assessments include TEKS-aligned items at varying levels of complexity. These assessments contain a range of item types that assess students at different levels of cognitive demand. The assessments include multiple-choice questions that require students to recall narrative point of view and identify a central idea. Students complete a short constructed response task, which asks them to analyze a story's plot and determine its theme using textual evidence.

The materials evaluate reading and writing skills through assessments that require comprehension of literary and informational texts, as well as analysis and writing that integrate multiple language skills. For example, Module 12's "Estudio del género: Textos literarios, Evaluación de la semana: Week 2" includes TEKS-aligned tasks such as multiple-choice and interactive digital responses (e.g., ordering, drag-and-drop, and open-ended constructed responses). 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.

In grade 2, the "Formulario de registro global" provides guidance on progress monitoring, which can be found in the "Evaluaciones para verificar el progreso: Formularios de registro globales" section of the *HMH Navigation Guide 2 for Reviewers*. This resource provides scoring information to interpret students' performance. The materials prompt teachers to record the test date, correct words per minute, comprehension rate, and next instructional steps such as "move forward" or "needs reinforcement." This structure ensures that teachers can use assessment results for targeted student support and instructional planning.

The HMH online platform includes a dedicated "Reports" tab, where customizable reports summarize instructional assessments. Teachers can access summary reports, standards-based performance reports, growth reports, and program activity data. These tools provide clear, real-time insights into student progress, allowing teachers to interpret performance.

The digital *Guía del maestro* for grade 2 includes guidance on interpreting assessment data and reflecting on student proficiency levels. For example, the "Formulario de registro global" helps educators monitor progress and determine students' levels of understanding.

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

In the "Taller de lectura, formar grupos pequeños" section of the *Guía del maestro*, the materials offer instructional guidance for responding to assessment trends by grouping students based on their reading levels. The materials guide teachers to analyze various assessments and conference notes to determine instructional needs. Based on this data, teachers select appropriate texts or strategies to target specific skills. The guide also advises regrouping students frequently to reflect ongoing performance trends, ensuring instruction remains responsive and personalized.

The "Enseñanza en grupos pequeños" section of the digital *Guía del maestro* provides explicit guidance for tailoring instruction based on student performance. After reviewing assessment data, the materials direct teachers to group students and implement targeted reading activities that are aligned with

identified skill gaps. These instructional responses are designed to address student needs that the formal and informal assessments have revealed.

In Module 1, "Como el mejor ciudadano," the teacher materials include a section titled "Opciones para la enseñanza." This section guides teachers on adapting instruction based on student academic performance. It recommends that teachers meet with guided reading groups or modify instruction while the rest of the class works independently. This approach demonstrates how the program supports educators in adjusting instruction based on observed trends in student proficiency and assessment results.

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

The materials include tools for teachers to track student progress and growth, supporting timely instructional decisions. For instance, the online educator platform includes progress-monitoring charts in the "S10 evaluaciones para verificar el progreso" section. These include the "Formularios de registro globales and evaluaciones para verificar el progreso" chart, which enables teachers to monitor individual student growth and identify areas in need of intervention or support.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include tools for students to track their progress and growth through student-friendly data trackers. For example, the digital version of the *Libro del estudiante* includes a "Score" tab, which allows students to record their scores on quizzes or other assignments. This tab supports students in visualizing and reflecting on their own progress over time.

The materials include tools for students to track their progress and growth through self-assessment activities that are embedded in lessons. For example, in Module 8, "Tiempo de crecer," Week 3, Lesson 14 includes an "Estás listo para publicar" section, which prompts students to check their writing using a checklist with questions such as "¿Tu texto tiene un título?" and "¿Está tu nombre en la hoja?" These tools help students reflect on their work and monitor their learning progress.

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.

In the digital *Libro del maestro*, Module 1 includes teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not yet mastered grade-level content and skills. For example, during "El taller de lectura," the materials divide instruction into several activities that allow the teacher to group students based on their performance, providing the targeted support each student needs. This structure helps ensure all students receive instruction at the appropriate level.

The materials include teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not yet mastered grade-level content and skills. For example, the materials provide targeted support and intervention for students who need help with critical skills such as phonological awareness, phonics, decoding, word study, fluency, and vocabulary. In Week 1, Lesson 2 of Module 9, "Hábitat, dulce hogar," the lesson includes an "Opciones para el trabajo independiente y colaborativo" section. This section includes printable practice pages that reinforce phonics skills for students needing additional practice.

The materials include teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not yet mastered grade-level content and skills. For example, in Week 1, Lesson 3 of Module 6, "Hablemos del estado del tiempo," the materials provide guiding questions to support students' thinking and equip teachers to scaffold comprehension. The guidance reminds teachers to encourage students to pause during reading to reflect on details and ask themselves questions such as the following: "What do I already know about those details? How can I use the details to make a smart guess about something the author has not told me?" These questions provide students with structured support to develop inference skills.

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

The materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text, such as figurative language, idioms, and academic language. For example, in grade 2, Module 6, "Hablemos del estado del tiempo," the materials provide background knowledge, questions, and rephrasing to support student understanding of unfamiliar references in the text. The teacher uses prompts from "Tu compañero de enseñanza" to introduce the topic and engage students in discussing how weather affects people, ensuring students understand academic language before reading.

The materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (such as figurative language, idioms, and academic language) and provide structured opportunities for students to use academic language in conversations. For example, in the Module 9 "Hábitat, dulce hogar: Pistas del contexto" activity, students work in pairs to determine the meaning of the word *desierto* using context clues. Additional tasks ask students to alphabetize words and use an online dictionary to explore pronunciation and definitions, followed by a think-pair-share routine to reflect on using the dictionary. The materials thus promote students' use of academic language.

The materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text, such as figurative language, idioms, and academic language. The teacher introduces figurative language using an anchor chart with examples of similes, such as "Es rápido como un rayo." During the read-aloud "Semilla a semilla: La leyenda y el legado de John Appleseed, Chapman," the teacher pauses at key moments. The teacher uses the "PagiNotas 5.1" resource to help students identify and interpret figurative language, ensuring they understand and can apply this academic language in context.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, in grade 2, Module 10, "Muchas culturas, un solo mundo," the materials provide an enrichment opportunity through a project-based research activity. In the "Proyecto de investigación," students collaborate to generate ideas, research, complete, and present a "Libro para celebrar nuestras tradiciones" project. This multi-week project allows proficient students to extend their learning by applying their knowledge in a real-world, creative context.

The materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students proficient in grade-level content and skills. For example, in Module 6, "Hablemos del estado del tiempo," after a lesson on point of view, the "Enseñar gradualmente y ampliar" section provides three levels of differentiation that extend learning. The first level guides students to identify

pronouns in the text that reveal point of view. The second level asks students to explain how textual evidence supports that point of view. The third level extends learning by requiring students to rewrite the beginning of the story from another character's perspective, promoting students' higher-order thinking and their application of skills.

The materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students proficient in grade-level content and skills. For example, Module 2's materials include thematic collections designed to extend students' thinking through content-rich, interconnected texts. Within these collections, the materials provide advanced questioning prompts to encourage higher-order thinking. All texts within the collection support students in exploring the following essential question: "¿Por qué explorar nos sirve para comprender mejor el mundo que nos rodea?" The materials thus provide proficient students with opportunities to engage in meaningful discussions and extend their learning beyond grade-level expectations.

3.2 Instructional Methods

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

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

The materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. The *Guía del maestro* is structured into three clear instructional steps. Step 1, "Conectar y enseñar," provides detailed teacher guidance for modeling and introducing the skill for the day. In Module 6, "Hablemos del estado del tiempo," the materials guide the teacher with explicit prompts to explain the concept of cause and effect. The materials also provide an anchor chart to support the explanation visually. The guidance states: "Recuerde a los niños que la organización del texto es la forma en que un autor presenta la información para que los lectores la entiendan . . . Algunos autores usan una organización que explica cómo una causa provoca un efecto . . . Algunas palabras clave son *como, porque, ya que, como resultado, y si . . . entonces . . .*" The teacher models asking questions such as "¿Qué sucedió?" and "¿Por qué sucedió?" These models help students understand the concept.

The teacher materials provide structured guidance for modeling and explaining how to develop knowledge networks, solve problems, and synthesize information into a knowledge map. The teacher is prompted to foster a learning mindset by providing key messages throughout instruction. Additionally, the materials include guidance for recognizing students who consistently apply a learning mindset by awarding them a certificate, reinforcing the concepts learned.

In Module 4, "Había una vez," the materials guide the teacher with specific language to model and explain the concept of story structure. Using the "Mini lecciones del rotafolio de mesa," the teacher explicitly explains that stories have a beginning, middle, and end. The teacher also explains that these parts correspond to the introduction of the conflict, character actions to resolve the conflict, and the resolution. The materials guide the teacher in breaking down each part of the story structure, providing clear, direct prompts for modeling.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in

Module 3, Lesson 1, "Palabras con varios significados," the materials guide teachers to use several instructional strategies. These include: *lluvia de ideas*, or whole-group brainstorming, in which students share words with multiple meanings that are written on the board; partner-based independent practice, in which students read and identify words with various definitions and use them in sentences; and a teacher-led "Mostrar y motivar" section in which the teacher models reading a text aloud and introducing homographs.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, during phonics instruction on words with *c*, *s*, and *z* /s/, the materials provide explicit guidance on how to structure the lesson using whole-group, small-group, and independent practice. The instructional routine "Mi turno, nuestro turno, tu turno" supports effective transitions between these formats, ensuring all students engage in learning.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches, such as scaffolded instruction, opportunities for student discourse, and structured transitions between learning formats. For example, the "Minilecciones del rotafolio de mesa: Lectura" provides step-by-step support for scaffolding instruction. Students are also guided to engage in academic discourse by sharing their thoughts about key details and the story's main idea. The materials further recommend when and how to transition between whole-group instruction and independent or partner work, such as when students complete a text using a graphic organizer to support students' comprehension of the main idea.

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

The materials support multiple types of practice, including guided, independent, and collaborative practice. The materials also include guidance for teachers and recommended structures (such as whole group, small group, and individual) to support effective implementation. For example, during phonics instruction on "Abreviaturas comunes," the materials clearly outline instructional routines with labeled structures. Routines explicitly guide teachers to engage students in whole-group practice, "Nuestro turno," followed by independent practice, "Tu turno," ensuring all students can engage with the content in various formats.

In Module 4, Week 3, Lesson 11, "Había una vez," the materials guide the teacher to deliver a reading comprehension lesson using multiple formats. The teacher begins with guided whole-group instruction by modeling a strategy with the mentor text "Un tiempo perfecto para soñar," prompting student predictions and discussion. Independent practice follows this modeling, in which students draw and write about a new dream for the main character. Students then conclude with collaborative partner discussions to share interpretations that are supported by textual evidence.

In Module 8, "Tiempo de crecer," the "Taller de lectura" section of the *Guía del maestro* provides a clear, recommended structure for daily reading instruction. The routine includes a whole-group mini-lesson, small-group instruction, teacher-directed independent or collaborative work time, and a concluding share-out. This structure supports teachers in effectively managing instructional time to ensure all students engage in varied practice formats.

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.

The *Lenguaje dual: Guía de implementación* for Spanish HMH ¡Arriba la lectura!, 2 includes a "Sinopsis del programa," which provides implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, the "Bilingüismo y desarrollo infantil" resource provides information on state-approved ESL and bilingual programs and guidance on how the programs can be used within different instructional models. This guidance includes descriptions of various bilingual and dual language models, such as "One-Way" and "Two-Way" programs, with examples of program structures such as the "50:50" and "90:10" models. The resource also provides information on other language models, including heritage speaker programs and immersion programs.

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, "Parte 2: Planificar para el grado 2" of the *Lenguaje dual: Guía de implementación* helps teachers effectively support biliteracy instruction. The guide is organized by module and provides an overview of the content in both English and Spanish, along with interlinguistic connections, such as vocabulary and foundational skills. For example, in Module 1, the guide provides a list of cross-curricular vocabulary words in English and Spanish, noting cognates and definitions in both languages. Teachers are encouraged to create a "Cognates Wall" to highlight similarities and differences between the languages. The weekly overview in the guide also recommends collaboration with colleagues to determine what content to teach in Spanish, what content to teach in English, and how to build an interlinguistic bridge between the two languages.

The *Guía del maestro* for Spanish HMH ¡Arriba la lectura!, 2 includes implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, the *Guía del maestro* for grade 2 includes a dedicated section titled "Análisis lingüístico contrastivo español-inglés con sugerencias para la enseñanza." This section provides teachers with a structured linguistic

contrastive analysis between Spanish and English, highlighting similarities and differences between the two languages. This section also includes specific suggestions for instruction, supporting teachers in effectively implementing bilingual/ESL instruction in alignment with program requirements.

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

The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. For example, in grade 2, Module 6, "Hablemos del estado del tiempo," the *Guía del maestro* provides structured sentence starters to support students in developing academic vocabulary and building background knowledge through oral discourse. The teacher prompts students to complete sentences such as the following: "Hoy el estado del tiempo está _____. Cuando el tiempo está cálido, me visto con _____. Cuando está frío, me visto con _____." Students then engage in a think-pair-share routine to discuss their thoughts using academic vocabulary from the text "El tiempo en las distintas estaciones." Additionally, the materials support making cross-linguistic connections by highlighting cognates, such as *temblar* and *tremble*.

The "Dual Language Setting" materials in Lessons 1–2 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. Teachers introduce academic vocabulary through words such as *afición*, *centellear*, *crujido*, *maraña*, and *tornarse*. Teachers expand comprehension through oral questions related to photo cards, such as the following: "¿Qué tipo de vehículo es el taxi? ¿Para qué y cuándo se usa? ¿De qué color puede ser?" To build background knowledge, students use key vocabulary words such as *admirar*, *inspirar*, and *pionero* to access their prior knowledge and develop contextual understanding. The materials also include written discourse activities. These activities include filling in the blanks to practice vocabulary, using graphic organizers to support comprehension, brainstorming word associations for leadership, and making cross-linguistic connections through vocabulary comparisons.

The "Opciones para la enseñanza" section includes 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, including targeted strategies for supporting emergent bilingual students. The "Puente interlingüístico: Lectura, vocabulario, y destrezas fundamentales" section explicitly supports cross-linguistic connections by reviewing cognates. Teachers guide students in identifying English equivalents for vocabulary such as *verbo-verb*, *adjetivo-adjective*, *causa-cause*, and *efecto-effect*. They also encourage students to compare the similarities between Spanish and English, adding them to the class cognates chart.

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 and sequenced instruction of phonics (sound-symbol correspondence) skills by guiding students from decoding simple multisyllabic words to more complex sound-spelling patterns. For example, students apply phonetic knowledge to words with different spellings for the same sound, such as "Palabras con *c, q, k* /k/, sílabas cerradas con *c* /k/, palabras con *c, s, y z* /s/," *sufijos* with *-oso, -osa, -ísimo, and -ísima, plurales irregulares*, as well as comparing *ce, ci* with *ca, co, cu*. This structured progression builds phonics skills in a deliberate sequence.

The *Secuencia de instrucción* and "Aligned Scope and Sequence of Phonics Skills" provide systematic and sequenced instruction of phonics (sound-symbol correspondence) skills through a clearly defined weekly progression. The phonics scope and sequence for grade 2 begins in Week 1 with a review of vowel and consonant sounds and letter names. It then progresses to consonant sounds in syllables and words. By Module 5, students build on this foundation by learning consonant blends, prefixes, and suffixes. The progression continues in Module 8 with instruction on syllable stress and accentuation in multisyllabic words, culminating with diphthongs and hiatus, which have specific rules for vowel combinations. Each skill intentionally builds on the previous skill, supporting students' reading and writing development.

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills through a structured phonics progression. For example, students first decode words with common prefixes and suffixes in Lesson 1, then apply that knowledge to more complex affixes embedded in cross-content reading passages in Lesson 2.

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

In the *Guía del maestro*, Module 2, "¡Mira y explora!," the "Fonética: Palabras con *c*, *q*, y *k* /k/" page includes explicit, direct, and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. For example, in a lesson on the multiple sound-spelling patterns *c*, *k*, and *q*, the teacher follows a scripted routine to explicitly teach and provide practice opportunities for students to blend syllables in isolation (such as /ca/ /sa/, *casa*). During small group instruction, the teacher reinforces these skills using the decodable text "En busca de una casa," allowing students to practice reading and decoding syllables with *c*, *k*, and *q* in connected text.

The materials provide explicit, direct, and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. For example, on the "Fonética" page, the teacher uses letter cards to present words with multiple spelling patterns. The teacher follows a whole-word reading routine to model decoding. Students then apply these skills during small group reading lessons. During these lessons, students practice reading decodable sentences and texts, which align with the phonics skills that were taught in isolation.

The materials include explicit, direct, and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. For example, Week 1, Lesson 1 of the *Guía del maestro*, "Pongámonos de acuerdo," includes "Fonética: Palabras con *c*, *s*, y *z* /s/." This whole-group lesson provides a teacher-guided activity in which students practice phonics skills in isolation by identifying syllables with *c* and applying the correct sound, /s/. The materials include clear teacher scripts and guidance to model the skill, monitor student understanding, and provide additional opportunities for practice within connected texts.

4.2 Daily Instructional Sequence and Routines

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

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

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

The materials include daily lessons that include explicit (direct) phonics instruction with teacher modeling. These lessons ensure students clearly understand new skills. The digital version of each lesson in the *Libro del maestro* follows a consistent instructional routine, which begins with a teacher script for modeling the objective using academic language. For example, in Module 2, Lesson 1, "Fonética," the lesson starts with student-friendly objectives such as "Yo puedo identificar palabras con *c*, *q*, y *k* /k/." Teachers next deliver direct instruction before modeling the target phonics skill. Last, students engage in guided and independent practice.

The materials provide explicit, direct phonics instruction with teacher modeling that enhances student understanding and reduces ambiguity. For example, in Module 5, Week 2, Lesson 6, "Fonética: combinaciones *tr*, *br*" of the *Guía del maestro*, the materials guide the teacher to write the word *tren* on the board, model how to read it aloud, and explain the sound of the /tr/ combination. The teacher then models the syllables while pointing to each one. Students then chorally repeat the syllables, reinforcing the new phonics skill through guided practice.

The daily lessons include explicit (direct) phonics instruction with teacher modeling using specific, precise phrasing and statements in Spanish to support clear delivery of phonics skills. For example, in Module 1, Week 3, Lesson 12 of the *Guía del maestro*, the teacher models how to identify, pronounce, and syllabicate words with *r* and *rr*, such as *Irene* and *corrió*. The teacher uses clear statements such as "Damos una palmada al escuchar cada sílaba de la palabra: *l-re-ne*; *a-re-na*. Aplaudan conmigo." Such statements explicitly model the phonics skill, ensuring students understand how to decode and check the words.

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

The daily lessons include opportunities for explicit (direct) guided instruction, with guidance for immediate and corrective feedback, helping students transition to independent practice of new phonics skills. For example, in Module 9 of the *Guía del maestro*, "Hábitat, dulce hogar," the materials include a

phonics lesson on easily-confused words. This lesson provides clear directions for using Tarjetas de letras to practice identifying which syllable of the word is stressed. The teacher models with the word *secretaría*, guiding students to read the syllables aloud and emphasizing the stressed syllable. The lesson explicitly addresses how similar words such as *secretaria* and *secretaría* differ in pronunciation. It also provides additional practice with the words *bailé* and *baile*, ensuring immediate and corrective feedback throughout the lesson.

The materials provide daily opportunities for explicit (direct) guided instruction, with guidance for immediate and corrective feedback that uses specific, precise phrasing. Teachers can use such phrasing during core instruction to support student understanding of new phonics skills. For example, in Module 5 of the *Guía del maestro*, "Toma la iniciativa," the teacher models how to break words containing /ks/ into syllables. Teachers verify student pronunciation. The teacher then says the following: "Escuchen esta oración: Wendy obtuvo el máximo puntaje en el examen sobre experimentos y Walter le regaló un sándwich." Students identify the target words. The teacher then writes these words on the board and models their pronunciation. The teacher syllabicates and verifies each word, providing immediate and corrective feedback.

The daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback, supporting student practice of new phonics skills. For example, Module 1 of the *Guía del maestro*, "Como el mejor ciudadano," includes a lesson on blending syllables with /b/. In this lesson, the teacher follows a clear script: "Forme las sílabas para verificar la palabra. ¿Cuál es la primera sílaba? (va). ¿Cuál es la segunda sílaba? (so). Vuelvan a leer juntos la palabra para comprobar la respuesta. ¿Cuál es la palabra? (vaso)." The teacher repeats this routine with the words *bola* and *nube*, providing guided practice with immediate and corrective feedback.

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

Lessons within the materials include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Module 4 of the *Guía del maestro*, "Había una vez," students engage in small group and partner practice activities. During whole-group instruction, students read word lists and sentences aloud and participate in a guided discussion comparing word patterns, such as words with the *ch* digraph. For independent practice, students work in pairs to write sentences using target phonics words, verify their spelling, and create drawings to illustrate their sentences. Alternatively, students can complete practice activities in their workbook.

Daily phonics instruction within the materials provides a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. In Module 8 of the *Guía del maestro*, "Tiempo de crecer," the teacher uses decodable texts to reinforce the week's phonics skill. These texts are designed for use during small group instruction. Teachers can also assign the texts as independent practice, providing students with multiple ways to apply their phonics knowledge.

Daily lessons within the materials include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Module 2 of the *Guía del maestro*, "Conexión con la enseñanza en grupos pequeños," the teacher uses a decodable *Fun at Home* book for small group instruction. Students then complete an independent task related to the story, allowing them to apply the lesson's phonics skill.

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 materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in Module 5, Week 1, Lesson 5 of the *Guía del maestro*, the dictation routine prompts teachers to incorporate "flashback words" using phonics patterns that students have previously learned. During the activity on words with *x* and *w*, the dictation concludes with four review words that reinforce the previously studied /ch/ sound pattern (such as *capucha*, *anoche*, *chiste*, and *lechuga*).

In *Spanish HMH ¡Arriba la lectura!*, 2, the lessons provide intentional cumulative phonics review and practice activities throughout the curriculum using consistent routines that engage different learning modalities. For example, in Module 4, Lesson 1 of the *Guía del maestro*, students manipulate phonemes and syllables using Tarjetas de fotos, a routine that the program introduces early on. The program consistently applies this routine in both phonemic awareness and phonics activities, reinforcing skills over time.

The materials include intentional cumulative phonics review and practice activities throughout the curriculum to ensure students have multiple opportunities to reinforce previously learned skills. For example, Module 3 of the *Guía del maestro*, "Pongámonos de acuerdo," does not introduce new phonics skills. Instead, students review and practice previously taught skills, including words with *c*, *s*, and *z* /s/ and suffixes such as *-oso*, *-osa*, *-ísimo*, and *-ísima*. Such review and practice helps reinforce students' understanding.

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

The materials provide practice opportunities that include only phonics skills that have been explicitly taught. For example, in Module 7, Lesson 1 of the *Guía del maestro*, after an explicit lesson on "Palabras agudas con tilde," students practice reading a decodable text titled "La caja roja." This text only includes previously taught Spanish phonics skills that are appropriate for the grade level.

The materials provide multiple opportunities for students to practice phonics skills. These practice opportunities only include phonics skills that have been explicitly taught. For example, in Module 1 of the *Guía del maestro*, "Como el mejor ciudadano," after the lesson on "Palabras con v y b /b/," students apply the focus skill by identifying and reading aloud words that begin with *va-* or *ba-*. The materials thus ensure that students only practice phonics skills that were introduced in the lesson or in prior instruction.

The materials include practice opportunities only for phonics skills that were explicitly taught during guided and independent practice. For example, in the *Guía del maestro*, after an explicit lesson on diphthongs in Module 10, "Muchas culturas," students complete a word sorting activity focused on diphthongs. During guided practice, students segment words into syllables and identify the diphthongs. During small group instruction, students classify word cards based on the type of diphthong, reinforcing only the explicitly taught skills.

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

Decodable texts in the materials incorporate cumulative practice of taught phonics skills, supporting teachers by providing a controlled environment in which students can consistently practice and apply phonics skills they have already learned. For example, in Module 2 of the *Guía del maestro*, "¡Mira y explora!," after an explicit lesson on "Palabras con c, q, y k /k/," students practice reading a decodable text titled "Muchas clases de materia" by Jennifer Boothroyd. This text only includes grade-appropriate Spanish phonics skills that have been previously taught.

In grade 2, decodable texts in the materials incorporate cumulative practice of taught phonics skills, ensuring students only encounter phonetic patterns that they have already learned. For example, in the *Guía del maestro*, after an explicit lesson on *güe-* and *güi-*, students read the decodable text "Esperar en el nido." This text contains words such as *agüita* and *pingüino*, which reinforce previously taught phonics patterns.

The materials provide a resource titled "Listas de palabras de lectura inicial" that clearly shows how decodable texts incorporate cumulative practice of taught phonics skills. For example, the "Recursos adicionales" section in Module 2, Week 2 lists the phonics skill for the week as "palabras con g fuerte y j /j/" and the decodable text as "El viaje a México." This text includes words such as *dijo*, *ejercicio*, *viaje*, and *juntos* to reinforce that week's skill. The list also includes words from the previous week's skill ("palabras con c, q, y k /k/") such as *acomodo*, *cansado*, *cubo*, and *contestó*, ensuring cumulative phonics practice.

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

The lessons in *Spanish HMH ¡Arriba la lectura!*, 2 include an instructional focus with opportunities for practice in isolation and decodable connected text. After explicit instruction on a sound-spelling pattern, students practice encoding words with that pattern through word lists, sentences, and decodable texts.

For example, in Module 3, "Pongámonos de acuerdo" of the *Guía del maestro*, students practice reading pairs of words that include *ce, ci /s/* and *ca, co, cu /k/* in isolation, such as *cena-cuna, coro-cero*, and *cama-cima*. During small group instruction, students use "El concurso" to review reading and decoding these words. Students also engage with "Práctica independiente" workbook pages in Week 2, Lesson 8, which require students to spell words using the sound-spelling pattern. Writing prompts such as "Aprende y demuestra" ask students to apply spelling patterns in both singular and plural forms, reinforcing the connection between isolated practice and in-text application.

The Spanish phonics lessons include an instructional focus with opportunities for practice in isolation and decodable connected text. For example, in Module 4, Week 3, Lesson 11, "Palabras con *ch /ch/*," after explicit instruction on this topic, students practice decoding words with */ch/* in isolation, including *chacra, choza, nacho, chorro, chiste, chivo, mucho*, and *poncho*. Students then apply this skill by reading decodable, connected sentences such as "La noche está estrellada" and "Comimos muchos nachos."

The lessons include an instructional focus with opportunities for practice in isolation and decodable connected text. At the beginning of each decodable reader, students review a list of targeted words to practice the week's phonics skill in isolation before reading the connected text. For example, in Module 4, Lesson 1, "Palabras con *ñ /ñ/*," after explicit instruction on this topic, students first practice decoding the targeted words and then apply the skill while reading a decodable text.

4.4 Assessment

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

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

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

The materials include a variety of developmentally appropriate assessment tools. In grade 2, the materials offer assessment tools in multiple formats to measure student learning and help inform instructional decisions. For example, the materials provide observation checklists during guided and independent practice. In "Opciones para la enseñanza: Aplicar a la lectura independiente," the materials direct teachers to use tools such as "Página organizador gráfico de lectura 21" to monitor and assess students' comprehension during independent reading.

The "Inventario de conciencia fonológica" includes tasks that require students to identify parts of a book, distinguish between letters and words, and manipulate syllables by blending, segmenting, or deleting them. These diagnostic tools are specifically designed for early literacy development and help determine targeted next steps in instruction.

The materials include initial evaluation checklists designed to assess student readiness at the beginning of instruction. For example, the "Evaluaciones iniciales" include developmentally appropriate forms such as the "Formularios de registros globales," which help teachers capture a broad understanding of students' literacy skills and guide differentiated support.

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

The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Each week, the "Centros de lectoescritura" section provides opportunities for students to apply phonics knowledge through spelling and writing activities. Teachers observe and assess students' phonics application as they complete "Ortografía y caligrafía" tasks, ensuring the ongoing and consistent measurement of phonics development.

The *Guía del maestro* includes a "Ortografía palabras con ñ" section. This section includes progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics

skills. The materials provide weekly spelling assessments that are aligned with the phonics focus of instruction. For instance, in Module 4, Week 1, Day 5, teachers monitor student mastery of words with the phoneme ñ by administering a spelling test. This test includes 10 dictated words with ñ and three review words targeting previously taught phonics patterns.

The grade 2 digital platform incorporates digital tools such as the "Tablero para formar palabras," in which students use the weekly spelling word bank to build and write words. The tool allows for gradual phonics development. This development begins with one- and two-syllable words and progresses to complex multisyllabic words, including patterns such as CV, VC, CVC, VCV, CVCV, CCVCV, and CVCCV, as well as syllables with blends, *sílabas trabadas*, and digraphs. These tools support both the observation and formal documentation of student growth in phonics over time.

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

The materials include assessment opportunities throughout the school year that are aligned with progress monitoring tools. The *Progress Monitoring Guide* for teachers provides data-gathering tools designed to help teachers identify classroom trends and adjust instruction accordingly. For example, the "Formularios de registro globales" in the "Evaluaciones para verificar el progreso" section enable educators to track student progress and plan explicit instruction and interventions throughout the year.

The "Lecturas por nivel, registro de lectura oral" section includes assessment opportunities throughout the school year that are aligned with progress monitoring tools. 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 strategically place assessments throughout each module, including end-of-unit assessments, weekly evaluations, and "Pruebas cortas de la lectura." For instance, in Module 9, "Hábitat, dulce hogar," teachers have access to a range of assessment formats that are aligned to progress monitoring tools, supporting the regular tracking of student growth and instructional adjustments.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress, informing appropriate instructional decisions, and accelerating learning. For example, the "Evaluación" section provides access to "Formularios de registros globales," which allow teachers to monitor student performance data and evaluate whether instruction meets student needs. These forms help teachers determine necessary adjustments to ensure all students receive targeted instruction.

The materials include data-management tools such as a skills-based tracking table that helps teachers interpret diagnostic data and identify student progress throughout the year. For example, the "Evaluaciones, diagnóstica y para verificar el progreso" tool outlines grade-level expectations for the number of correct words per minute (PCPM) at different checkpoints (beginning, middle, and end of the year). Teachers use this table to evaluate whether students are progressing appropriately and to adjust instruction based on their fluency needs.

The "All Resources Teacher Help" materials include an online data-management tool to track individual and class performance to help accelerate instruction. In the "Reports" tab of the "HMH Ed" platform, teachers can access the "Growth Measure" report, which displays benchmark data across phonological awareness, alphabet knowledge, phonics, and word recognition. The platform color-codes students by performance level (e.g., blue corresponds to "above level"; red corresponds to "far below level"). The platform also provides Lexile levels to help teachers select appropriate texts for small group instruction. These features help educators make data-informed decisions to adjust teaching and accelerate learning outcomes.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 website includes data-management tools for tracking whole-class student progress to help teachers analyze trends and inform instruction. For example, the "Formularios

de registro globales" in the "All Resources: Evaluaciones preliminar, diagnóstica y para verificar el progreso" provide summary recording forms for each grade level. These forms allow teachers to collect and compare assessment scores across various subtests and align them to curriculum-based goals. The forms support the identification of student performance patterns across the class, helping educators adjust instruction based on group needs.

The materials include digital data-management tools for tracking whole-class student progress. The "Reports" tab of the "HMH Online Educator" platform includes a "Standards Report" resource, which shows cumulative performance for all students in a selected class. Teachers can break this down by domain and standard, using color-coded visuals to identify which students are below, on, or above grade level. Teachers can hover over any section to view individual student names, create small groups, or assign targeted resources. The report also includes filters to compare current and past academic years, enabling teachers to analyze patterns over time.

In grade 2, the materials include print-based data-management tools to help teachers document and monitor whole-class progress using progress monitoring assessments. The digital version of the *Libro del maestro* includes a "Recomendaciones para la enseñanza basada en los datos" section, which guides teachers in recording results across fundamental skills and provides instructional recommendations based on class-wide trends.

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

The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. In grade 2, students' progress in foundational skills, reading comprehension, and writing is evaluated through weekly formative assessments. Additionally, every three weeks, teachers use an end-of-module assessment to assess students' growth in vocabulary, comprehension, grammar, and writing, allowing teachers to adjust instruction based on ongoing learning needs.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials guide teachers in monitoring student progress at a frequency appropriate for the age and skill development, and provide weekly assessments to check students' understanding of the key reading and writing skills that are taught each week. For example, in Module 10, "Evaluación y supervisión del progreso," consistent monitoring ensures that instructional decisions are responsive to students' strengths and areas for improvement.

The "HMH Online Educator" platform includes specific guidance on determining the frequency of progress monitoring based on individual student strengths. For example, the *Guías para la administración y calificación* recommend administering oral assessments approximately every two weeks. Doing so tracks students' foundational skill development and ensures timely instructional support based on performance trends.

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

In grade 2, the materials include guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. The materials embed quick, teachable mini-lessons and intervention tips directly within Tier 1 instruction. For example, in the digital version of the *Libro del maestro*, Module 1 includes a "Tabla de correspondencia de destrezas fundamentales." This table provides specific guidance for addressing skill gaps in real time during core lessons for individuals or small groups.

The "HMH Online Educator" platform includes teacher guidance documents, which explain how to use progress monitoring data to provide intervention and enrichment. For example, the "Recomendaciones para la enseñanza basada en los datos" document advises teachers to focus instruction on identified student needs. The document also advises teachers to deliver intensive teaching using resources that are based on assessment outcomes, such as the "Taller de destrezas fundamentales y estudio de palabras."

The *Guía del maestro* provides embedded guidance within weekly Tier 1 lessons to accelerate learning based on real-time student performance. For instance, in Module 6, Week 1, Lesson 2, the "Corregir y encauzar" resource offers immediate corrective feedback strategies, such as identifying specific decoding errors, modeling correct pronunciation, and guiding the student to reread for fluency. The materials thus support mastery by addressing gaps as they arise.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

Module 5, "Toma la iniciativa," Week 1, Lesson 5 includes a mini-lesson on recounting an experience. The teacher models and prompts oral language development through questioning. For example, the lesson begins by connecting to students' prior knowledge. Teachers ask students the following: "¿Qué podrían contar a sus amigos o a su familia de lo que vieron?" During guided practice, teachers ask students to elaborate using questions such as the following: "¿Qué detalles son importantes incluir? ¿Cómo se puede relatar la experiencia en orden?" During independent practice, students share personal experiences with a partner.

The materials provide direct guidance for building oral language through discussion and video routines. For example, in grade 2, Module 1, Lesson 1, the teacher introduces the theme of citizenship ("Como el mejor ciudadano") by prompting students to engage in extended responses during a guided discussion. The materials pair questions (e.g., "How can being a good citizen make a difference to others?") with multimedia (e.g., "Video de mentes curiosas: Los mejores ciudadanos") to support oral expression.

The materials explicitly guide teachers to model how to listen and respond during conversation routines. For example, in Module 5, Week 2, Lesson 7, a "Conversación en parejas" routine prompts students to support their responses with evidence from the text and reflect on listening strategies. To build active listening and oral expression, teachers ask questions such as the following: "¿Por qué es importante esperar antes de hacer una pregunta o agregar información?"

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials support students in developing social communication skills by guiding them through structured lessons focused on initiating and sustaining conversations. For example, in Module 3, Week 1, Lesson 5, "Pongámonos de acuerdo," students discuss appropriate speaking methods based on context, such as speaking softly in the library versus loudly in the cafeteria. Students also explore formal versus informal language. The teacher uses prompts such as the following: "¿Cómo saludarían al director/a si entrara a la clase? ¿Cómo saludarían a un amigo/a en el patio de juegos?" These prompts help students understand how communication shifts depending on the audience and setting.

The materials prompt students to practice social communication by responding to questions and expressing their thoughts and feelings using clear, simple language. For example, in Module 4, "Había una vez, miLibro, ¡Laboriosas hormigas!," after watching the video "¡Laboriosas hormigas!," students are asked to explain whether they think the title is appropriate. Students use sentence stems such as "Siento que . . .," supporting their responses with details from the video. The materials guide the teacher to model appropriate turn-taking and respectful conversation.

The materials provide explicit instruction on social communication, reinforcing students' listening and speaking strategies. For example, in Module 3, "Pongámonos de acuerdo," Week 1, Lesson 5, the teacher projects the "Cartel didáctico 48: Comunicación social" anchor chart. The teacher explains how to listen respectfully and speak clearly when sharing ideas. Students then identify examples of conversations from the story "La gran paleta roja," determine whether they should use formal or informal language, and role-play with a partner using those conversations.

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 *Guía del maestro* guides teachers to activate students' prior knowledge, supporting meaningful discussions in Spanish. For example, Module 8, "Tiempo de crecer," Week 1, Lesson 1 includes a "Presentar el tema: Plantas" lesson. Students are prompted to reflect on a quote, explain its meaning in their own words, and participate in a class discussion. The teacher models and guides students in sharing personal experiences, such as describing a plant they or someone they know has cared for, and expressing how it feels to nurture and watch a plant grow.

The materials provide opportunities for students to engage in collaborative conversations in Spanish. In Module 1, "Como el mejor ciudadano," Week 1, Lesson 5, students are taught explicit rules for collaborative dialogue, including taking turns, listening actively, speaking clearly and respectfully, asking clarifying questions, and using more than one word to answer. After reviewing the rules, students apply

them during peer conversations about the text they read in "Aprende y demuestra," promoting authentic dialogue and comprehension.

The *Guía del maestro* provides students with authentic opportunities to listen actively, ask questions, and discuss ideas with peers. For example, during a shared reading in Module 2, Lesson 14, Step 3, students engage in a partner talk routine using guiding questions. Students are reminded to use evidence from text and visuals to explain their answers. The "Lectura compartida minilección" explicitly models active listening. Students are encouraged to continue their conversations during small group time, deepening their understanding through peer interaction.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials explicitly introduce the sound combinations of syllables with *cl*, *bl*, and *pl*. The materials then provide guided and independent decoding and encoding practice. For example, in Module 6, Lesson 6, "Fonética: Combinaciones," students participate in a word sort activity that matches pictures to words beginning with /cl/, /bl/, and /pl/. The teacher uses letter cards to model how to read these words and divide them into syllables. During independent practice, the teacher points to a word, one student reads it aloud, and others write it, reinforcing the letter-sound relationship through decoding and encoding.

The materials provide direct and systematic instruction on letter-sound correspondence for /k/ using *c*, *q*, and *k*. For example, in Module 2, Week 1, Lesson 2, "Fonética: Palabras con *c*, *q*, y *k* /k/," students practice decoding words such as *bikini* and *cosquilla* by reading chorally, comparing spellings, and identifying the /k/ sound that different letters represent. The teacher provides corrective feedback and guides students to recognize and apply the letter-sound patterns, supporting students' foundational decoding skills.

In Module 3, Lesson 2, "Fonética: Palabras con *c*, *s*, y *z* /s/," students receive direct instruction on the /s/ sound as spelled with *c*, *s*, and *z*. Students then apply their learning in decoding and encoding tasks. For example, after identifying words from the shared "Nuestro turno" activity, students write original sentences using one of the words, leave a blank space, and exchange papers with a partner, who must correctly fill in the missing word. This repeated practice helps reinforce students' understanding of letter-sound relationships in context.

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 provide direct instruction on connecting phonemes to letters within words and built-in guidance for addressing common misconceptions. For example, in Module 1, Lesson 2, "Fonética: El abecedario," the "Corregir y encauzar" sidebar offers the teacher specific feedback to use when students confuse capitalization rules. This feedback reads: "Si, al copiar la lista, un niño escribe una palabra con mayúscula inicial, felicítelo por haber deletreado bien la palabra pero recuérdale que esta vez no están escribiendo nombres." This guidance helps the teacher reinforce proper conventions while still acknowledging student effort.

The *Spanish HMH ¡Arriba la lectura!*, 2 digital resource includes digital syllable division cards that support connecting phonemes to syllables and help students self-correct misconceptions. These cards are used in foundational phonics and spelling lessons. For example, the Tarjetas de sílabas y ortografía support students by explicitly breaking down words such as *aerosol* into the syllables *a-e-ro-sol*. The cards also draw attention to common errors such as incorrect syllable segmentation.

In Module 8, Lesson 11, the materials provide direct instruction on *palabras graves con tilde* and include teaching tips that address a common spelling misconception. A sidebar note explains the exception rule: "Las palabras graves si llevan tilde incluso si terminan en *n*, *s*, o vocal si el énfasis cae sobre una *i* o una *u*" Students often struggle with this distinction. To support accurate pronunciation and spelling, the materials advise the teacher to model word reading and have students repeat words using the *palabra completa* routine. The materials embed corrective feedback with specific examples such as *lápiz*, *difícil*, *hábil*, and *fútbol*, allowing students to revisit and apply the rule accurately.

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

The materials include decodable spelling lists and reading routines designed to help students apply letter-sound correspondence with *sílabas trabadas* *bl*, *cl*, and *pl*. In Module 6, Week 2, Lesson 6, "Fonética: Combinaciones *cl*, *bl*, *pl*," students engage in various activities that reinforce decoding at both the word and text level. For example, students complete a word-reading routine in which they identify syllable combinations within words such as *ancla*, *pueblo*, and *empleo*. Students then read connected text containing these combinations. During independent reading, students identify words with the target syllables, complete word sorts, and compare results with peers, ensuring cumulative practice and peer-supported reinforcement.

The materials explicitly and systematically introduce and review letter-sound relationships to support decoding in Spanish. For example, in Module 3, Lesson 1, "Fonética: Palabras con c, s, y z /s/," students work with the letters c, s, and z to produce the /s/ sound. Using syllable and spelling cards, the teacher presents examples such as *cebra*, *silla*, and *zapato*, guiding students to syllabicate and pronounce each word accurately. The teacher models blending with the syllables *ce* and *ci*. The teacher then has students apply this knowledge by decoding words such as *sapo* using letter cards. These multisensory, scaffolded tasks provide repeated opportunities to decode isolated words and connected sentences.

In a phonics lesson on *hiatos sin tilde*, the teacher uses sentence-based examples to help students identify and decode multisyllabic words containing vowel pair *hiatos*. In Module 10, Week 3, Lesson 12, students listen to the following sentence: "La habitación era un caos y olía a bacalao." Students identify words with consecutive vowels. Using letter cards, they then read and form words such as *ahorrador*, *leemos*, and *toallas*. Students also complete tasks such as identifying *hiato* words from a word bank and separating them into syllables. During a small group reading of "Lo que nos contaron sobre papá," the teacher supports the application of this skill in connected, authentic text.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials provide a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations aligned to the Spanish TEKS. In Module 3, Week 1, Lesson 1, "Fonética: Palabras con c, s, y z /s/," instruction progresses from sound recognition to syllable segmentation and decoding. For example, students identify the /s/ sound in words such as *esta* and *será*, then decode words such as *cebra* by breaking them into syllables. Instruction concludes with guided practice using decodable texts, such as "Cazadores de la noche," to reinforce the targeted phonics skills.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations, which is vertically aligned across grade levels. In grade 2, this alignment outlines the skills and sound-spelling patterns taught in grade 1 and previews those that will be taught in grade 3. The materials present this vertical alignment module-by-module and week-by-week to support a progression of instruction throughout the school year that is consistent with the SLAR TEKS. These details are available under the "Sinopsis del programa" tab and within the *Secuencia de instrucción: Destrezas fundamentales (grados K a 6)*, a foundational skills scope and sequence that includes phonics/decoding, phonological awareness, fluency, and spelling for grades K–6.

The *Secuencia de instrucción: Destrezas fundamentales (grados K a 6)* resource provides a systematic sequence for introducing grade-level sound-spelling patterns outlined in the Spanish TEKS. This resource outlines the development of spelling and decoding skills from grade K through grade 6, showing how instruction advances from basic sound-spelling patterns to decoding multisyllabic words. The *Secuencia de instrucción* ensures teachers have a comprehensive view of how decoding skills build across grades in alignment with the standards.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns through sample scripts, bulleted teaching points, and consistent routines. For example, Module 2, Lesson 1 of the *Guía del maestro* is aligned with SLAR TEKS 2.2.A.ii, which requires students to decode words with multiple sound-spelling patterns such as *c*, *k*, *q*, as well as *s*, *z*, soft *c*, and *x*. The program provides a detailed instructional script. The materials guide teachers to model decoding using a whole-word reading routine with word cards such as *casa* and then apply the same procedure for words such as *kilo* and *querer*. The script directs teachers to prompt students with scaffolded questions such as "¿Cuál es la palabra?," "¿Tiene sentido?," and "¿Cuál es la sílaba?," reinforcing systematic decoding.

In grade 2, Module 1, Lesson 11, "Ortografía: Palabras con *r* y *rr*," the materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns such as distinguishing when to use *r* or *rr*. Teachers use sample words and visual aids such as the Tarjeta de sílabas y ortografía to model pronunciation and spelling differences explicitly. For example, students are shown the words *racimo* and *basura*. The teacher explains that the initial *r* sounds like /rr/, as in *perro*, whereas the medial *r* between vowels sounds like /r/. The lesson also includes guided word sorting activities with words such as *regalo*, *cero*, *árbol*, and *pelirrojo* based on the position and sound of *r* and *rr*.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns through structured oral language lessons on suffixes. In Module 2, Lesson 8, "Fonética: Sufijos -jero, -jera, -jería," teachers introduce the suffixes -jero, -jera, and -jería by prompting students to identify where these appear in words and what they mean. The script supports instruction with model words such as *consejero*, *consejera*, and *relojería*, guiding students to isolate the suffix and infer its meaning from the base word. To reinforce understanding, students physically respond by raising a hand based on which suffix they hear, linking movement with word recognition.

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 various activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, in Module 4, "Había una vez," Lesson 1, "Palabras con ñ /ñ/," students sort word cards based on the location of the /ñ/ sound in the word. Students then apply their understanding by reading a list of words. During independent work time in "Opciones para el trabajo independiente y colaborativo: Aprende y demuestra," students write words containing the /ñ/ sound depending on whether it is in the middle or at the end of the syllable, such as

mañana or *pañal*. Students also write words such as *montaña* based on picture prompts. In small group instruction, the teacher reinforces the skill using the decodable text "Diversión en la casa," including words with /ñ/.

The materials include various authentic Spanish activities and resources to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, in the digital version of the *Libro del maestro*, Module 2, Lesson 7 requires students to work with the strong *g* (/j/) and *j* (/j/) sounds by reading sentences such as "Los gemelos juegan en la granja de Ángeles." Students identify and separate syllables through clapping for *gemelos*, *ge-me-los* and *juegan*, *jue-gan*. Students also practice stress placement by tapping on the accented syllables for *José* and *dibujó*. Students read decodable words such as *gelatina* and *jirafa*. Students also chorally read word lists and sentences containing the /j/ sound, such as *mágica*, *México*, and *jengibre*. Independent practice includes reading word pairs with the /j/ sound and completing workbook pages to reinforce learning.

The materials include a variety of authentic Spanish resources to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For instance, in grade 2, Module 4, Lesson 8 of the HMH online platform, students work with "combinaciones comunes con *h*." Following a lesson on comparing words with *h*, students read decodable word lists such as *hombro*, *cohete*, and *cacahuate*. Students then apply the pattern in sentences such as "La rana se escondió en el hueco de un árbol para huir del búho." Students next read the decodable book *El nuevo jardín*, which provides multiple examples of common *h* combinations in context.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations. Module 1, Lesson 6 focuses on the syllables *ba*, *be*, *va*, and *ve*. To support decoding in isolation, students read and pronounce individual words from word lists such as *vena*, *bala*, *virus*, and *buitre*. For decoding in connected, authentic Spanish texts, students read the poem "Violeta" and identify the target syllables in sentences such as "Violeta ve la nube." The materials support encoding in isolation through activities in which students use letter and syllable cards to build words such as *vaso* and *bola* by segmenting them syllable by syllable. Students also engage in connected encoding tasks by writing responses to short sentences such as "Tomó un vaso de licuado de banana," identifying and spelling words with the target syllables in context.

In grade 2, Module 11, Lesson 8, the materials continue to provide various Spanish activities and resources that support decoding words with taught syllable patterns, specifically closed syllables with *b* /b/ and *p* /p/. The teacher uses word cards and syllable flashcards to support decoding in isolation, such as for the word *reptar*. Students decode syllables such as *rep*, *tar*, *ob*, and *nop*, first in isolation and then chorally in groups. The teacher explicitly teaches that a syllable ending in a consonant such as *rep* is considered a closed syllable. These instructional routines reinforce syllable awareness in both familiar and unfamiliar words.

The product website for *Spanish HMH ¡Arriba la lectura!*, 2 provides connected texts and word study routines that focus on phonics instruction. In Module 4, Lesson 1, students distinguish words with *n* /n/ and *ñ* /ñ/. Students use examples such as *viña*, *tamaño*, and *diseño*. These words appear in authentic Spanish decodable texts that align with previously taught phonics patterns, providing opportunities for students to practice decoding in meaningful contexts.

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 the Spanish language arts TEKS outlines. In grade 2, students are introduced to morphemes in manageable sets that follow consistent phonics or spelling patterns. For example, in grade 2, Module 3, Lesson 3, students practice identifying and categorizing the suffixes *-oso/-osa* and *-ísimo/-ísima* through a kinesthetic activity. In this activity, students listen for suffixes in words such as *espantoso*, *clarísimo*, *amorosa*, and *bajísima*. This lesson supports recognizing and understanding morphemes through explicit instruction and repeated exposure to meaningful word parts.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as the Spanish language arts TEKS outlines. The *Secuencia de instrucción: Destrezas fundamentales* resource provides a clear, grade-by-grade outline of how morphemes should be introduced from grade K through grade 6. The scope and sequence shows progression from early prefixes such as *pre-* and *re-* to more complex suffixes such as *-ción*, *-sión*, *-mente*, and *-dad*, ensuring developmentally appropriate instruction over time. This structured sequence gives teachers a roadmap to build students' morphological awareness across grade levels.

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as the Spanish language arts TEKS outlines. In Module 5, Lesson 4, students explore the *pre-* and *in-/im-* prefixes through the "Mostrar y motivar: Vocabulario generativo 5.3" activity. The lesson explicitly explains each prefix and its impact on meaning (e.g., "preocuparse = antes de ocuparse and increíble = no creíble"). This work guides students to compare *im-* and *in* based on phonological context. Students then generate new words by adding prefixes to base words, define their new meanings, and apply these words in oral and written language. The materials thus support vocabulary development and deeper morphological understanding through authentic practice.

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 teacher guidance to provide explicit (direct) instruction that is authentic to Spanish and supports recognizing common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. For example, in Module 7, "Todos tenemos una historia," Lesson 1, the teacher models suffix recognition with words such as *tensión* and *producción*, explaining how *producir* changes when the suffix *-ción* is added. The lesson explicitly explains that forming a new word with a suffix may involve replacing letters or syllables in the base word. The materials provide teachers with sentence stems such as "Voy a cantar una _____ canción." The materials also provide teachers with guided decoding strategies such as breaking *canción* into *can-ción*, along with explicit spelling instruction during the "Ortografía" lesson.

In grade 2, Module 3, "Pongámonos de acuerdo," Lesson 4, the materials include teacher guidance to provide explicit, direct instruction authentic to Spanish for supporting recognition of common morphemes, such as the prefixes *des-*, *dis*, and *re*. Students are guided to identify prefixes and base words in context, such as *desaparecido* and *reaparecer*. Students also confirm meanings using dictionaries. Teachers support application through decoding unfamiliar words, encoding new words (such as *desenvolver*, *disconforme*, and *reescribir*), and explaining how affixes influence meaning to enhance comprehension. Activities include structured partner work and sentence construction to reinforce morphological understanding.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials provide teacher guidance to support explicit (direct) instruction that is authentic to Spanish and supports recognizing and applying common morphemes for decoding, encoding, and comprehension. In grade 2, Module 3, "Pongámonos de acuerdo," Lesson 3, students are taught to identify and use the suffixes *-oso*, *-osa*, *-ísimo*, and *-ísima*. Teachers use the gradual release model and oral practice to demonstrate suffix use and meaning through words such as *cariñoso*, *altísima*, and *espantoso*, encouraging students to identify suffixes by responding with physical cues such as raising hands or touching feet. The lesson connects morpheme meanings to word formation and comprehension, building vocabulary and metalinguistic awareness.

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

The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. Grade 2, Module 6, Lesson 9 includes instruction on diminutive suffixes such as *-ito/-ita* and their variants *-cito/-cita*. The teacher

models examples such as using the word *nube* to create the variant *nubecita*. Students work collaboratively to generate new words from *cascada* to *cascadita*, use them in sentences, and verify meaning through dictionary use. The lesson reinforces understanding with a morphological chart (base word, suffix, new word, and meaning), along with kinesthetic supports and metacognitive strategies to support long-term word learning.

The materials include a variety of student-facing activities in Spanish that reinforce grade-level morphological skills through cumulative review. In grade 2, Module 2, "¡Mira y explora!," Lesson 8, students explore the suffixes *-jero*, *-jera*, and *-jería* using the decodable text "El gatito callejero." The teachers reinforce decoding and word formation during small group instruction by focusing on syllabic structures and vocabulary use. The *Guía del maestro* directs educators to work with students during group time or assign an independent activity, building skills through multiple exposure opportunities and vocabulary-rich contexts.

The materials include various scaffolded activities and Spanish-language resources for students to develop and practice morphological skills through cumulative review. In grade 2, Module 3, "Pongámonos de acuerdo," Lesson 4, students engage with the superlative suffixes *-ísimo/-ísima* by building word trios (e.g., *amable* to *amabilísimo* and *amabilísima*) and then create oral sentences. The teacher provides immediate corrective feedback and guides students to explain word meanings by analyzing base words and affixes. These activities support vocabulary development and deepen students' understanding of how Spanish morphology conveys intensity or degree.

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 various activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation and in authentic Spanish decodable connected text that builds on previous instruction. In grade 2, Module 3, "Pongámonos de acuerdo," Lesson 3, students review the suffixes *-oso*, *-osa*, *-ísimo*, and *-ísima* through targeted phonics instruction. To reinforce decoding, students read short, authentic Spanish decodable texts such as "El rey quejoso," which contains multiple words with the target suffixes. The *Guía del maestro* also supports instruction during small group time with specific directions to "reforzar las destrezas fundamentales" by rereading and decoding these morphemes in context.

The materials include various 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). In grade 2, Module 12, "Estudio del género: Textos literarios," Lesson 3, the teacher dictates words with the prefixes

i-, *in-*, and *im-* for students to spell and read aloud. Students identify the prefix in each word using a movement-based response (such as raising a hand or foot), which reinforces phonics through auditory and kinesthetic learning. This structured activity supports decoding and encoding prefix-based morphemes in isolation and in context.

The materials include various 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). In Module 7, "Todos tenemos una historia," students decode words with the suffixes *-sión* and *-ción* through word lists, practice sentences, and the decodable text "La fiesta del paparindo." The materials also support encoding through a *dictado* activity that includes 12 target words with the suffixes and four review words. These integrated decoding and encoding tasks allow for repeated practice with Spanish morphemes both in isolation and in connected context.

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	All criteria for guidance met.	4/4
—	TOTAL	11/11

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

The materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to the grade-level Spanish language arts TEKS. For example, in grade 2, Module 9, "Hábitat, dulce hogar: Crear imágenes mentales," the *Guía del maestro* provides specific guidance to support vocabulary development. A read-aloud introduces the unfamiliar word *resguardado*. To help students determine the meaning, an illustration depicts polar bears inside a cave surrounded by snow, providing visual context that reinforces students' understanding of the word.

The materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations and texts, as well as guidance in using context according to the grade-level Spanish language arts TEKS. For example, in grade 2, Module 6, "Hablemos del estado del tiempo: Vocabulario académico: Presentar el lenguaje oral," the materials introduce the term *radiante* through a structured vocabulary routine. To teach the word's meaning, the teacher uses the steps "Mi turno," "Nuestro turno," and "Tu turno," as well as provides clear examples and connections to students' everyday experiences. As the teacher explains, "Cuando el sol está radiante, brilla con intensidad y el día está muy soleado." The teacher connects this idea to students' lives by saying, "Me gusta salir afuera los días de sol radiante, pero es necesario protegerse la piel con protector solar."

The 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 the grade-level Spanish language arts TEKS. At the beginning of Module 9, "Hábitat, dulce hogar: Hábitats animales," the materials provide a vocabulary routine and illustrated vocabulary cards to help students determine the meaning of unfamiliar Spanish words. Each card features the words *ecosistema*, *especie*, and *hábitat*. Each

card includes an illustration and the word in context, providing multiple supports for building vocabulary knowledge.

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

The materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of print and digital resources. For example, in the grade 2 "Sinopsis del programa" section, the materials explain how teachers and students can use eBooks within the HMH platform. For most eBooks, the teacher can play an audio version of the onscreen text. For some lower grade levels (K–2), the audio of the eBook is on by default because the audio drives the instruction and is more robust than the onscreen text. The materials provide guidance to teachers on managing audio features, closed captioning, and sharing eBook content through Google Classroom. This guidance supports the effective use of digital resources to enhance student learning.

The materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources. For example, in Module 8, "Tiempo de crecer: Estrategia de vocabulario," the *Guía del maestro* provides direct instruction on how students can use print or digital dictionaries and glossaries. Students are explicitly instructed to look up new words, write them correctly, pronounce them, and read their meaning.

The materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of print resources. For example, in Module 5, Lesson 2, "Presentar el lenguaje oral," the *Guía del maestro* directs teachers to routinely use vocabulary picture cards to introduce and reinforce academic vocabulary. This use supports student understanding of vocabulary through both visual and contextual cues.

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)

The materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. For example, in "Estrategia de vocabulario: Fuentes de referencia," after a lesson on reference sources such as glossaries and dictionaries, students engage in activities that require them to practice using both print and digital resources to determine the meaning and pronunciation of assigned words. These activities provide explicit opportunities for students to develop word meaning and pronunciation skills using appropriate reference tools.

The digital version of the *Libro del maestro* includes activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. For example, the "Glosario bilingüe" includes a bilingual glossary with academic vocabulary that guides students in extracting word meanings from different texts. The vocabulary cards help students divide words into syllables to facilitate pronunciation. With teacher guidance, students listen to and pronounce the word, supporting their auditory memory. The word's definition enhances understanding, while an image or situational example provides context. A dramatization or movement-based activity also reinforces word learning through body expression, connecting pronunciation, meaning, and application.

The "HMH Online Educator" platform includes activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. For example, in Module 8 of the *Guía del maestro*, "Tiempo de crecer: Fuentes de referencia," students complete activities that require them to consult a glossary or dictionary to determine word meaning and pronunciation. In Option 1 of "Tu turno: Práctica independiente," the materials guide students to look for words in a printed dictionary. In Option 2, students complete an activity that explicitly requires them to use a dictionary or glossary to determine word meanings.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback. For example, in the "Hablemos del estado del tiempo" section of the *Guía del maestro*, a fluency lesson focuses on accuracy and self-correction. The teacher uses the decodable text in "El número de acrobacia" to model reading. During the "I Do" portion, the teacher intentionally misreads the word *acrobacia* as *acobacia* to model self-correction. In the "We Do" and "You Do" portions, students practice reading while the teacher provides feedback. Such feedback includes the following: "Las sílabas son *po-dri-a-mos*. La palabra correcta es *podríamos*, no *podíamos*. Ahora voy a leer la frase con la palabra correcta: Podríamos hacer malabares. ¡Eso está mejor!"

The materials include lessons, activities, and tasks that involve modeling and practicing fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback. The *Guía del maestro* provides demonstrations and examples of fluent reading that the teacher can use, including proper intonation, pacing, and expression. The "Opciones para la enseñanza" lesson includes suggestions for teacher feedback and guidance on how to model both appropriate phrasing and non-examples to help students distinguish fluent reading.

The materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context in Spanish, along with suggestions for teacher feedback. For example, in the "Estudio del género: No ficción," section of the *Guía del maestro*, a fluency lesson on intonation explicitly modifies fluent reading. The teacher reads "La visita a la tía María" aloud, while students follow along. The teacher explains how their voice changes with exclamation marks and discusses how good readers use tone and volume to reflect the meaning of the text. Students then practice reading *Lecturas iniciales: Libro 6* together, applying appropriate intonation with teacher guidance.

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 *Libro del maestro* includes embedded modeling and practice with authentic Spanish word lists, decodable phrases or sentences, and decodable connected texts in the lesson. For example, grade 2, Module 3 includes an "Opciones para la enseñanza/Reforzar las destrezas fundamentales" section. Here, the materials suggest reading decodable connected texts to reinforce fundamental phonics skills.

The materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases or sentences, and decodable connected texts in the lesson. For example, in grade 2, Module 3, Week 3, Lesson 14, "Fonética: Repaso de fonética," the lesson includes teacher modeling and student practice with word lists that are organized by phonics patterns or specific language features. During the "Reading Whole Words Practice," the teacher writes two rows of words and two sentences on the board. Students chorally read the words and sentences. Teachers then lead a discussion comparing word features, such as syllables with /y/ and the suffixes *-illo* and *-illa*.

The materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases or sentences, and decodable connected texts in the lesson. For example, in grade 2, Module 3, "Pongámonos de acuerdo," Week 1, Lesson 4, "Vocabulario académico: Repasar las palabras poderosas," students engage in practice with short, structured phrases that adhere to the phonetic rules and vocabulary being taught. The teacher uses vocabulary cards to review keywords from "La gran paleta roja," guiding students to discuss how images support word meaning. Students then complete structured sentence frames such as the following: "El día ___ nuestros padres están invitados a la escuela."; "Un bebé grita cuando está ___."; and "Mi amiga quizá me suplique cuando ___."

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)

The *Guía del maestro* includes practice activities and tasks in Spanish to develop word reading fluency in various settings, including independently, in partners, and in teacher-facilitated small groups. For example, in "Hablemos del estado del tiempo" in Week 3, Lesson 13, "Fluidez: Fraseo," the teacher uses the "Lectura en eco" routine to model fluent reading with phrasing while reading "Lectura inicial." Students echo the teacher's phrasing, chunking the text into meaningful phrases. Students then engage in the "Lectura en parejas" routine to reread "Lectura inicial." The teacher circulates the class, listens, and provides feedback to help students group words into phrases and pause appropriately at commas and periods.

The *Guía del maestro's* online educator platform includes practice activities and tasks in Spanish to develop word reading fluency in various settings, including independently, in partners, and in teacher-facilitated small groups. For example, in grade 2, Module 7, "Todos tenemos una historia," Week 3,

Lesson 12, students build fluency through independent reading, partner activities, and teacher-facilitated small group practice. During "Vocabulario académico: Presentar las palabras poderosas," the teacher introduces target words using vocabulary cards. Students engage in activities such as partner discussions, drawing, and role-play to connect the meaning of new words to their own experiences. These activities promote fluency by providing opportunities for students to decode, use, and apply new words in spoken language.

In grade 2, Module 11, "Estudio del género: No ficción," Week 3, Lesson 13, "Fluidez: Expresión" of the *Guía del maestro*, the teacher models fluent, expressive reading using a decodable text. During a choral reading routine, students read a page of the text aloud together. Afterward, the teacher facilitates an echo reading routine for additional practice with expression. Finally, students work in partners to complete a partner reading routine, applying what they learned to reread the decodable text with appropriate expression.

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 accuracy, fluency, prosody, and comprehension. For example, in Module 8, "Tiempo de crecer," the materials include a partner reading activity aligned with the unit topic that promotes fluency through collaborative and meaningful text creation. In the "¡Hora de concluir!" activity in *miLibro*, students work with a partner to write a poem about plants, taking turns to write each verse. This partner activity reinforces fluency and comprehension by requiring students to apply vocabulary and concepts from the unit texts as they build the poem together.

The materials include various authentic Spanish connected texts for building accuracy, fluency, prosody, and comprehension. For example, the literacy centers provide "Teatro del lector" scripts that promote fluency, accuracy, and prosody. In "Teatro del lector 9: Vacaciones en la selva," the "El día nublado" script provides specific directions to remind students that prosody is the fluency focus. The script guides students on how to read the script with appropriate expression. The end of the script includes the following comprehension question: "¿Por qué Julián quiere empacar?" This question supports students in developing both comprehension and fluency as they engage with the text.

The digital version of the *Libro del maestro* includes various authentic Spanish connected texts to build accuracy, fluency, prosody, and comprehension. For example, in grade 2, Module 9, Lessons 3–4, students read the authentic text "Un viaje muy, muy largo," to support their accuracy, fluency, and comprehension. Students build confidence, automaticity, and a deeper understanding of the text through repeated opportunities to read the exact text across multiple lessons.

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

The digital version of the *Guía del maestro* includes explicit (direct) instruction in Spanish on teaching handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. For example, in "Taller de escritura: Caligrafía," the materials provide teachers with a dedicated guide on how to teach handwriting. The guide includes direct instruction, opportunities for students to trace the letters of the alphabet, and suggested activities for additional practice. These handwriting activities are developmentally appropriate for grade 2 and provide structured support for students to develop their handwriting skills.

The "HMH Online Educator" platform includes explicit instruction in Spanish on teaching handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. For example, the "Carteles didácticos" PDF resource for teachers includes an "Ayudante de caligrafía" component. This component guides teachers' modeling of proper handwriting strokes. Student practice follows this guidance. The resource ensures that teachers have visual aids and structured steps to explicitly model handwriting, supporting skill development in alignment with grade-level expectations.

The *Guía del maestro* includes explicit (direct) instruction in Spanish on teaching handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. For example, in Module 9, "Hábitat, dulce hogar," the spelling assessment integrates handwriting practice with ongoing classroom learning. During this activity, students are asked to write dictated words and sentences such as *lluvia*, *pluma*, and *libro*, reinforcing students' spelling and handwriting skills simultaneously. The materials provide a visual model of how these words should appear on ruled paper, supporting students' development of appropriate letter formation and handwriting fluency within a meaningful context.

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

The "HMH Online Educator" platform includes frequent opportunities, resources, as well as activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, in grade 2, Module 1 of the *Guía del maestro*, the "Como el mejor ciudadano, recursos de práctica semanal" PDF component gives students routine opportunities to practice handwriting. These resources include a "Modelo de caligrafía" and a letter formation alphabet strip in the student practice book, supporting students in developing proper letter formation and handwriting fluency.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include frequent opportunities, resources, as well as activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, the "Ortografía y caligrafía" resource includes a printable letter formation alphabet strip for cursive writing. This strip provides clear guidance for proper cursive letter formation, including arrows and a dot to indicate where to begin each letter. These printable handwriting models offer a visual reference and dedicated space for students to practice forming each letter.

The "Taller de escritura" section of the *Guía del maestro* includes frequent opportunities, resources, as well as activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, during Module 2's "Editar II: Corrección entre compañeros, publicar el texto" writing lesson, students apply their handwriting skills in an authentic context by writing and signing a letter. As part of the publishing stage, students are explicitly reminded to use their best handwriting and to sign their name in cursive at the bottom of the page. This task reinforces handwriting practice in a meaningful, real-world writing activity.

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

The instructional materials are organized into modules with weekly lessons that build interdisciplinary knowledge across key content areas. For example, in Module 8, "Tiempo de crecer," the materials include weekly topics. For science, these topics include studying what a plant needs to grow. The materials also include "Jack y los frijoles mágicos / Jackie y los frijoles mágicos" for literature and "¡No me toques! Grandes innovadores: George Washington Carver" for history. Similarly, in Module 3, "Pongámonos de acuerdo," the materials integrate literature in "La gran paleta roja." The materials integrate teamwork and historical themes in "¡Pan de jengibre por la libertad!" and integrate social-emotional learning in "¡Tienes superpoderes! ¡Aprende a usarlos!" The materials thus integrate history and biographical literature.

The "Learning That Builds" section is designed to build knowledge based in the fields of science, history, literature, and the arts. The *Implementation Guide* identifies which modules align with specific disciplines using a legend that marks units related to science, social studies, or language arts.

Although not always explicitly stated, the materials expose students to fine arts through genre exploration and author studies. For example, in the "miLibro" section of the *Guía del maestro*, students are prompted to "observar el arte" as they prepare to read, linking visual arts to reading comprehension and author awareness.

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

The *Implementation Guide* provides resources, including a scope and sequence, to demonstrate the approach to knowledge-building across grade levels. In the "Learning That Builds" section, the materials introduce topics such as animal habitats and revisit them across multiple grade levels. For instance, grade 2 includes a unit on animal habitats, building upon prior learning from grade K and grade 1 and preparing students for deeper exploration in future grades.

The materials provide resources, including a scope and sequence, to demonstrate the approach to knowledge-building across grade levels. In grade 2, the digital version of the *Guía del maestro* includes an "Implementation Guidance" resource. The "Connecting Concepts Across Grades" section provides an overview of how key concepts are vertically aligned, illustrating how students progressively build knowledge as they advance through the program.

The "Sinopsis del programa" in the *Secuencia de instrucción* provides resources, including a scope and sequence, to demonstrate the approach to knowledge building within grade levels. For example, in grade 2, Module 9, "Hábitat, dulce hogar," the materials focus on informational text objectives related to habitats. In Module 11, "Estudio del género: No ficción," the materials continue to reinforce these informational text skills through nonfiction genre study. The program thus builds and revisits key concepts within the same grade level.

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 designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In grade 2, students read across multiple genres within the "Tiempo de crecer" theme in Module 8. Over the span of several lessons, students explore what plants need to grow through informational and opinion texts. The texts include "El crecimiento de un girasol," "De semilla a pino: El ciclo de la vida," and "Experimento: Lo que una planta necesita para crecer." These Spanish texts are used throughout the unit to support sustained engagement with a single topic.

The "Sinopsis del programa" section of the *Secuencia de instrucción* is designed for students to spend extended time on connected knowledge-building topics and Spanish texts. Each module is structured around a central topic that students explore through multiple resources. For example, Module 9, titled "Hábitat, dulce hogar," spans three weeks and focuses on how animals live. Students engage with a sequence of Spanish-language informational texts and media to build understanding of animal habitats.

The units are designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 4, titled "Había una vez," students explore the theme of stories across a variety of genres. In Week 1, students read a procedural text, "Cómo leer un cuento," which provides step-by-

step guidance on choosing and enjoying a story. In Week 3, students analyze two fairy tales based on Cinderella from different cultural perspectives in "La horma de su zapato: Dos cuentos de Cenicienta." These connected texts allow students to deepen their understanding of storytelling over an extended period.

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

In the "Sinopsis del programa" of the *Secuencia de instrucción*, lessons are connected by anchoring Spanish texts designed to intentionally build connected student background knowledge over time. For example, in Module 12, "Estudio del género: Textos literarios," students engage with a curated set of Spanish literary texts, including realistic fiction, fantasy, and poetry. These texts support language development and reinforce bilingual literacy skills by allowing students to explore various genres in Spanish while building literary understanding.

The *Spanish HMH ¡Arriba la lectura!*, 2 lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. At the beginning of each module week, the materials include a "Vistazo a la semana" section, which highlights thematically linked Spanish texts. These texts deepen understanding by allowing students to make meaningful connections across concepts. For example, in Module 11, Week 1, students revisit a set of biographies that they previously read to focus on genre study, such as "¡Pan de jengibre por la libertad!," "Frida Kahlo," "Yo soy Helen Keller," "La historia de Joseph Bruchac," and "Trombone Shorty."

The "Enseñar con colecciones temáticas" lessons in the *Guía del maestro* are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. Module 8's "Enseñar con colecciones temáticas" lessons are structured around the theme of what plants need to live and grow. The Spanish text sets in this module build background knowledge through a variety of genres, helping students make connections across content while developing vocabulary and comprehension in Spanish.

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

In the *Guía del maestro*, Spanish vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson. In grade 2, each module includes a "Taller de lectura y vocabulario" section, which supports students in practicing vocabulary, grammar, and writing in Spanish. For example, Module 5, titled "Toma la iniciativa," features instruction on *palabras poderosas*, *vocabulario del lector*, and metacognitive strategies that help students engage with the theme.

The *Guía del maestro* includes Spanish grammar, vocabulary, discussion, and writing activities connected to the knowledge-building topic of the lesson. In each module, the "Observa y anota" and "Observa y

anota en acción" sections prompt students to explore genre and comprehension skills. Students discuss examples from the texts and write in Spanish about the lesson's theme. For instance, in Module 2, titled "¡Mira y explora!," students build comprehension skills while engaging with informative text, fantasy, poetry, and plays.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include Spanish grammar, vocabulary, discussion, and writing activities connected to the knowledge-building topic of the lesson. In Module 9, titled "Hábitat, dulce hogar," students participate in Spanish-language discussions and writing activities that are directly linked to the topic of animal habitats. For example, in "Compañero de enseñanza: Conversación en parejas," students are asked to discuss why a specific type of baby bird, a *aguja colipinta*, stays with its parents when young. Students also discuss how this action supports its survival, strengthening their comprehension and oral language development in Spanish.

6.A.2 Context and Student Background Knowledge

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

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

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

The materials activate background knowledge by making connections to previously learned content from prior grade levels. Each module in grade 2 begins with a section designed to activate background knowledge related to the theme. For example, in Module 9, the "Palabras acerca de los hábitats de los animales" section introduces key vocabulary, including *ecosistema*, *especie*, and *hábitat*. The materials ask students to write what they already know about each word, annotate synonyms and antonyms, and illustrate word meanings.

The *Guía del maestro* supplies background knowledge by making connections to previously learned content from prior grade levels. In grade 2, each module includes a section titled "Desarrollar los conocimientos y las destrezas." This section includes vocabulary to activate students' prior knowledge. For instance, in Module 5, titled "Toma la iniciativa," students encounter theme-related words such as *admirar*, *inspirar*, and *pionero*.

The materials activate and supply background knowledge by making connections to previously learned content from prior grade levels. The *Implementation Guide* includes a visual anchor chart, which is located in the "Learning That Builds" section. This chart illustrates how topics build across grade levels, helping teachers understand how student knowledge develops over time and how current instruction connects with prior grade-level learning.

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

The materials activate background knowledge in Spanish by making connections across units within a grade level. In grade 2, Module 5, the *Guía del maestro* includes a "Proyecto de investigación." Students complete a research project that requires recalling prior learning about leadership. For example, the teacher is prompted to say the following: "Ayude a los niños a recordar las características de un buen líder." This prompt supports students as they develop a campaign about a character. The prompt also

intentionally activates students' previously acquired knowledge within the same grade level to prepare students for the research task.

The materials in Module 8 supply background knowledge in Spanish by making connections across units within a grade level. In "Tiempo de crecer," the teacher is prompted to remind students of a previously introduced signpost strategy from an earlier unit. Specifically, in the "Observa y anota" section, teachers are instructed to do the following: "Recuerde a los niños que ya ha presentado la señal de contrastes y contradicciones en un module anterior." This guidance demonstrates how the comprehension strategies introduced in earlier modules are revisited and reinforced to support ongoing learning.

The materials activate background knowledge in Spanish by making connections across units within a grade level. In the "Vistazo a la semana" for Module 11, "Estudio del género: No ficción," students revisit biographies that they read earlier in the year for a deeper focus on the nonfiction genre, such as "Frida Kahlo." This recurring exposure allows students to draw on prior knowledge and strengthen their understanding of genre and content.

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

The materials provide students with targeted background knowledge in Spanish to enhance the students' engagement with the text. For example, in Module 4, Week 1, "Vistazo a los textos de la lección 'Había una vez,'" the *Guía del maestro* includes a "Hacer conexiones" section that helps students make cross-disciplinary links before reading. This section includes a social studies connection about storytelling, vocabulary support with commonly confused words (such as *también*), and foundational skills (such as the high-frequency words *vez*, *dijo*, and *poco*). These supports allow all students, including those unfamiliar with the topic, to access and engage with the text through linguistic connections.

The materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the students' engagement with the text. In Module 8, Week 1, Lesson 3, the "Presentar las palabras poderosas" section on vocabulary instruction engages students with essential topic-specific vocabulary through visual aids such as flashcards (e.g., Tarjetas de vocabulario 8.10–8.17). Each card includes an image and suggested accessory visuals to further explain the meaning, helping students connect academic language to the unit's theme of plant growth.

The materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the students' engagement with the text. For example, in the unit on animal habitats in Module 9, "Hábitat, dulce hogar," students view a Spanish-language video that introduces various global habitats and the animals that live in them. For example, the video describes how dolphins live in the Pacific Ocean, where the water is warm and salty. The video also shows the fish species that dolphins eat. This multimedia component supports vocabulary development and concept understanding before students engage with related texts.

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)

Questions and tasks in the "Compañero de enseñanza" section are designed in Spanish and require students to engage with big ideas, topics, and themes through genre-specific texts. For example, in Module 4, "Había una vez," students read "Receta de cuento de hadas," a procedural text, and discuss in Spanish the purpose and structure of the text. The teacher prompts students with questions such as "¿Por qué el autor escribió esta receta?" and "¿Cómo están organizadas las instrucciones?" These questions help students use academic language to analyze the author's purpose and text organization.

In a unit on leadership, the "Compañero de enseñanza" section provides questions and tasks that are designed in Spanish. These questions and tasks require students to engage with the theme of leadership through diverse genres, such as fantasy and biography. Students discuss the following question: "¿Cuáles son las características de un buen líder?" Students then use textual evidence to determine whether a cat character was a good leader. After reading a biography of Frida Kahlo, students reflect on her legacy and relevance today. The culminating task prompts students to choose a leader they want to meet and write five interview questions in Spanish, deepening their engagement with the central theme.

In "Muchas culturas, un solo mundo," questions and tasks are designed in Spanish and require students to engage with the central idea of world cultures and their influence. The question "¿Qué podemos aprender de diferentes pueblos y culturas?" frames the unit, prompting students to reflect on cultural diversity and global understanding throughout the lessons.

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)

In Module 5, "¡Hora de concluir!," questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. At the end of a unit on leadership, students are asked to revisit the following essential question: "¿Cuáles son las

características de un buen líder?" Students work in groups to take on the role of a leader they read about and present their perspectives using supporting details from multiple texts. This culminating task requires students to integrate their learning and express their understanding collaboratively.

Questions and tasks in the materials are designed in Spanish and prompt students to synthesize knowledge and concepts across units. For example, Module 1 and 3 of the *Libro del maestro* includes the following essential questions: "¿Por qué ser un buen ciudadano puede marcar una diferencia? ¿Cómo podemos resolver los desacuerdos?" These questions require students to draw on their knowledge of civics and social themes, which they developed through multiple readings. Students are encouraged to think critically and connect texts and ideas presented across the units.

In Module 2, "¡Mira y explora!," questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within lessons. The *Guía del maestro* provides structured opportunities to revisit and build understanding throughout the module. In the "Desarrollar redes de conocimientos" and "Sintetizar el conocimiento" sections, students use a "Mapa de conocimientos," revisit it after each reading, and complete a final synthesis of their learning at the end of the module in the "¡Hora de concluir!" activity. This sequence helps students integrate knowledge from multiple texts related to the theme of exploration.

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 designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In grade 2, students read across multiple genres within the "Tiempo de crecer" theme in Module 8. Over the span of several lessons, students explore what plants need to grow through informational and opinion texts. The texts include "El crecimiento de un girasol," "De semilla a pino: El ciclo de la vida," and "Experimento: Lo que una planta necesita para crecer." These Spanish texts are used throughout the unit to support sustained engagement with a single topic.

The "Sinópsis del programa" section of the *Secuencia de instrucción* is designed for students to spend extended time on connected knowledge-building topics and Spanish texts. Each module is structured around a central topic that students explore through multiple resources. For example, Module 9, titled "Hábitat, dulce hogar," spans three weeks and focuses on how animals live. Students engage with a sequence of Spanish-language informational texts and media to build understanding of animal habitats.

The units are designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 4, titled "Había una vez," students explore the theme of stories across a variety of genres. In Week 1, students read a procedural text, "Cómo leer un cuento," which provides step-by-step guidance on choosing and enjoying a story. In Week 3, students analyze two fairy tales based on Cinderella from different cultural perspectives in "La horma de su zapato: Dos cuentos de Cenicienta."

These connected texts allow students to deepen their understanding of storytelling over an extended period.

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

In Module 10, "Muchas culturas, un solo mundo," the materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. The "Conversación en parejas" section includes a paired discussion activity titled "Así se almuerza en diferentes países," which prompts students to reflect on international food customs. Students respond to questions such as the following: "¿Cuáles de los almuerzos preferirías comer? ¿Cuáles te da más curiosidad probar?" Students are encouraged to use evidence from a video to support their personal opinions, connecting their new learning about cultures to their own lives and preferences.

In Module 5, "Toma la iniciativa," the materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. For example, students complete a three-week "Inquiry and Research" project titled "Campaña por un personaje." After learning about the leadership traits of community roles (such as school principals and business owners), the materials ask students to organize a campaign for a fictional character they believe could be a good leader. This project connects their understanding of leadership to real-world concepts of advocacy and civic engagement.

After a citizenship unit in Module 5, the "Trabajo en equipo: Proyecto de investigación" provides opportunities to apply new understanding based on the topic to contexts beyond the classroom. Students reflect on the following essential question: "¿Por qué ser un buen ciudadano puede marcar una diferencia?" Students then identify someone who has positively impacted them. They create a "Best Citizen" certificate for that individual and explain their choice by comparing the individual to a character from a previously read text. This task connects classroom content with students' lived experiences and community connections.

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

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

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

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include a year-long scope and sequence for building Tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. For example, in Module 2, "¡Mira y explora!," *miLibro* includes a section titled "Palabras acerca de descubrir nuestro mundo." In this section, students interact with Tier 2 vocabulary words such as *examinar*, *identificar*, and *registrar*. Each word is thematically tied to the module's focus on discovery and observation, supporting students' vocabulary development through context.

The materials include a year-long scope and sequence for building Tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. For instance, Module 6 includes Tier 2 words such as *arruinar*, *avergonzado*, and *presumir*, which can be applied across multiple contexts. The module also includes Tier 3 domain-specific words such as *clima*, *precipitación*, and *temperatura* that are directly connected to the module's science theme on the weather. These are outlined in the *Secuencia de instrucción* under "Palabras poderosas."

The digital version of the *Libro del maestro* includes a year-long scope and sequence for building Tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. In Module 4, Lesson 15, the *Guía del maestro* includes a session titled "Vocabulario académico: Repasar las palabras poderosas." In this section, students engage with academic vocabulary through vocabulary cards and structured review activities that are tied to texts that students previously read in the unit. This repeated exposure reinforces students' vocabulary acquisition within a meaningful context.

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 *Guía del maestro* includes practice and application opportunities with appropriate content and language scaffolds and supports. Teachers can use these opportunities to differentiate Spanish vocabulary development for all learners. For example, during a unit on plants in Module 8, "Desarrollar el contexto," students are introduced to vocabulary words such as *sobrevivir*, *germinar*, and *fertilizar*. Content scaffolds include guiding questions that are linked to texts about plant needs and images. For example, an image of a tree being watered prompts students to respond to questions such as "¿Un árbol es una planta?" and "¿Una planta necesita agua?" These supports help students connect new vocabulary to visual and textual contexts.

In the digital version of the *Libro del maestro*, during a unit on living organisms and weather in Module 6, the materials introduce vocabulary words such as *clima*, *precipitación*, and *temperatura* alongside Tier 2 "power words" such as *arruinar*, *cesar*, *presumir*, and *radiante*. Scaffolds in the "Vocabulario académico: Presentar el lenguaje oral" section include matching vocabulary to images and structured oral language activities. In these activities, students participate in partner discussions using target words while the teacher listens and provides corrective feedback. These strategies support vocabulary development across diverse learners.

In Module 2, "¡Mira y explora!," *miLibro* introduces vocabulary such as *examinar*, *identificar*, and *registrar*. In "Palabras acerca de descubrir nuestro mundo," students engage with these words through visual scaffolds, including drawing representations of vocabulary meanings. Such engagement helps reinforce students' understanding through multimodal expression.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Module 10, Lesson 15, students create a vocabulary web to deepen their understanding of academic vocabulary. Students add new words to the web, draw illustrations to represent meaning, and share their webs with a partner. In the "Vocabulario académico: Vocabulario acumulativo" section, teachers guide students to expand the web by adding synonyms, antonyms, or additional details, reinforcing students' vocabulary through multiple forms of engagement.

The "¡Hora de concluir!" section includes tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Module 3, "Pongámonos de acuerdo," students complete the unit by creating a mini word bank of academic vocabulary related to conflict resolution. This task prompts

students to reflect on and apply the vocabulary they learned throughout the module in a relevant, meaningful context.

The "Palabras acerca de descubrir nuestro mundo" activity includes tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Module 2, "¡Mira y explora!," students interact with vocabulary words such as *identificar*, *registrar*, and *examinar* through digital flashcards that include images. Students then engage in multiple activities. These activities include writing about each word, listing synonyms and antonyms, and drawing pictures to demonstrate deeper vocabulary comprehension through visual and linguistic tasks.

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

The materials include nonverbal teaching techniques to support students in acquiring key Spanish academic vocabulary, such as using images and visualization. For example, in Module 4, "Había una vez," the *Guía del maestro* includes instructional routines that introduce academic vocabulary through visual aids such as the "Mentes curiosas" video. This video appears at the start of the unit and provides contextual visual support that helps students understand key vocabulary in preparation for the texts they will read.

Module 6, "Desarrollar redes de conocimientos," includes the activity "Hablemos del estado del tiempo." In this activity, students explore vocabulary related to weather by interacting with visuals. The materials use "Mostrar y motivar: Mapa de conocimientos 6.1," a visual concept map. This map includes images that represent key terms such as *verano*, *invierno*, *granizo*, *nieve*, and *pronóstico*. This visual support helps students make concrete connections to the vocabulary.

The *Guía del maestro* includes nonverbal teaching techniques to support students in acquiring key Spanish academic vocabulary, such as using images and visualization. In Module 1, before students read the "Desarrollar el contexto" section about citizenship, the teacher shows a video illustrating what it means to be a good citizen. This visual experience supports student understanding of key terms such as *ciudadana*, *amable*, and *diferencia* by providing real-life examples and imagery to anchor vocabulary in meaningful contexts.

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.	3/3
—	TOTAL	6/6

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

The materials support instruction for students to ask and generate questions in Spanish for inquiry. For example, during a reading lesson in Module 5, "Toma la iniciativa," the materials provide structured opportunities for students to ask questions in Spanish. In Lesson 3, "Hacer y contestar preguntas: Soporte lingüístico adicional," students are encouraged to engage in conversations about what they want to learn more about. Students use provided sentence stems such as "Quiero saber más sobre _____" and "Tengo preguntas sobre _____." This support helps students develop inquiry skills in Spanish by providing linguistic tools for formulating questions.

The *Libro del maestro* supports instruction for students to ask and generate questions in Spanish for inquiry. In grade 2, the materials include teacher resources to help students develop and refine low- and high-level questioning skills for fiction and nonfiction texts. For example, during the "Conversación en parejas" activity, the *Guía del maestro* provides question stems to prompt student inquiry, such as "¿Qué preguntas te hiciste mientras Brandon y Taylor intentaban resolver el misterio?" and "¿Qué preguntas te hiciste al final?" This guided practice supports students in asking meaningful questions in Spanish as part of their comprehension and inquiry process.

The *Guía del maestro* supports instruction for students to ask and generate questions in Spanish for inquiry. In Module 10, "Muchas culturas, un solo mundo," the materials provide resources that guide students in asking content-related questions to support research and investigation. For example, during the "Seguir un plan de investigación" section, students participate in an activity where they select a topic from the text "¿Adónde fue a parar mi rosquilla?" Students then generate their own open-ended, clarifying, and reflective questions in Spanish to guide their research. The process requires students to identify resources, record sources, organize information, and present findings to the class, promoting active student engagement in inquiry.

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

The *Libro del maestro* supports instruction for students to generate and follow a research plan. In grade 2, lessons guide students to record information in simple visual formats. The lessons also provide questions to support students during research. For example, in Module 7, "Proyecto de investigación," students engage in a research project based on an autobiography. Over several weeks, students generate ideas, conduct research, and present the results, allowing them to apply a structured research process in Spanish.

The *Guía del maestro* supports instruction for students to generate and follow a research plan. In Module 8, "Tiempo de crecer," the materials explicitly guide students to select and use research sources. For example, during Week 1, Lesson 5, "Investigación: Escoger y usar fuentes," teachers use "Cartel didáctico 46: Fuentes para la investigación" to introduce different types of research sources. Students learn how to distinguish between primary and secondary sources with examples relevant to their topic of study, such as scientists, farmers, research papers, and interviews. The teacher facilitates the process and guides the following investigation, encouraging students to ask content-related questions.

The *Guía del maestro* supports instruction for students to generate and follow a research plan. The materials provide examples and clear steps for teachers to model how to support students through the research process, including initial, intermediate, and final steps. For instance, during Week 3, Lesson 15, "Concluir el tema," the teacher presents a performance task in which students apply what they have learned by writing an informative text about what plants need to grow. Students follow each step of the research and writing process—planning, drafting, revising, and presenting—while consistently referring to module texts to support their ideas with evidence.

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 require students to gather relevant information from a variety of sources. In grade 2, the materials provide multiple resources that enable students to collect relevant information from print and digital sources. For example, in Module 9, "Hábitat, dulce hogar," during the "Proyecto de investigación," students work collaboratively over three weeks to generate ideas, conduct research, complete, and present their project. The materials guide students to gather information from a variety of sources, such as informational books, approved websites, magazines, newspapers, and catalogs.

The materials guide students on differentiating between primary and secondary sources. Moreover, the materials include activities and tasks that require this skill. For example, in the "Aprende y demuestra" section of Module 8, Week 1, the materials define primary and secondary sources and provide examples. Students then apply this understanding by determining whether given sources are primary or secondary sources. Sample questions include "Una carta escrita por Abraham Lincoln, ¿sería una fuente primaria o secundaria?" and "Una persona escribe un nuevo libro sobre los pinos usando los resultados de investigación que escribió otra persona. ¿Este libro es una fuente primaria o secundaria?" These tasks require students to actively differentiate between source types.

The *Guía del maestro* guides students in differentiating between primary and secondary sources. For example, in grade 2, Module 8, Week 1, Lesson 5, "Investigación: Escoger y usar fuentes," the teacher explicitly introduces the difference between primary and secondary sources using relevant examples. A primary source may include an interview with a scientist or a research paper describing experimental results. In contrast, a secondary source may be a newspaper article about a farmer or a book based on someone else's research. The materials thus support students in developing the ability to evaluate and categorize sources during the research process.

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.

In *Spanish HMH ¡Arriba la lectura!*, 2, the texts used for instruction throughout the year are authentic Spanish texts or appropriate Spanish transadaptations that align with grade-level complexity. The *Guía del maestro* for each module presents a thematic text collection with corresponding genres. For example, in Module 6, "Enseñar con colecciones temáticas," the "Hablemos del estado del tiempo" section includes informational, fantasy, poetry, and narrative nonfiction texts. In Week 1, Lexile levels range from 540L to 810L, while guided reading levels range from J to M. In Week 2, Lexile levels range from 480L to 840L, while guided reading levels range from L to M. These levels reflect appropriate text complexity for grade 2 students.

The materials include core texts that are authentic or appropriate Spanish transadaptations. These texts are written at grade level based on research-based measures. For example, in Module 2, Week 3, "Enseñar con colecciones temáticas," the text "Observar el arte" by Andrew Stevens includes a Lexile measure of 1410L and a Fountas and Pinnell level of J. Although the Lexile level is high, the Fountas and Pinnell level is appropriate for grade 2 reading. The text supports students' vocabulary development. It also supports students' close reading of print and visual content within a thematic module that focuses on how art imitates life.

Core texts include authentic Spanish literature that meets research-based criteria for grade-level text complexity. For example, Module 9, titled "Hábitat, dulce hogar," includes "Extensión lingüística: Leer la lectura conjunta," an extension activity. Students engage with the song "Una cuncuna amarilla" by María de la Luz Corcuera. The song is an authentic Spanish text that supports students' vocabulary acquisition and understanding of poetic devices such as rhyme and metaphor. Instructional guidance prompts

students to analyze rhyme patterns, identify figurative language (such as a "silk shirt" referring to a "cocoon"), and cite textual evidence, ensuring students' appropriate exposure to grade-level sentence structure and content.

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

In Module 10, "Muchas culturas, un solo mundo," Week 2, Lesson 6, the materials include "El frasco de los nombres," a Spanish transadaptation of "The Name Jar" by Yangsook Choi. This story follows a bilingual, bicultural Korean girl navigating her identity in a new school setting in the United States. The text features rich language, expressive illustrations, and a meaningful narrative structure. The main character demonstrates bravery, empathy, and problem solving, supporting students' vocabulary development and cultural awareness through authentic storytelling.

The materials provide Spanish informational texts that are well-crafted and of publishable quality, with rich vocabulary and language appropriate to their disciplinary content. For example, in Module 8, "Tiempo de crecer," students read "El crecimiento de un girasol," a science-focused text. The text incorporates purposeful textual features, including color-coded text linked to photographs, which guide students in interpreting a photo essay. These features support scientific literacy and align with authentic Spanish usage in informational texts.

The materials also include authentic Spanish informational texts that reflect discipline-specific vocabulary and language use. In Module 8, "Tiempo de crecer, miLibro," the "Experimento: Lo que una planta necesita para crecer" article introduces students to features of nonfiction texts, such as labeled photographs, chronological order, and cause-and-effect relationships. The content is appropriate for science instruction and uses language that is accurate, accessible, and engaging, exemplifying authentic Spanish texts that are of publishable quality.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include traditional and classical Spanish texts that introduce students to well-known cultural stories. For example, in Module 4, "Extensión lingüística: Vistazo rápido: Había una vez," students read "La leyenda del fuego" by Francisco Alén Freire. This authentic folktale supports students' understanding of traditional storytelling elements, such as characters learning a lesson, while building foundational reading skills such as vocabulary, print awareness, and comprehension.

The materials provide a blend of traditional and contemporary Spanish texts across multiple content areas. In Module 8, "Tiempo de crecer," Lesson 6, students read a classic fairy tale, "Jack y los frijoles mágicos," alongside "Libertad," a contemporary phonics-focused text. This pairing supports students'

foundational literacy skills while offering stories highlighting teamwork and relationships, promoting students' decoding practice of meaningful content.

The materials include contemporary and diverse Spanish texts from various genres to reflect different cultures and experiences. For example, in Module 10, "Libro para la lectura en voz alta," students read "Trombone Shorty," an autobiography by Troy "Trombone Shorty" Andrews. This authentic text promotes cultural awareness and appreciation for diversity while developing literacy through personal narrative.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials include transadapted Spanish literary texts that connect real-world concepts to students' personal and cultural experiences. For example, Module 9 includes a story called "Abuelo y los tres osos." This text reimagines the familiar story of "Goldilocks and the Three Bears" through a cultural lens. Instead of Goldilocks, the character Trencitas—a girl with long black braids and a big appetite—visits the bears. The story includes culturally relevant dialogue about food, such as *frijoles*. This engaging adaptation allows students to see themselves reflected in traditional tales while honoring linguistic and cultural diversity.

Module 3's "Libro para la lectura en voz alta" section includes the story "Mango, abuela y yo." This story authentically reflects the lived experiences of many bilingual or multilingual students. The narrative centers on a young girl and her grandmother who struggle to communicate. One speaks Spanish, while the other speaks English. With time, patience, and the help of Mango (a parrot), they learn to understand each other. This story fosters empathy and connection for students navigating language barriers within their own families.

The materials include the informational text "Muchas clases de materia" by Jennifer Boothroyd. This text provides engaging science content that is both accessible and culturally relevant for grade 2 students. In Module 2, Week 1, the book introduces the states of matter and how they change, using real-life examples and visual supports to enhance students' understanding. A language note within the text highlights regional Spanish variations such as *bolas/canicas* and *alberca/piscina*, helping students recognize and value linguistic diversity in Spanish while connecting to academic content.

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)

In Module 6 of the *Spanish HMH ¡Arriba la lectura!*, 2 materials, students read the literary nonfiction text "El tiempo está loco" and engage in collaborative discussion and writing activities. The "Conversación en parejas: Escribir una opinión" digital resource provides targeted questions such as the following: "¿Por qué es importante el trabajo de un meteorólogo? ¿Cómo puedes usar el texto y las ilustraciones para entender el ciclo del agua?" Students are guided to use evidence from the text and illustrations to support their oral responses with a partner. Students use sentence stems such as "Creo que ____." After discussion, students write an opinion piece recommending the book to others, supporting their opinion with three text-based details.

The materials include a read-aloud of the text "La historia de William Hoy" by Nancy Churnin, an authentic Spanish biography. In Lesson 6's "Lectura en voz alta" minilesson, the teacher uses guided questions such as "¿Qué aprende William sobre el mundo de las personas que oyen?" and "¿Cómo cambia William Hoy el deporte del béisbol?" These questions promote critical thinking. Students identify the main idea and analyze character actions using textual evidence. These activities allow students to listen to grade-level text, make inferences, and justify their thinking both orally and in writing.

In Module 1, students listen to the informational text "La escuela" by Meritxell Martí as part of the "Extensión lingüística: Vistazo rápido" section. After the read-aloud, students are prompted to reflect and respond to the content by naming places around their community, connecting them to their own experiences. This lesson supports oral discussion and builds students' foundational understanding by requiring them to listen to and think critically about 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)

In the *Spanish HMH ¡Arriba la lectura!*, 2 materials, the lesson "Lleguemos a un acuerdo" provides structured opportunities for students to engage with specific aspects of a grade-level Spanish informational text. Students explore an author's purpose in Module 3, Lesson 1. The "Lleguemos a un acuerdo" lesson teaches readers how to resolve conflict through compromise. It also teaches students how to analyze text structure by examining dialogue bubbles and visual context clues. The lesson explicitly supports students' language development by introducing vocabulary, such as the pronouns *yo* and *nosotros*. The lesson guides students to identify the main idea and supporting evidence. Through genre study, guided questions, and a think-pair-share routine, students meaningfully discuss how people can solve conflicts.

In grade 2, Module 1, students read "El desfile de las nubes" by Alma Flor Ada. Students are prompted to discuss the author's purpose in writing the story. This grade-level Spanish text conveys a message about selflessness and helping others. Students learn to ask questions such as "¿El autor quiere entretenerme?" and "¿Está tratando de enseñarme algo?" These questions help students determine the author's intent, supporting students' understanding of narrative purpose, textual meaning, and authorial choices.

The grade 2, Module 3 materials include a read-aloud of "Pepita y la peleonera," a story about a girl navigating peer conflict. In a *miLibro* "Conversación en parejas" discussion, students discuss key aspects of the text. Students answer structured questions and prompts such as "¿Por qué crees que la autora eligió este punto de vista?" and "Encuentra detalles en el texto y en las ilustraciones que muestren cómo se siente Pepita." This discussion encourages students to analyze narrative structure, language, and the author's message. The materials also guide students to retell events using sequence words such as *primero*, *luego*, and *al final*, deepening students' comprehension and language use.

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

The *Spanish HMH ¡Arriba la lectura!*, 2 materials provide opportunities for students to make and confirm predictions while reading grade-level Spanish text. For example, in Module 10, Lesson 7, "Muchas culturas, un solo mundo," students read "La fiesta de Mayo en el mundo" by Tori Telfer. This nonfiction narrative introduces global May Day celebrations. The teacher models how to make smart predictions by using textual clues. The teacher also prompts students to reflect on their predictions while reading. The lesson incorporates a stoplight graphic organizer to guide students through the process of evaluating

whether their predictions were accurate. Students then adjust their predictions with new evidence if needed.

In Module 1, "Como el mejor ciudadano," the materials support students in summarizing and paraphrasing ideas from a grade-level Spanish informational text. After reading "Cómo ser un buen ciudadano" in Lesson 9, "Compañero de enseñanza," Libro 1, students underline headings and respond to prompts such as "¿Por qué creen que la autora empezó esta sección con un encabezado?" and "¿Qué aprendieron sobre cómo es vivir en una comunidad?" These questions help students paraphrase main ideas and summarize the section using their own words.

In Module 6, after reading the informational text "Prepárate para disfrutar del tiempo," students engage in evaluating key details and comparing texts. Using the anchor chart as a reference, students identify the most important details and determine the main idea of specific sections. Guided questions in *miLibro*, Libro 3 prompt students to evaluate content. These questions include "¿Qué detalles . . . te ayudan a entender cómo prepararse para una ventisca?" Students analyze text structure and synthesize information by comparing this text with "El tiempo está."

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 support to ensure all students can access grade-level authentic Spanish text while maintaining rigor. In Module 1, "Como el mejor ciudadano," while students read "Gastón Tiburón," the "Compañero de enseñanza" provides scripted questions and think-aloud prompts focused on understanding the setting. The teacher supports students using visual cues and follow-up questions that deepen analysis, such as questions asking why setting changes matter to the story.

The materials include teacher guidance and supports to ensure all students can access grade-level transadapted Spanish text while maintaining rigor through embedded scaffolds. In Module 9, Lesson 1, during the shared reading of "El mejor hábitat para mí," teachers are guided to build comprehension by integrating animal habitats and reinforcing vocabulary such as *hábitat*, *refugio*, and *praderas*. The lesson includes targeted language supports such as high-frequency word practice, grammar guidance on conjunctions and pronouns, and sentence stems for oral participation. Sentence stems include "El panda rojo depende de ___ para ___." The materials also support the teacher with questioning strategies and linguistic tools tailored for dual-language classrooms.

The materials include teacher guidance and support to ensure all students can access grade-level authentic Spanish text while maintaining rigor through embedded scaffolds. In Module 11, "Estudio del género: No ficción," teachers are guided to prompt students to connect ideas across texts such as "Normas de tránsito" and "Cómo lavar un automóvil." Reflective questions such as "What is the message of each text?" support students' comprehension, critical thinking, and analysis of text features. These scaffolds promote meaningful reflection and sustained engagement with nonfiction genres.

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

The materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. In Module 2, Lesson 1, proficient students read "¿Qué es la materia?" and are guided to reflect on the author's purpose through targeted questions. Students revisit the text to examine features such as headings, photos, and embedded questions that help build curiosity. Teachers may extend learning by comparing this text to another informational piece, encouraging higher-order thinking within grade-level content.

The materials support proficient students in analyzing grade-level authentic Spanish texts through writing and dramatization. In Module 2's "Extensión lingüística" section, students read "Huellas en caminos blancos" and write a short play inspired by the story. Working with a partner, they select key narrative details and craft character dialogue that expresses thoughts and emotions. This activity promotes creativity, reinforces narrative structure, and deepens comprehension.

The materials allow proficient students to further analyze grade-level authentic Spanish texts by connecting visuals with text. For example, the "Minilecciones del rotafolio de mesa: Lectura, conectar el texto con los elementos visuales" section provides small group lessons. Students identify characters, settings, and events from visual elements and retell the story using these elements as a guide. Students compare visual and textual details to evaluate which of these better communicates meaning. These tasks enhance comprehension by showing how text and visuals convey ideas effectively.

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 and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. In grade 2, Module 8, "Tiempo de crecer," Week 3, the lesson includes the informational Spanish text "¡No me toques!" by Elizabeth Preston. The qualitative analysis explains that this text is intended to build students' comprehension by identifying features of informational texts, synthesizing information, and recognizing cause-and-effect structures. This rationale connects to the text's use of photographs and content about plant defense mechanisms, making it appropriate for developing science knowledge within grade-level expectations.

In grade 2, Module 6, "Hablemos del estado del tiempo," the materials include quantitative and qualitative analysis of each Spanish core text, including Lexile levels and a rationale for educational purpose and grade-level placement. Text complexity breakdowns accompany texts such as "El tiempo en las distintas estaciones" (Lexile 720L), "Freddy el meteoerrana" (Lexile 710L), and "El Tiempo está loco" (Lexile 540L). The *Guía del maestro* provides instructional guidance to address knowledge demands, language features such as *meteorológico*, and support for concepts such as interpreting maps and comparing seasonal weather. This scaffolding ensures texts are linguistically and cognitively appropriate while deepening understanding of how weather affects daily life and communities.

The materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. In Module 2, "¡Mira y explora!," Week 1, the informational text "¿Qué es la materia?" connects science content to the module's theme. The rationale notes that the text helps children understand their environment by exploring the states of matter using visuals and classroom-based examples. With a Lexile level of 520L and moderate complexity, the text is appropriately placed in grade 2. It includes support for phonics through the use of words with the /k/ sound, represented by *c*, *q*, and *k* (such as *cada*, *cambia*, and *clase*).

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 core texts have the appropriate complexity in Spanish for grade 2, according to their quantitative and qualitative analysis and relationship to student tasks. In Module 3, "Pongámonos de acuerdo," Week 2, the materials include the read-aloud text "Tres gallinas y un pavo real." This text is a fantasy story that supports fluency practice through appropriate phrasing, word chunking, and meaningful pauses. The qualitative analysis emphasizes the text's social-emotional themes, including empathy and resolving differences, as characters learn the value of appreciating others' perspectives. Student tasks ask learners to draw and write about a character's strength, use textual evidence to explain their thinking, and share their ideas with partners, reinforcing comprehension and social-emotional learning at a developmentally appropriate level.

"La gran paleta roja," a realistic fiction story in Module 3, has a Lexile level of 460L. This text is moderately complex due to its layered messages and cultural references. The instructional goal focuses on understanding point of view (specifically, how Rubina's perspective helps readers understand her character). Students are asked to imagine the story from another character's point of view and use story events to support their ideas. Students analyze narrative structure while deepening comprehension in a grade-appropriate manner.

In Module 10, the realistic fiction story "¿Adónde fue a parar mi rosquilla?" has a Lexile level of 660L and a Guided Reading level of M, indicating appropriate vocabulary and sentence structure for the grade. The qualitative review identifies educational goals such as analyzing realistic fiction, making inferences, and identifying themes using textual evidence. Tasks such as discussing figurative language and interpreting cultural references support critical thinking while remaining accessible for grade 2 students.

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.

In grade 2, Module 9, "Hábitat, dulce hogar," the materials include the informational read-aloud "La colcha de retazos de la naturaleza." This text is above grade-level complexity and is age-appropriate in content and presentation. PagiNotas 9.1 offers explicit scaffolds that help teachers guide students in analyzing figurative language within the text. For example, the teacher is prompted to distinguish between literal and figurative language, helping students build imagery and deepen their comprehension by visualizing phrases such as "Las estrellas bailaban en el cielo." The materials provide additional scaffolding through guided questions about similes such as "Jack es callado como un ratón." These questions prompt students to identify comparisons and reflect on why the author uses figurative language. The text has a Lexile level of 840L. The text includes strategies to help students engage with a variety of text structures and build comprehension through intentional instructional support.

In grade 2, Module 1, Lesson 6, the read-aloud "La historia de William Hoy" is an authentic biography in Spanish with age-appropriate themes of disability, perseverance, and historical impact. These themes are at or above grade-level complexity. The lesson emphasizes genre study to help students identify features of biographies and understand Hoy's contributions to baseball and the deaf community. Scaffolds such as PagiNotas, visual cues, gestures, and DOK-level questions provide multiple entry points for comprehension. Post-reading tasks and dual language supports ensure the lesson is rigorous and accessible for bilingual learners.

In grade 2, Module 5, "Toma la iniciativa," the materials include the read-aloud "¡Fuuuusss!: Super Soaker y otros inventos." This text is at or above grade-level complexity. An authentic biography, it presents above-grade-level content related to innovation and perseverance. During the lesson, teachers use visual elements to scaffold understanding of how Lonnie Johnson developed the Super Soaker, prompting students with guiding questions such as "¿Trabajó mucho?" and "¿Pensaron los niños que el juguete era divertido?" These supports help students navigate the text's organizational structure and build knowledge of the content in a developmentally appropriate way. The read-aloud includes a variety of text structures and provides intentional scaffolding strategies to support comprehension and engagement.

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

The materials include texts designated for independent reading that are authentic or appropriate transadaptations and that offer a range of complexity levels to support students' literacy development in Spanish. For example, in grade 2, Module 2, "¡Mira y explora!," the Rigby leveled reading collection features a variety of texts such as "Todo acerca de los tiburones," "Ranas," "Days ventosos," "El festival de la luna," "La princesa y los guisantes," "El misterio del monstruo de la bahía," and "¿Cómo se ayudan a los seres vivos?" These texts vary in structure (including informational, narrative, and mystery structures). These texts also vary in purpose (to inform, to entertain, or to explain). The texts provide students with diverse and age-appropriate reading experiences. Students are encouraged to choose texts that align with their interests and reading levels. Instruction supports such as reading logs, partner fluency practice, sticky note annotations, and response journals scaffold students' independent engagement with and comprehension of increasingly complex texts.

The materials include Spanish texts for independent reading that range from Lexile 480L to 900L, ensuring appropriate complexity for developing readers. These texts support students' fluency, vocabulary acquisition, and comprehension while maintaining authenticity and developmental alignment. For instance, in the HMH Library, "Todo sobre los tiburones" includes colorful photographs, captions, diagrams, and data boxes that reinforce students' understanding. Structural elements such as bold text, headings, a table of contents, a glossary, and an index further support navigation and meaning-making for students reading independently.

The HMH Library provides independent reading texts and varied qualitative features, including purpose and meaning, vocabulary, layout, structure, and knowledge demands. In Module 2, Week 1, the materials thematically connect texts through the following essential question: "¿Por qué explorar nos sirve para comprender mejor el mundo que nos rodea?" Titles such as "Adivina el animal misterioso," "Muchas clases de materia," and "¿Qué es la materia?" provide opportunities for students to practice reading independently using authentic informational texts that align with students' developmental and linguistic needs. These texts are part of the "Enseñar con colecciones temáticas" section. Visual and digital resources support these texts, enhancing students' engagement and understanding.

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 *Guía del maestro* includes a plan for students to self-select high-quality Spanish texts and read independently, including planning and accountability for achieving independent reading goals. For example, in grade 2, Module 10, "Muchas culturas," Lesson 1, "Un solo mundo," the "Aplicar a la lectura

independiente" section prompts students to identify characteristics of a text that they read independently. Students then complete "Organizador gráfico de lectura 19." The teacher adapts the prompts in "Opciones para la enseñanza" to student-selected texts, supporting goal-setting and accountability during independent reading. This plan provides structure for students to work toward personal reading goals by analyzing text features in books that they choose.

In Module 1, "Cómo ser el mejor ciudadano," the *Guía del maestro* encourages students to self-select books from the "Biblioteca al alcance del estudiante, Rigby lecturas por niveles," which includes both fiction and nonfiction texts at a range of reading levels. Students set independent reading goals for the month in "Centros de lectoescritura" and track their progress using the printable "Registro de lectura." To promote accountability and reflection, the teacher provides opportunities for students to share what they have learned through options such as reading with a partner to practice fluency, using sticky notes to annotate their thinking, and responding through drawing or writing in a reading journal. These activities support students' sustained engagement and reinforce their reading goals.

The *Spanish HMH ¡Arriba la lectura!*, 2 materials also provide a designated "Lectura independiente" station as part of weekly literacy centers. In Module 7, "Todos tenemos una historia," the *Guía del maestro* includes literacy centers in which students choose a book or continue reading one they previously selected. Students establish a purpose for their reading and record their progress on the "Registro de lectura." Students choose three activities to support their reading goals: reading with a partner to improve fluency, taking notes using sticky notes to record questions and thoughts, or writing or drawing about what they read in a response journal. These options promote sustained independent reading and provide built-in accountability measures to monitor goal progress.

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, justify their thinking, and support claims. For example, in grade 2, Module 1, "Como el mejor ciudadano," Lesson 9, "Resumir," students read the Spanish text "Cómo ser un buen ciudadano." Teachers prompt students to summarize the text using their own words. Teachers also guide students to paraphrase important ideas and refer to the "Cartel didáctico" to support their summaries. Guiding questions require students to justify their thinking using key ideas from the text. These questions include "¿Cuáles son las ideas importantes en su libro?" and "¿Recordaron usar sus propias palabras cuando resumieron?"

In grade 2, Module 10, "Muchas culturas, un solo mundo," Lesson 3, "Hacer inferencias," students respond to partner discussion prompts after reading the realistic fiction story "¿Adónde fue a parar mi rosquilla?" Questions such as "¿Qué te dice eso sobre Yum Yung?" and "¿Por qué el ambiente es importante para los acontecimientos del cuento?" require students to return to the text to locate supporting evidence. This process deepens students' comprehension through inferencing and textual justification.

In grade 2, Module 3, "Pongámonos de acuerdo," Lesson 8, "Idea principal: Aprende y demuestra," students read the informational text "Trabajar en equipo." Students then answer the following questions: "¿Qué evidencia apoya la idea principal? ¿Qué evidencia del texto apoya la idea principal?" These text-dependent questions require students to identify the central idea and support their claims with explicit evidence from the text.

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)

In Module 4, "Había una vez," the materials include questions and tasks that are designed in Spanish and require students to use textual evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. For example, in the "Extensión lingüística: Vistazo rápido" section of the *Guía del maestro*, after reading the authentic Spanish fable "La leyenda del fuego," students identify actions that the animals performed that are not possible in real life. Students also determine the moral of the story. This task prompts students to analyze how the author's word choice, such as descriptive language and dialogue, supports the central theme and lesson of the text.

Libro 5 of the "Compañero de enseñanza" provides questions and tasks concerning the informational text "Un viaje muy, muy largo." In Module 9, "Hábitat, dulce hogar," the materials require students to use textual evidence to evaluate language, key ideas, details, and structure. In Lesson 4, "Organización del texto," the *Guía del maestro* includes questions such as the following: "¿Qué indica eso sobre la edad de los otros polluelos? ¿Por qué crees que la autora organizó los acontecimientos de esta manera? ¿Qué aprende la joven aguja colipinta?" These questions prompt students to use textual evidence to analyze the author's sequencing choices, make inferences about character growth, and evaluate descriptive details.

In Module 4, "Había una vez," the digital version of the *Libro del maestro* includes questions and tasks that are designed in Spanish and require students to use textual evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. For example, in Module 4, Lesson 1, "Lectura compartida, mini lección," students read "Receta de cuento de hadas," a creative text that uses the format of a recipe to tell a fairy tale. Questions prompt students to use textual evidence to evaluate the language and structure of the text. Students analyze how the author uses informal and figurative language such as *mezcla un poco* and *espolvorea una pizca* to convey meaning beyond literal instructions. Students also analyze how the structure of a recipe supports the author's purpose of guiding the reader through an imaginative narrative.

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 that are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as summarizing, paraphrasing, and discussing key ideas in evidence from the text. For example, in grade 2, Module 1, "Como el mejor ciudadano," students use a summary strategy after reading "Cómo ser un buen ciudadano." The teacher

asks students the following: "¿Qué aprendiste sobre los buenos ciudadanos en este texto?" Students must respond using key details from the text. Students further justify their thinking by writing instructions on being a good citizen. Students gather and use evidence from partner conversations and guided reading prompts.

In Module 6, "Extensión lingüística: Leer la lectura conjunta," students read "Las cabritas porfiadas" and engage in tasks that require comparing sources, summarizing, and justifying their ideas using textual evidence. Students compare the tale with another story by identifying similarities and differences in key concepts and morals, discuss these in small groups, and paraphrase vocabulary such as *echarse a reír* and *echarse a correr* using context clues and dictionary support.

In grade 2, Module 1, Lesson 9, "Resumir," students answer summarizing questions after reading the Spanish text "Cómo ser un buen ciudadano." Students are guided to paraphrase important ideas and recall strategies from the "Cartel didáctico." Students also respond to prompts such as "¿Cuáles son las ideas importantes en su libro?" and "¿Recordaron usar sus propias palabras cuando resumieron?" These prompts require students to compare and discuss key ideas, paraphrase effectively, and summarize the complete text using their own words.

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)

In Module 7, students read "Hablar con las manos" and answer text-based questions to build comprehension. Students then engage in higher-order thinking through opinion prompts that require making inferences and analyzing visual and textual elements. The teacher uses think-alouds and class discussions to deepen understanding, drawing on students' observations and background knowledge. To extend learning, students compare the text with a biography of Louis Braille. Students then write a paragraph using evidence from both texts to explore communication methods for individuals with disabilities.

In Module 5, students read "Yo soy poeta" by F. Isabel Campoy and respond to questions that develop students' literal and figurative comprehension. Students analyze the author's language and meaning, then compare the poem with "Gabriela Mistral, la poeta de los niños." Students are prompted to reflect on Gabriela's perspective and support their ideas with textual evidence. The lesson concludes with students writing evidence-based personal opinions, demonstrating their deeper analysis and application skills.

In Module 2 of the *Guía del maestro*, after reading an informational science text about matter, students encounter questions in Spanish that transition from basic recall to inferential thinking. For example, in Libro 1 of the "Compañero de enseñanza," Lesson 3 includes foundational questions. These questions include "¿Qué hace que el líquido se convierta en gas?" and "¿Cómo lo sabes?" The materials prompt

students to compare and contrast scientific concepts through the following questions: "¿En qué se parecen los sólidos, los líquidos y los gases? ¿En qué se diferencian? ¿Qué ejemplo da el texto para cada clase de materia? ¿Qué otros ejemplos puedes dar?" These questions guide students through the observation, explanation, and application of content knowledge, providing multiple entry points to analyze scientific text and visuals.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials include guidance for teachers in Spanish on the effective modeling of the use of textual evidence to generate evidence-based claims and construct text-based responses. For example, in Module 3, "Pongámonos de acuerdo," Lesson 4, "Punto de vista," the materials guide the teacher through specific modeling steps using the story "La gran paleta roja" by Rukhsana Khan. The "Compañero de enseñanza" provides detailed prompts, such as using the purple "Targeted Close Read" questions to help students identify the narrator's point of view and cite textual evidence describing the character's thoughts and feelings. Such resources help reinforce students' first-person narrative understanding.

The materials include guidance for teachers in Spanish on how to model the use of textual evidence in constructing responses to nonfiction texts. In the "Compañero de enseñanza," Libro 5, Module 9, "Hábitat, dulce hogar," Lesson 3 requires the teacher to model how to identify key details. The teacher prompts students with questions such as the following: "¿Cómo los ayuda esto a sobrevivir? Usa lo que aprendiste del texto para explicar cómo sería ser un polluelo de aguja colipinta." The activity demonstrates how students can use evidence from the informational text "Un viaje muy, muy largo" to support their written explanations.

The materials include guidance for teachers in Spanish on modeling how to generate evidence-based claims and responses. For example, in Module 5, Libro 3, "Toma la iniciativa," teachers guide students through the following prompt: "Tanto Abigail Adams como W. E. B. Du Bois se esforzaron por lograr cambios. ¿Cómo crees que sus acciones cambiaron la vida de los demás?" The materials instruct teachers to facilitate a class discussion and help students use a T-Chart to organize ideas. The materials also instruct teachers to remind students to support their claims with examples from the text and images, incorporating opinion words as part of their evidence-based written response.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials include guidance for Spanish teachers on using structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. For example, in grade 2, Module 9, "Hábitat, dulce hogar," Lesson 2, students read the informational text "De semilla a pino: El ciclo de la vida." The *Guía del maestro* provides explicit modeling support for gathering and evaluating text features to generate evidence-based claims. The materials prompt teachers to guide students through the analysis of headings, diagrams, and labels. Teachers use questions such as the following: "¿Cuál es el encabezado? ¿Qué información podrían encontrar debajo? ¿Cuáles son las etapas del ciclo de vida de un pino de hoja corta? ¿Cómo los ayudó el diagrama a conocer las etapas?" These structured questions help students justify their ideas using textual evidence and scientific vocabulary in Spanish.

The materials include guidance for Spanish teachers on using structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. For example, in Module 1, Lesson 11, the materials provide sentence frames and structured language routines. After students read the story "Violeta la aviadora," the "Desarrollo del lenguaje en español" section guides teachers to support students in analyzing Violeta's internal and external character traits. The lesson includes sentence stems such as the following: "A Violeta le gusta _____. Se siente _____ porque _____. Sé que ella está _____ porque _____." These frames support students in making evidence-based claims and constructing grammatically correct responses using Spanish academic vocabulary and syntax.

The materials include structured opportunities for students to work in pairs and engage in academic conversations in Spanish. For example, in Module 2, Lesson 6, after students read "Es tan solo Estanislao," the materials guide the teacher to model the use of vocabulary such as *ambiente* and *detalles del cuento*. The materials also guide the teacher in helping students use sentence structures such as "El ambiente es importante porque . . ." and "En el cuento, el lugar donde ocurre . . ." to explain how the setting influences the story. These activities promote student engagement in evidence-based discussions while reinforcing the use of Spanish academic language and syntax.

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 or transadapted Spanish mentor texts that serve as models for students to compose various texts according to the grade-level Spanish TEKS. For example, in grade 2, Module 11, Lesson 3, "Taller de escritura," the teacher uses the transadapted narrative "La montaña rusa" to model story structure and the author's purpose. Students are then prompted to write about a personal experience in which they did something they initially did not want to do, mirroring the narrative purpose of the mentor text. The teacher models this connection by stating the following: "Otras veces que escribí narraciones personales, creo que hice muy buen trabajo al dar detalles acerca de lo sucedido. ¡Pero sé que puedo hacerlo mejor! . . . Quiero hacer que los lectores puedan casi sentir lo que yo sentí! Voy a agregar esto a mis objetivos de escritura." This reflection guides students to think critically about their writing goals and use the mentor text as a structural and stylistic model.

In Module 3, "Extensión lingüística: Leamos juntos," the materials include the transadapted Spanish mentor text "Extrañas sombras," a humorous fictional story that supports students in composing opinion texts. After reading, students are guided to write their opinions about the characters' feelings and experiences, citing evidence from the story. This process supports students in developing narrative and opinion writing skills that are aligned with the grade-level Spanish TEKS. Students use the structure and content of the mentor text as a guide.

The materials include authentic Spanish mentor texts that model composing clear, informative paragraphs and descriptive narratives. In grade 2, Module 4, "Había una vez," Lesson 11, students read "Un tiempo perfecto para soñar" by Benjamin Alire Sáenz. After reading, students are prompted to continue the story by writing about what Octavio Rivera might dream about on the tenth summer afternoon. The teacher encourages students to recall facts and details from the book and use the following sentence starter: "Durante la décima tarde de verano, Octavio Rivera soñó ____." This activity helps students compose imaginative narrative texts while reinforcing writing conventions in Spanish.

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 *Spanish HMH ¡Arriba la lectura!*, 2 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. For example, in grade 2, Module 11, Lesson 7, during the "Estudio del género" mini-lesson, students read the opinion text "Conoce las biografías." Students analyze the author's persuasive language and purpose, then compose a letter to Alex, one of the characters, to express their opinion about biographies. The materials guide students to use opinion-related phrases such as *creo*, *mejor*, and *me gusta*. Students compare their writing with a peer to reinforce understanding of genre characteristics. This activity develops purpose-driven opinion writing and encourages students to consider audience expectations.

The 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. In grade 2, Module 5, "Toma la iniciativa," Lesson 4, students read the Spanish fantasy story "Llegar lejos," written by Peter and Paul Reynolds. In the "Motivar y responder" section, students are prompted to write and perform a victory speech from the perspective of a character in the story. The teacher explains that a speech is meant to be spoken aloud, but it is often written first. This explanation emphasizes the connection between writing and speaking to an audience. This task encourages students to apply their understanding of character development and narrative voice while considering how to entertain an audience through written and oral expression.

The 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. In grade 2, Module 7, "Todos tenemos una historia," Lesson 3, students are prompted to write about a life lesson that they learned after reading the biography "Yo soy Helen Keller." The teacher frames the writing task by asking students the following: "¿Cuál es la lección de vida más importante que aprendiste de Yo soy Helen Keller? ¿Cómo puede ayudarte a ti y a los demás?" Students are guided to use textual evidence and illustrations in their responses and encouraged to use connecting language (such as *porque*) to link their reasons and opinions. This activity helps students compose reflective texts with a clear purpose, structure, and audience awareness.

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

The materials include opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. For example, in

grade 2, Module 2, "¡Mira y explora!," Lesson 2, students are guided to write informational texts with a clear structure and purpose. After reading "El libro de lo importante" by Margaret Wise Brown, students add their entry by following the author's pattern and explaining the most important detail about one of their favorite items. Through independent writing and partner discussions, students apply genre-specific elements, such as repetition and evidence-based support, to convey a main idea. Students also use a scaffolded backing, such as the "Mystery Bag" activity, to deepen their understanding.

In Module 8, "Tiempo de crecer," students compose laboratory reports based on hands-on investigations. This task reinforces how informational texts can communicate scientific observations and conclusions. After reading the mentor text "Experimento: Lo que una planta necesita para crecer," students plan, draft, and illustrate reports that include a sequence of events and evidence-based reasoning. These tasks demonstrate purposeful writing for an academic audience and align with genre expectations for scientific reports.

In Module 9, students compose investigation reports requiring research and information organization. The teacher models characteristics of informational texts, such as introductions, body paragraphs with detail, and conclusions. The teacher provides prompts such as the following: "Escribe acerca de un animal y su relación especial con los demás." Students use graphic organizers to support note-taking, structure their ideas, and publish texts that reflect appropriate genre conventions and craft. These activities provide authentic opportunities for students to write for various purposes and audiences throughout the year.

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 students to compose correspondence in Spanish with genre-specific characteristics and craft. For example, in grade 2, Module 7: "Todos tenemos una historia," students write a letter to the protagonist of a biography. After reading "Las historias que cuenta: La historia de Joseph Bruchac," students list interesting facts they learned and use them to compose a letter with clear genre features. The prompt states the following: "Escribe una carta para Joseph Bruchac. Hazle preguntas sobre su vida y su obra. Cuéntale qué hecho de su vida te parece más interesante y explica por qué." The teacher reminds students to begin salutations and closings with capital letters and to use question words such as *qué*, *por qué*, *quién*, *cuándo*, or *cómo*, reinforcing craft and structure.

In Module 3, "Pongámonos de acuerdo," students compose an apology letter from one character to another after reading "Pepita y la peleonera." This activity provides students with a clear opportunity to write Spanish correspondence using genre-specific characteristics and craft. The lesson guides students to begin with "Querida Pepita" and end with "Tu amiga, Babette." Students must use the word *porque* to explain the reason for an apology. Students must also use proper punctuation, such as using a colon after the greeting, reinforcing both the language and structure of personal letters.

In Module 10, "Muchas culturas, un solo mundo," Lessons 5–8 include a "Taller de escritura" section, which provides a series of scaffolded lessons focused on composing a *carta de agradecimiento*. Students begin by analyzing parts of a letter (the greeting, body, and closing), then brainstorm personal experiences and intended audiences. As they draft and revise, students are encouraged to write in the first person, use appropriate pronouns (such as *yo*, *me*, and *nosotros*), and include descriptive details and questions to engage the reader. These questions include the following: "¿Recuerdas cuando celebramos juntos el Año Nuevo chino?" With strategies like color-coding and anchor charts (such as the "Cartel didáctico E11: Las partes de una carta" chart), the materials support students in producing complete, genre-appropriate correspondence in Spanish throughout the year.

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)

Module 3 of the *Guía del maestro* supports students' coherent use of the writing process to compose a persuasive essay in Spanish. Across three weeks, students engage in planning, choosing a theme, drafting complete sentences, structuring arguments, revising, adding action verbs and adverbs, and editing—correcting their writing's spelling, punctuation, and capitalization with peer and teacher support. The materials also embed conferring opportunities into this process, including peer conferencing and teacher-student feedback sessions. The unit culminates in publishing and sharing final pieces through bulletin board displays or class readings, promoting age-appropriate Spanish writing conventions.

In Module 11, the *Guía del maestro* guides students through all stages of the writing process to compose a personal narrative in Spanish. In the "Mostrar y motivar: Narración personal 11" section of the "Cuaderno del escritor," the materials support planning through a model essay, brainstorming tools, and a prompt connecting to students' lived experiences. The materials scaffold drafting and revising through graphic organizers, examples of adding details, and structured guidance on adding, deleting, and rearranging ideas. Checklists and conferencing tools help students revise, edit, and apply age-appropriate conventions of Spanish writing before final publication.

In Module 2, the *Guía del maestro* provides structured support for students' coherent use of the writing process as students compose a descriptive essay in Spanish. This process begins with prewriting activities to generate ideas. It continues with drafting support that focuses on informative and descriptive content. The "Mira y explora: Taller de escritura" includes revision activities that emphasize sentence structure and idea development through peer and teacher conferencing. The editing stage includes peer reviews that target grammar and spelling. The writing process concludes with publishing and classroom sharing, reflecting an age-appropriate progression in Spanish language conventions.

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 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). In the *Guía del maestro*, Module 10's "Taller de escritura" supports teachers with 15 detailed lessons that guide students in writing a thank-you letter. The lessons model how to identify types of correspondence, choose a topic, structure a letter, revise for sentence fluency and pronoun use, and edit for spelling and punctuation. The materials provide teachers with strategies to support students through conferencing and sharing their final letters with peers during the writing process.

In the lesson based on "Ricitos de Oro y los tres dinosaurios," the materials guide teachers to model narrative structure using an anchor chart and shared reading questions. Students plan their writing by discussing story elements. Students draft their composition by drawing and writing using textual evidence. Students then revise and edit their writing through peer comparison. Finally, students publish their writing orally in pairs or groups. The teacher guidance includes conferencing strategies to help students expand or complete their work during small group instruction.

In Module 3, "Pongámonos de acuerdo," the materials include step-by-step teacher guidance in Spanish to explicitly model each element of the writing process—especially the planning stage of a persuasive essay. The materials provide teachers with modeled think-alouds, examples of supported and unsupported opinions, and prompts to help students brainstorm and articulate their ideas in writing. Students organize their views with evidence using the "Cuaderno del escritor" resource. This lesson demonstrates how teachers are guided to provide direct instruction and help students during the writing process through targeted modeling and discussion.

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 guide teachers in providing explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. In Module 9, Lesson 1, "Palabras de uso frecuente," teachers use a three-step routine ("Observe," "Use," and "Write") to introduce new vocabulary such as *contar*, *dice*, *historia*, *maestra*, and *muñeco*. The "Escribir y revelar" strategy reinforces correct sentence structure by prompting students to write modeled sentences. Lessons also build Spanish syntax and phonological awareness through syllable segmentation (such as *his-to-ria*), rhythm, word order, and stressed syllables (such as *lluvia* and *pluma*). The materials support vocabulary development through contextual, visual activities such as word chains, original sentence writing, and illustration.

The materials guide teachers in providing explicit instruction in Spanish on sentence-level writing, with a clear focus on structure. In the "Taller de escritura" from the "Minilecciones de gramática" component, Lesson 1.2.5 models how to construct complete sentences with subjects and predicates. For example, teachers guide students to identify fragments and expand them into complete sentences, such as expanding *Las hojas* to "Las hojas caen de los árboles." The lesson's questions prompt students to distinguish between the naming and action parts of a sentence, strengthening their understanding of sentence construction in Spanish.

The materials include teacher guidance to provide explicit instruction in Spanish on sentence-level writing, emphasizing structure, syntax, and vocabulary. In Module 4, Lesson 12, the teacher introduces compound sentences by defining their components and modeling how to join ideas with conjunctions such as *y*, *pero*, and *o*. Students learn how combining sentences improves a piece of writing's flow and detail. Students then apply this strategy by identifying and composing compound sentences using modeled examples. The materials reinforce practice through printable grammar pages and revision activities that require students to enhance their drafts using compound sentence structures.

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 and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to the grade-level Spanish language arts TEKS. For example, in grade 2, Module 1, Lesson 3 of the *Secuencia de instrucción*, the materials focus on writing simple sentences with a clear subject and predicate, such as "Los vecinos hicieron una barbacoa." Later, in Module 4, Lesson 4, students progress to writing compound sentences with compound subjects and predicates, such as "El perro y el gato comen carne y toman agua." These lessons build students' foundational sentence-level writing skills, supporting their ability to construct more complex written texts over time.

In Module 5's "Taller de escritura" in the *Guía del maestro*, students develop personal narratives that begin with a single sentence introduction, followed by body paragraphs and a conclusion. The materials guide teachers to use model texts to illustrate essay structure. Teachers prompt students with questions such as the following: "¿Cuál es tu idea principal? ¿Está enunciada en la introducción? ¿Qué detalles se encuentran en el cuerpo de tu ensayo?" Throughout the drafting process, teachers provide targeted support to individual students or small groups, reinforcing composition-building strategies in a structured and scaffolded manner.

In grade 2, Module 3, Lesson 1, the spelling assessment models sentence dictation using high-frequency and advanced vocabulary such as *banana*, *jirafa*, and *receta*. Teachers follow step-by-step routines that include repetition, modeling, and reminders for clarity in sentence construction. Differentiated supports (e.g., "Palabras sorpresa"), reteaching routines (e.g., "Clasificar palabra"), and phonological awareness activities (e.g., syllable identification and alliteration recognition) provide students with foundational writing skills that are reinforced systematically throughout the unit.

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 *Guía del maestro* includes systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish through structured writing tasks. In grade 2, Module 3, students write a persuasive essay. Students respond to a prompt that asks them to describe a controversial topic, state their opinion, and support it with evidence. The "Cuaderno del escritor" provides tools to brainstorm and develop arguments, while the "Reunirse en conferencias" checklist guides students to revise their work by adding clarity, removing off-topic content, and strengthening their introductory sentences. Students also use the "Corregir" checklist to peer-edit essays for verb tense consistency and use of adverbs, reinforcing editing at the sentence level.

The *Libro del maestro* for Spanish HMH ¡Arriba la lectura!, 2 includes systematic and explicit instruction for students to engage in sentence-level writing, revising, and editing in Spanish, focusing on grammar accuracy. In grade 2, Lessons 1.6.2 and 1.6.3 offer direct instruction on present-tense verb conjugations, including singular/plural forms and the distinction between the formal and informal pronouns *tú* and *usted*. Students apply these concepts to their writing through modeled examples and scaffolded grammar exercises. Importantly, they return to previous drafts to revise and ensure subject-verb agreement, integrating grammar knowledge into the editing process.

The *Guía del maestro* includes systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing in Spanish through genre-specific tasks. In grade 2, Module 2, "¡Mira y explora!," Lesson 10, students explore poetry elements and use structured checklists to compose descriptive poems. In the "Compañero de enseñanza," students create a chart of descriptive sentences about water using a mentor text and guided prompts, selecting the strongest ideas to craft a poem with attention to word choice and sound. These steps foster sentence-level precision and creativity during the writing process.

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 both in and out of context of the Spanish academic language conventions, such as using nouns in sentences and short paragraphs. The materials use correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. In grade 2, Module 1, Lesson 4, "Repasar los sustantivos," the "Minilecciones de gramática" section provides direct and explicit instruction on identifying and categorizing nouns. Students identify nouns in sample sentences and classify them as people, animals, places, or things, then practice using Gramática 2.1.4, a printable worksheet. Students apply their learning by editing a draft using correctly categorized nouns with appropriate articles. Such activities allow students to apply grammar skills in isolation and embedded in writing tasks.

The materials include structured opportunities for students to practice and apply Spanish academic language conventions, such as adjectives and sentence structure, in and out of context. In grade 2, Module 8, Lesson 4.2.2, "Comparación de adjetivos: *Más + adjetivo + que*," the "Minilecciones de gramática" section allows students to engage in a guided sentence completion activity using comparative adjectives. For example, students are prompted to complete "El libro de Juan es ____ el de Sabrina" using *más grande que*. This activity reinforces grammar conventions concerning proper punctuation and subject-verb agreement. Students then apply this concept by appropriately editing a draft that incorporates comparative adjectives, supporting the development of more complex sentence structures.

The materials offer consistent opportunities for the practice and application of Spanish academic language conventions both in and out of context, such as subject-verb agreement and the proper use of parts of speech. In Module 8, "Taller de escritura," the *Guía del maestro* includes examples of nouns and adjectives. Students move from isolated practice (such as identifying parts of speech in model sentences) to application practice through writing and editing tasks. The activities follow a sequence of direct

instruction, guided practice, printable grammar exercises, and writing tasks that are aligned to the TEKS expectations for capitalization, punctuation, and correct grammatical forms. This structure ensures students internalize and transfer conventions into academic writing.

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 *Spanish HMH ¡Arriba la lectura!*, 2 materials include systematic opportunities to practice and apply Spanish grammar in context. In grade 2, Module 6, Lesson 5, "Usar los pronombres," students identify repeated nouns and replace them with subject and object pronouns, supporting clear and progressive grammar development. Lesson instruction includes the direct teaching of grammar rules, followed by scaffolded practice and a printable activity (Gramática 2.7.5) for independent application. Students also edit writing in pairs to replace repeated nouns with appropriate pronouns, reinforcing fluency and correctness in context.

The materials provide systematic opportunities to practice Spanish grammar, punctuation, and usage in and out of context. In grade 2, students learn how exclamatory sentences express emotion and use exclamation marks as punctuation (Lesson 1.3.3). Students then apply this learning by punctuating sample sentences. Lessons 1.3.4 and 1.3.5 guide students in analyzing sentence types and adding appropriate punctuation marks to show meaning. Students apply these skills by editing a peer's writing and composing sentences that incorporate a variety of punctuation, demonstrating both conceptual and practical understanding.

The digital version of the *Libro del maestro* includes structured grammar and editing lessons as part of writing instruction, allowing for the systematic practice and application of Spanish grammar, punctuation, and usage. In Module 11, "Estudio del género: No ficción: Enfoque en el texto informativo," students revise and edit personal narratives by checking for run-on sentences, subject-verb agreement, capitalization, and correct pronoun use. These lessons include out-of-context practice using sentence models. Lessons also include the in-context editing of drafts. Students build accuracy and clarity in their writing through peer review strategies such as the *actividad del reloj* and revision checklists.