

HMH Education Company

Spanish Language Arts and Reading, K

HMH ¡Arriba la lectura! Texas Version 2 Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118937	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	0	Flags 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	89 out of 89	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	52 out of 52	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	2	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	35
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a scope and sequence that outlines the Texas Essential Knowledge and Skills (TEKS) taught in the course. The materials recommend an intentional sequence of units that connects all the foundational skills.

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

The materials include a scope and sequence, *Secuencia de instrucción*, "Destrezas fundamentales," that provides the entire progression from kindergarten to grade 6 for the concepts that will be taught under the "Conceptos de lo impreso" taught within the entire span.

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).

Materials include a sample *Pacing Guide* and samples of modified yearly plans for 165 school days, 180 school days, and 210 school days. Each module is 20 days long. The guidance states that flexible days can be added if needed.

In the *Guía del maestro*, the "Modified Yearly Plan for Grades 1–5" provides pacing recommendations for multiple instructional block lengths, including 90, 120, and 150 minutes, to help educators plan their daily schedules.

Instruction sequence shows all modules by week for the whole year. The *Guía del maestro* includes a week at a glance that provides suggested times for lesson components. For example, in Module 1, Week 1, there are specific time allocations for vocabulary, reading, writing, and small groups to be completed on each day.

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

The materials include a rationale for the order of units, as described in the section "Rationale for Module Order in HMH *¡Arriba la lectura!* Texas," which explains that the Grade K sequence is intentionally designed to support a coherent, standards-aligned progression of literacy skills and knowledge. This rationale makes clear that module topics are revisited in subsequent grades, building in complexity and vocabulary, and demonstrates how each unit's placement and design connects concepts across the course and supports teachers in building students' understanding of Spanish Language Arts and Reading (SLAR) concepts over time.

The materials include, in the *Implementation Guidance*, an anchor graphic illustrating the progression of learning, which can serve as a reference for teachers and supports their understanding of concept connections across units. Each module's selections are designed so that students are exposed to general knowledge and various genres, and the connections across units are made explicit by showing how topics are developed in multiple modules.

The materials show that the sequence is designed to connect learning across the course. The "Introducción de módulo" for each module in the *Guía del maestro* includes all materials for the unit, providing context for how it fits into the broader sequence. The "Vistazo a la semana" section gives an overview of how all five lessons are connected for each module.

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

Materials include sufficient support for teachers to fully internalize the unit, including protocols for lesson planning, and provide corresponding guidance for unit or lesson internalization. The *Guía del maestro* and Weekly Lesson Plans include processes for teachers to understand and prepare to teach a unit. The *Guía del maestro* and Weekly Lesson Plans preview the unit to highlight key standards, unit objectives, vocabulary, and assessments. This section previews the unit and lessons, outlining objectives, vocabulary, and assessments, and offers processes for teachers to prepare for lesson delivery. Teachers are guided to review lesson objectives, necessary materials, and instructional strategies to ensure alignment with learning goals.

The *Guía del maestro* includes the "Vistazo a los textos de la lección," which includes an explanation of why the text was chosen. This helps prepare for instruction by understanding objectives and how the

reading is connected to the lesson. Materials include resources for instructional leaders to support teachers with implementing the materials as designed, as found in the *Guía del maestro* for each module.

Materials include protocols with corresponding guidance for unit internalization, as found in the *Guía del maestro*. For example, the "Introducción de módulo" section for each module provides all materials and explanations for teachers on how to teach every component, supporting thorough understanding of key standards, unit objectives, vocabulary, and assessments. This set of protocols helps teachers internalize the sequence of learning and prepare for effective instruction.

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

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

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

The materials include a reflection guide specifically designed for instructional leaders to support teachers during implementation. Found in the "*¡Arriba la lectura!* Look Fors & Reflection Guide," it provides guiding questions to help leaders observe classroom success, identify areas needing support, and facilitate communication that builds collective teacher efficacy. This resource helps leaders proactively address challenges and provide timely feedback to teachers, aligning with the intended use of the materials. By enabling instructional leaders to monitor progress and coach teachers effectively, the guide supports a positive learning environment and continuous instructional improvement.

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

1.2 Unit-Level Design

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

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

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to teach the unit concepts effectively. The materials feature a progression graphic and in the *Implementation Guide*. The "Learning that Builds" and "Connecting Concepts Across Grades" resources show how activities align with core concepts, academic vocabulary, and recurring themes across and within lessons and grade levels.

Each kindergarten module contains an overview of all the skills for each module, week, and lesson. The *Guía del maestro* for kindergarten includes comprehensive unit overviews titled "Vistazo a la semana" that provide the background content necessary to effectively teach the concepts in the unit. For example, the Weekly Lesson Plan for each week is included.

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

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

The materials contain support for families in English for each unit with suggestions on supporting the progress of the students. The letters for families for each module have activities that reinforce in-class learning, questions to ask their student(s) about in-class learning, and strategies to reinforce new learning.

The letter also has academic vocabulary for the unit. For example, the Family Letter for Module 7 provides ideas for practicing the skills students are learning in class, prompts to encourage the child to add details about a topic or answering questions, Big Idea Words, word play games to help develop reading skills such as rhyme, words to practice during reading and writing, questions to ask children to help them make connections when they are reading, and strategies to support children to write stories and poems. The materials include a Family Letter for each module that explains the module focus and

how family members can support the classroom instruction and skills that students are learning at home. Each Family Letter is available in English and in Spanish in both editable and PDF versions.

1.3 Lesson-Level Design

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

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

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

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

All modules include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. The lesson plans provide necessary information for effective implementation of grade-level instruction, including daily learning objectives.

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 the suggested timing for each lesson component. For example, in "Vistazo a la semana," there is a section called "Tiempos diarios sugeridos." The sections include "Lectura y vocabulario" for 15–30 minutes, "Destrezas fundamentales" for 40–50 minutes, "Taller de escritura" for 30–45 minutes, and "Enseñanza en grupos pequeños" for 45–60 minutes. In addition, the kindergarten *Implementation Guidance* includes the "Pacing Guidance" for 90-, 120-, and 150-minute instructional blocks that are divided into basic reading times, reading and vocabulary, writing and grammar, and small-group instruction.

The materials provide a list of necessary materials for teachers to deliver the lesson. The kindergarten *Guía del maestro* includes the teacher and student materials necessary to effectively deliver the lesson. In Module 7, Lesson 3, the materials are listed under the lesson objectives, along with links to the materials, such as manipulatives and activity pages or templates.

The materials give teachers a visual stopwatch indicating the amount of time required for each lesson component. Instructional materials assist teachers in deciding how students should use them, whether as extended practice during class or as assignments to complete at home.

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

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

The dual language settings in the "Enseñanza en grupos pequeños" section provide the Extensión lingüística, where teachers are asked to visit the back of the *Teacher's Guide* to implement this extension.

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

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The materials include a summative assessment at the unit and lesson levels with varying types of tasks and questions. In the "Diagnóstico," "Preparación para la evaluación," and "Evaluación sumativa" sections of the *Libro de evaluaciones*, the materials provide diagnostic and summative assessments at unit start and end, as well as formative assessments embedded within lessons, supporting ongoing monitoring of student learning.

The questions and tasks in the assessments are varied. The "Diagnóstico" section includes varied tasks and questions to assess foundational skills and readiness, while the "Evaluación final" section offers diverse question formats and performance-based evaluations aligned with unit objectives.

Assessments use both closed- and open-ended questions and are detailed in the "Evaluación formativa" and "Evaluación de la lección" sections, ensuring teachers can monitor and respond to student learning needs based on various types of tasks and questions.

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

The *Guía del maestro* outlines the intended purpose for each assessment type. Diagnostic assessments are intended to guide initial instructional planning and grouping. Formative assessments monitor learning, identify gaps, and adjust teaching strategies.

Diagnostic assessments identify students' prior knowledge and skills. For example, the "Guías para la administración y calificación" document explains how diagnostic assessments help teachers determine

students' starting points and plan targeted instruction or intervention, as described in the "Interpretación" section, where scores help decide if a student should advance or if they need reinforcement.

Formative assessments are ongoing checks during instruction that provide feedback on student progress and inform instructional decisions. For example, in the "Guías para la administración y calificación," teachers use formative assessments, such as weekly checks, to monitor learning, identify gaps, and adjust lessons accordingly, as detailed in the module assessment guidance.

Summative assessments evaluate overall student achievement and provide accountability for both students and teachers. Summative assessments are end-of-unit or end-of-course evaluations that measure what students have learned and how well they have mastered the standards. For example, the "Inventario del módulo" at the end of each module serves as a summative assessment. Teachers use the "Hoja de puntaje para los inventarios de los módulos" to record results and evaluate student mastery of module objectives, as outlined in the module assessment guides.

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

The materials include "Guías para la administración y calificación" in the kindergarten "Resources" tab, providing step-by-step guidance to help teachers administer and score diagnostic assessments consistently. For example, this guiding document offers an overview of the assessments, detailed instructions for each component, and support for understanding the process. These guidelines promote consistency across examiners and apply to screening, diagnostic, and progress monitoring assessments.

In the "Indicaciones específicas" section, the materials provide a script and step-by-step directions for teachers to read before administering assessments, such as before reading a story, ensuring standardized and consistent administration.

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

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

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

The kindergarten materials offer a diagnostic tool that addresses different areas and is aligned to TEKS. The "Clave de respuestas" for the weekly assessments provides the TEKS assessed.

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

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

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

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

2.2 Data Analysis and Progress Monitoring

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

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

The materials include instructional assessments and scoring information with explicit guidance for interpreting student performance. The "Evaluaciones para la intervención, administración y calificación" section details how to score and note student responses on assessment inventories, including specific directions for identifying and counting errors to determine mastery of objectives. Scoring information provides a detailed breakdown of individual student performance, allowing teachers to analyze patterns in misconceptions and make data-driven instructional decisions. Clear assessment guidance also supports teachers in helping students set realistic learning goals and in providing targeted support or intervention based on longitudinal progress data.

The materials include detailed administration and scoring guidance to help teachers interpret student performance, as found in the "Guías para la administración y calificación" section. In this section, the curriculum offers the "Evaluaciones preliminar, diagnóstica y para verificar," with a clear chart that outlines expectations for student achievement at the beginning, middle, and end of the year, allowing teachers to monitor individual growth and proficiency over time. For example, the guidance specifies that students should identify 8 of 27 letters per minute at the beginning of the year, progressing to 24 of 27 by the end, offering a longitudinal view of student progress and mastery. This structured scoring information enables teachers to analyze patterns in student performance, set realistic learning goals, and provide targeted support based on assessment data.

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

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

The materials include guidance for addressing trends in student performance, providing targeted instructional support to improve identified areas under "Recomendaciones para la enseñanza basada en los datos." This guidance emphasizes intensive instruction based on evaluation results and directs teachers to use the "Taller de destrezas fundamentales y estudio," which features 118 phonetic and decoding skill lessons. These lessons, ranging from basic vowels and syllables to more advanced patterns, prefixes, suffixes, alliteration, verbs, accents, and print concepts, allow teachers to address specific learning gaps through purposeful tasks and activities. By aligning instructional content with assessment data, the materials help teachers guide students to build confidence and achieve greater academic success.

Within the *Guía del maestro*, as described in the "Guiding Principles and Strategies" guide, the materials include guidance for forming and managing small groups to address specific student needs. In the teacher guide for each module, the "Opciones para la enseñanza" section features "Grupos de lectura guiada," providing teachers with structured options for guided reading groups. This guidance supports teachers in using assessment data and instructional strategies to create purposeful small groups that respond to identified learning trends and gaps. These clear protocols and recommendations help teachers tailor instruction, build student confidence, and promote academic growth through targeted group activities.

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

The materials include tools for teachers to track student progress and growth, such as the "Formularios de registro globales," which are found in the "Evaluaciones para la intervención" and "Evaluaciones para verificar el progreso." Educators use these forms to monitor mastery of objectives, including phonological awareness and phonics skills, and to identify students needing intervention, thereby enabling timely instructional adjustments. The collected data supports educators in guiding conversations with students about their strengths, areas for improvement, and strategies for growth.

The materials include tools for students to track their own progress and growth within the *Guía del maestro*. For example, there is a printable resource titled "Mi caja de herramientas lingüísticas," which is referenced under the "Bienvenidos al módulo" section of the kindergarten modules and accessible via a provided link. This tool allows students to reflect on their learning in grammar and phonics, and provides spaces for them to record new Spanish and English words along with observations about similarities between the languages. Teachers can use this resource to foster students' metacognition and self-assessment, supporting conversations about language development and cross-linguistic connections.

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

The materials feature a dashboard tab for reports that track student growth and assessment performance over the school year, as found in HMH under the reports dashboard. These customizable reports serve as a targeted progress monitoring tool for measuring growth on specific TEKS or skill acquisition, enabling teachers to identify learning gaps and respond with focused instruction. In the section "Guías para administración y calificación" for diagnostic assessments, teachers access materials that provide guidance on how to administer, score, and interpret assessment results, including indicators for specific skills and clear scoring instructions. This approach ensures that instructional decisions are data-driven and aligned with students' individual needs, supporting both growth and confidence in targeted learning areas.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

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

The materials provide teacher guidance for differentiated instruction to support students who have not yet reached proficiency in grade-level content and skills. In the *Guía del maestro*, "Taller de lectura," and HMH Resources, teachers receive scaffolded lessons such as "Taller de destrezas fundamentales," "Estudio de palabras," "Guías modificables de planificación semanal," and targeted small-group reteaching options. For example, in kindergarten Module 3, Week 3, Lesson 1, the guide directs teachers to use "Apoyar: Identificar rimas," where students repeat word pairs in unison and signal if they rhyme, ensuring focused, skill-based support.

Materials include teacher guidance for differentiated paired lessons for students who have not yet reached proficiency on grade-level content and skills. In the *Guía del maestro*, kindergarten Module 3, Week 2, Lesson 6 "Lenguaje oral: Conversación colaborativa," the materials provide teacher guidance for differentiated, scaffolded, and paired lessons. The guide instructs teachers to use guided questions and sentence stems, such as "Cuando camino por mi comunidad, veo___ (niños, policías)," for students to work in pairs in a Think–Pair–Share routine. This structured, scaffolded approach supports students' reasoning skills and helps them make connections with the module theme, ensuring targeted support for students who have not yet reached proficiency.

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 vocabulary in text (e.g., figurative language, idioms, academic language) in the kindergarten *Guía del maestro* Module 3, Lesson 1. The teacher's guide

provides embedded supports for unfamiliar vocabulary, such as visuals to teach academic vocabulary. For example, the "Enseñar palabras del tema" routine uses Tarjetas de vocabulario to teach Big Idea Words for the "Heroes de nuestra comunidad" theme. The materials also recommend scaffolding vocabulary and using it in context, and students use the Active Viewing routine to respond to a video, with the teacher replaying and pausing when key words are used in context to support understanding.

The materials include pre-teaching or embedded supports for references in the text in Module 4 of the kindergarten *Guía del maestro*, specifically in the section "Ampliar y conectar: Desarrollar la conciencia lingüística y cultural." This section provides teachers with supports for teaching figurative language encountered in the poem "Más que el oro" and clarifies the meaning of expressions such as *tiene un corazón de oro*, explaining that such phrases do not mean exactly what the words say but that someone is very kind. The guide expands on the concept of figurative language with additional expressions, ensuring students understand unfamiliar references.

The materials include pre-teaching or embedded supports for vocabulary in text in the *Guía del maestro* Module 5, Lesson 2 oral language section. The guide provides visuals of vocabulary and explicit suggestions on how to pre-teach it. It also offers strategies and supports for incorporating vocabulary instruction in extended activities, helping teachers integrate vocabulary across lesson areas and ensuring students are familiar with the terms needed for discussions and activities.

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

Materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills in the kindergarten *Guía del maestro* Module 3, Lesson 1. The "Ampliar: Emparejar rimas" activity directs teachers to mix up picture cards and have students who are ready for a challenge pick out and match rhyming pairs, continuing until all pairs are matched. This provides a structured extension for students who have mastered the initial skill.

Materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills in the "Centros de lectoescritura" section of the kindergarten *Guía del maestro*, Module 3. The "Rincón de la creatividad" center, for example, instructs teachers to have students create a map of their neighborhood and act out heroes from their community, using supplemental literature and gathered accessories. These centers are designed to be presented gradually, offering differentiated, reinforcing, and enriching activities throughout the year.

Materials include teacher guidance for differentiated instruction and enrichment activities for proficient students in the "Extension linguística: Ampliar y conectar" section of Module 3 in the *Guía del maestro*. This section provides ideas, such as introducing onomatopoeia with text or exploring the author's home

country to extend cultural learning, allowing students who have mastered core concepts to deepen and broaden their understanding.

3.2 Instructional Methods

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

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

Materials include explicit prompts to support the teacher in modeling and explaining the concepts to be learned in Module 5, Week 1, Lesson 1 of the kindergarten *Guía del maestro*. The lesson instructs the teacher to "Read aloud the title and author/illustrator's name, then introduce the book. Explain that the genre of this book is fiction, and review genre characteristics." The teacher is then guided to use the "Cartel didáctico: Hacer y confirmar predicciones" to remind children how to make a prediction and to model making a prediction by saying, "I see that Jabari has a swimsuit and goggles on, so I predict he is going swimming." Students then use a printable page to draw or write their predictions, and the teacher revisits these predictions to confirm or correct them.

Materials include explicit prompts and guidance to support the teacher in modeling and explaining phonemic awareness concepts in Module 7, Week 3, Lesson 13 of the *Guía del maestro*. The teacher is prompted to explain that the medial sound is the one heard in the middle of a word, with the script: "Para identificar el sonido medio de una palabra, separen la palabra en sonidos y escuchen con atención cuál se escucha en el medio." The teacher then models the concept by saying, "Por ejemplo, *sal* se separa en /s/ /a/ /l/. El sonido medio de *sal* es *a*." The teacher uses photo cards and prompts students to respond in unison and clap the medial sound in each word.

Materials include guidance to support the teacher in modeling and explaining concepts through visuals and structured discussion in Module 2, Lesson 1 "Desarrollar los conocimientos y el lenguaje" in the *Guía del maestro*. The lesson provides explicit prompts for the teacher to present the module theme using the "Póster del Módulo 2," with clear instructions on what to show and say aloud. The teacher is directed to highlight how the theme connects to this week's books and to explain to students that they will be reading about characters who want to express their true selves and celebrate what makes them unique.

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

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches in the kindergarten *Guía del maestro*. The teacher is

directed to use a cloze reading routine to engage students in reading aloud while pointing to words and encouraging participation. Additionally, the lesson incorporates the Think–Pair–Share routine to facilitate student discourse and prediction sharing, combining direct instruction and collaborative learning strategies to accommodate diverse reading levels and promote engagement.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using more than two instructional approaches in the *Guía del maestro*. The teacher introduces the module theme using a concept map graphic organizer, "Mapa de conocimientos 4," to build background knowledge, facilitates student discourse through a Think–Pair–Share routine to brainstorm research questions, and supports learning with visuals such as posters, videos, and read-aloud books. This multimodal approach integrates direct instruction, collaborative learning, visual supports, and discussion to engage students meaningfully.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using more than two instructional approaches in the *Guía del maestro*. The lesson follows the Gradual Release of Responsibility model, including direct instruction, guided practice, and independent writing. Students also practice reading in pairs to build fluency with accuracy and self-correction. Furthermore, the materials integrate digital collaboration tools for additional practice, combining modeling, peer collaboration, and technology to support diverse learning needs and maintain student engagement.

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

Materials support multiple types of practice to support effective implementation; in the kindergarten *Guía del maestro*, the teacher guides the whole class through project objectives, students engage in independent practice by creating and presenting their own projects, and collaborative practice is facilitated through the Silla de compartir routine, where students present and discuss their projects with peers.

Materials include guidance for teachers to support effective implementation and recommended structures in the *Guía del maestro*. An example of this is found in Module 9, where the "Vistazo a la semana" section provides explicit recommendations for groupings for each lesson and activity, using icons and titles such as "Toda la clase," "Grupos pequeños," "Flexible," and "Evaluación." For example, "Desarrollar los conocimientos y el lenguaje" and "Lectura y vocabulario" are recommended as whole-class activities, "Destrezas fundamentales" as flexible grouping, and "Enseñanza en grupos pequeños" as small-group instruction.

Materials support multiple types of practice and include teacher guidance for effective implementation in Module 7 in the "Taller de escritura" section. The materials provide a graphic showing groupings for

writing activities, including independent writing, peer revision, small groups based on student needs, and writing conferences. The teacher is guided to facilitate these structures, ensuring students experience guided, independent, and collaborative practice throughout the writing process.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	1/1
3.3b	All criteria for guidance met.	8/8
3.3c	This guidance is not applicable to the program.	N/A
—	TOTAL	9/9

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

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs in *Lenguaje dual: Guía de implementación* "Parte 1: La adquisición del lenguaje en contextos bilingües." This section provides an overview of translanguaging, bilingualism, biliteracy, and dual language skills, as well as key concepts such as equity, evidence, effectiveness, and developing cultural awareness. The guide also describes various models of bilingual education and offers a section on linguistic extension at the end of each *Guía del maestro* for every module, providing additional lessons for students to appreciate the diversity of Spanish-speaking cultures.

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs in the "Resources" section of *Lenguaje dual: Guía de implementación* "Parte 1: La adquisición del lenguaje en contextos bilingües." The materials include a description of the different dual language models, including One-Way, Two-Way, 50:50, and 90:10 models, as well as Heritage speaker and Immersion programs. The section also includes recommendations for customizing instruction and planning for the school's preferred bilingual model, with detailed examples for tailoring instruction and supporting students learning Spanish as a second language.

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

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

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse in the *Guía del maestro*. For example, in "Opciones para la enseñanza, Dual Language Settings, Puente interlingüístico: Lectura y vocabulario," the lesson focuses on similarities in concepts of print and vocabulary between English and Spanish, prompting teachers to discuss frequently used words and to use vocabulary cards and example sentences to ensure students experience the meaning of words in context.

During the writing workshop, after oral discussion and guided reading, students complete sentences about story characters and settings and fill out a graphic organizer with the beginning, middle, and end of the story, reinforcing comprehension through writing.

Materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge through oral discourse in the *Guía del maestro*. For example, in "Extensión lingüística: Apremiar la lengua y la cultura, Ampliar y conectar," teachers read the story "On our way to school," "Camino de la escuela," and ask students how they get to school in different countries, prompting oral discussion about diverse experiences and building background knowledge.

Materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral discourse in the *Guía del maestro*. For example, in "Extensión lingüística: Puente interlingüístico," the lesson asks students to repeat Spanish and English words chorally, discuss similarities and differences, and orally compare cognates, reinforcing cross-linguistic connections.

Module 4, "Opciones para la enseñanza, Dual Language Settings, Puente interlingüístico," prompts students to write vocabulary words in English and Spanish, add them to the "Mural bilingüe de palabras," and use color coding for cognates, supporting vocabulary development through writing.

3.3c – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The materials include systematic instruction of phonics (sound-symbol correspondence) skills in the *Secuencia de instrucción*, under the column for "Destrezas fundamentales." Each phonics skill is clearly stated for instructional use. For example, Module 1 begins with "Palabras con o, i," which introduces students to basic, high-frequency vowel sounds and simple syllable patterns. This approach ensures that students first master foundational sound-symbol correspondences before advancing to more complex phonics patterns.

Building on this foundation, the materials provide sequenced instruction that progresses from simple to more complex phonics skills, as outlined in the curriculum's scope and sequence. After establishing vowel sounds and basic syllable patterns in early modules, instruction advances in Module 1, Week 4, and continues through Module 8 with a focus on *sílabas trabadas* (consonant blends). Students apply their knowledge of basic vowel and consonant combinations, such as CV syllables with *m* and *p*, before encountering more advanced blends like *tr*, *br*, *gr*, and *pr*. This structured progression ensures that students build on prior learning, developing strong decoding skills essential for more complex reading tasks.

The materials include a sequenced breakdown of foundational reading skills, including phonics, phonological awareness, high-frequency words, concepts of print, spelling, fluency, and connected texts within the *Guía de navegación*. In *Secuencia de instrucción*, Modules 1–9, each module is broken down by week, with the sequence of skills clearly outlined for each week. Early weeks introduce basic phonics and phonological awareness skills, while later weeks systematically incorporate high-frequency words, concepts of print, *ortografía*, *fluidez*, and *Lecturas iniciales* (initial texts).

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

The materials include explicit practice opportunities for phonics (sound–symbol correspondence) skills in isolation in the *Guía del maestro*. For example, in Module 1, Lesson 2, "Destrezas fundamentales," students are provided direct practice with the letter *o* using the Tarjetas de letras.

The materials include intentional ongoing practice opportunities for phonics (sound–symbol correspondence) skills in isolation in the *Guía del maestro*. The materials provide ongoing practice by having students read a decodable book and identify animals that begin with the letters *o* or *i* in Spanish.

The materials provide explicit, intentional ongoing practice of phonics skills in isolation within the *Guía de maestro*. The "Combinar y leer" activity guides students in blending and reading words syllables with *v* and *b*, first in unison and then individually. Practice progresses from isolated words to reading sentences and the poem "Vuela, vuela." Small-group instruction is also included, with lessons tailored to student skill levels.

The materials include explicit, intentional ongoing practice opportunities for phonics skills through decodable texts. In the *Guía del maestro*, Module 9, Lesson 17 "Leer texto decodificable," students read the decodable text "Los koalas y los wombats" to apply their phonics skills.

4.2 Daily Instructional Sequence and Routines

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

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

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

The materials include direct phonics instruction through a central routine with teacher scripts and clear step-by-step guidance found in the *Guía de maestro*. In the "Enseñar con rutinas de enseñanza" section, the central routine for kindergarten is Sonidos de las letras. The materials provide an explicit routine with a script for the teacher, a list of required materials, and detailed steps for implementing the routine.

The materials include explicit teacher scripts and a consistent daily instructional routine to support explicit phonics instruction in the *Guía de maestro*. For example, in the "Destrezas fundamentales" section, each lesson begins with "Conciencia fonológica" and "Fonética," and these components are taught daily using a routine. The materials also feature a main routine in the "Enseñar con rutinas de enseñanza" section, which provides teachers with a script, a materials list, and explicit steps for implementation.

The kindergarten daily lessons provide explicit phonics instruction with teacher modeling following the Gradual Release method in the *Guía de maestro*. There are clear scripts and objectives, such as decoding words with *tr* and *br*. Teachers introduce blends and syllables with *tr* and *br* using the Tarjeta de sílabas y ortografía, guiding students to read and repeat syllables and words in unison. Students practice by reading sentences and identifying words with target blends, then repeat the routine for each blend.

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

The materials include explicit routines and guidance for corrective feedback within the gradual release instructional model in the *Guía de maestro*. More specifically, in the "Taller de escritura" section, teachers use structured routines (Mi turno, Nuestro turno, Tu turno) to support student engagement and skill development. In the "Destrezas fundamentales" section, the materials provide a "Corregir y encauzar" component that guides teachers to provide immediate, corrective feedback. For example, in the "Leer el texto decodificable" lesson for kindergarten, teachers are prompted to model mouth shapes to help students produce expected sounds, ensuring additional practice opportunities as needed.

The materials include explicit guided instruction and guidance for immediate and corrective feedback to support student learning within the *Guía de maestro*. For example, in Module 5, Lesson 14, teachers provide corrective feedback when students misread words with *gue/gui* syllables, prompting the student to repeat the word and reread the sentence.

The materials include explicit guided instruction and guidance for immediate corrective feedback in the *Guía del maestro*. For example, in Module 5, Lesson 1, "Destrezas Fundamentales: Conciencia fonológica," teachers provide explicit instruction for manipulating syllables through interactive activities, such as segmenting words like *vacación* and clapping syllables. The "Corregir y encauzar" section guides teachers to support students who struggle by pronouncing words aloud and clapping syllables. This guided instruction helps teachers monitor proficiency, offer targeted support, and transition students to independent practice, while immediate corrective feedback helps students quickly correct errors and enhances engagement and understanding.

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

The materials include daily opportunities for students to practice phonics skills collaboratively within the *Guía del maestro*. For example, in the "Vistazo a los centros de lectoescritura," students play games in pairs to segment words and identify syllables, choosing a card, saying the word aloud, and moving game pieces for each syllable.

The materials include multiple opportunities for students to practice phonics skills independently within the *Guía del maestro*. For example, after guided instruction, students independently combine syllables using Tarjetas de letras and blend sounds. In the "Conexión con la enseñanza en grupos pequeños" section, students read the story "Dos ranas asustadas," first in small groups and then independently.

The materials include a variety of opportunities for students to practice phonics skills through both independent and collaborative activities within the *Guía del maestro*. For example, in Module 5, Lesson 1, "Práctica de la destreza de la lección—Manipular sílabas," students complete two independent practice options: "Apoyar: Omitir la sílaba final" and "Ampliar: Separar en sílabas y omitir la sílaba final." The lesson also features collaborative activities, such as syllable manipulation games, which allow students to interact and learn together.

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 the *Guía del maestro* Module 3 (Lessons 3 and 4) and Module 5 ("Desarrollar los conocimientos y las destrezas"), students review previously taught syllables and sounds such as *m, p, s, l, n, d, t, f, b, rr, ll, v, ca, co, cu, que*, and *qui* through targeted activities and decodable texts. Teachers guide students to blend and repeat syllables, and students also practice segmenting and identifying rhymes.

The materials include intentional cumulative phonics review and practice activities throughout the curriculum within the *Guía del maestro*. For example, in Module 5, there are activities for students with a structured practice to review syllables with *rr, ll, b, r (inicial y media), v, ca, co, cu, que, qui*, and *ll* from previous units.

The materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in the *Guía del maestro* Module 8, Week 2, Lesson 6, "Conciencia fonológica: Sonidos inicial, medio y final, Identificar sílabas en palabras hablada," and Lesson 10, students practice identifying initial, medial, and final sounds and syllables in spoken words and revisit these skills from the start of the week.

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

The materials include practice opportunities that only use phonics skills that have been explicitly taught within the *Guía del maestro*. For example, in Module 5, Lesson 3, the teacher reviews syllables with *v /b/* using words such as *valen, vela*, and *vida*, and students sort and identify words with the targeted sound. Students practice on previously taught concepts and consistently apply prior learning in structured, guided activities.

The materials include practice opportunities that only use phonics skills that have been explicitly taught. In the Resources tab, the "Aprende y demuestra" printables are labeled by page number and correspond to specific modules and lessons, ensuring students practice only skills they have learned, avoiding the introduction of unfamiliar phonics patterns.

The materials provide ongoing, intentional practice for explicitly taught phonics skills within the *Guía del maestro*. For example, in Module 4, Lesson 1, "Destrezas Fundamentales: Fonética" includes only previously taught phonics patterns practice by providing the teacher with a three-step routine with Sonidos de las letras cards and the Video de Alfamigos "Babi Ballena" to teach syllables with *b* /b/. Students practice with Tarjetas de palabras and classify images using Tarjetas de fotos.

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

The materials include decodable texts that incorporate cumulative practice of taught phonics skills, supporting students in building confidence and fluency within the *Guía del maestro*. For example, in Module 5, Lesson 1, students practice sorting pictures of a *vaca*, *vela*, and *violín* with corresponding syllables *va*, *ve*, *vi*, *vio*, *vo*, *vu*, and *vue* after explicit instruction on syllables with *v* /v/. In Lesson 2, the materials offer consistent practice and reinforcement of previously learned phonics skills by having students read the decodable text "Vito, el venado," and applying their knowledge of syllables with *v* /v/ and high-frequency words in context.

The materials include decodable texts that incorporate cumulative practice of taught phonics skills, supporting students in building fluency and confidence within the *Guía del maestro*. For example, Module 2, Lesson 2 follows an approach to help students practice applying letter-sound relationships and reinforces previously taught skills using the decodable book *¡Un puma!* to practice syllables with the letter *p*. The text features images for words containing *p* and highlights high-frequency words students are currently practicing.

The materials include decodable texts that incorporate cumulative practice of taught phonics skills within the *Guía del maestro*. For example, in Module 5, the teacher explicitly teaches and reviews blending syllables with *v/b*, following the scripted routine "Mostrar y motivar" and guiding students to read words together. Each week's lessons review the targeted phonetic skill and culminate in students reading words in a decodable text, allowing them to apply previously learned skills in a connected, meaningful context.

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

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, in the "Fonética" section, students practice sound-spelling patterns in isolation using the "Dictado" routine, applying the

targeted syllable as instructed. Following this, students practice the same words in connected text, with teachers reading the words aloud and using them in sentences.

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, in Module 7, Lesson 14, students practice foundational skills by reading words with syllables *gue*, *gui* and high-frequency words in isolation, then apply these skills in context by previewing and reading the decodable text "Mecha invita a su amigo Pancho" together.

The materials include lessons that balance phonics instruction with both isolated skill practice and application through decodable, connected text within the *Guía del maestro*. For example, in Module 1, Lesson 20, the instructional focus is "Fonética: Sílabas con *m* /m/," where students practice syllables with *m* in isolation. The lesson also features the objective "Repasar los textos precodificables: Leer palabras con sílabas con *m* y palabras de uso frecuente en contexto," guiding students to read the connected decodable text "¡Miau, miau! ¡Mmm!" together.

4.4 Assessment

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

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

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

The materials include a variety of assessment tools that are developmentally appropriate. In kindergarten, the materials offer assessment tools in multiple formats to measure student learning. For example, the inventory of phonological awareness begins with matching sounds, isolating sounds, combining syllables and sounds, separating syllables and sounds, deleting syllables and sounds, adding syllables, and substituting syllables and sounds.

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

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

In kindergarten, materials include progress monitoring tools that pinpoint specific areas of need. The program includes assessments at the week level, selection quizzes, and supplementary reader quizzes that support the teacher in progress monitoring. There are also "Pruebas cortas" that can be used for progress monitoring. In addition, there are weekly assessments that focus on *destrezas fundamentales* (phonics skills) that progress as the students acquire more phonetic knowledge.

For measuring the systematic acquisition of kindergarten grade-level phonics skills, the materials include a "Formulario de registro." Teachers can use this throughout this period of instruction to monitor each student's progress.

In kindergarten, the materials include progress monitoring tools that specifically target student acquisition of grade-level phonics skills. For example, the assessments have specific probes for discrete phonics skills, so teachers can assess and pinpoint students' specific areas of need.

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

The materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. The "Evaluaciones para verificar el progreso" contains 15 different opportunities for the teacher to monitor students' progress. The assessments range from "Conciencia fonológica con sonidos iniciales" to "Conciencia fonológica con palabras decodificables y palabras de uso frecuente."

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

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

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

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress, as found in the "Evaluaciones para verificar el progreso" and "Formularios de registro globales." These tools allow teachers to record and analyze student scores, supporting the planning of differentiated or intensive instruction as needed. Progress monitoring offers a brief and systematic process for tracking student growth, enabling teachers to adjust instruction for individual needs and ensure all foundational skills are taught to prevent learning gaps. The data from these tools helps teachers make data-informed instructional decisions and understand how to use collected information to accelerate learning appropriately, with guidance for explicit instruction and more frequent monitoring for students performing below grade level.

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

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

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

The materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students, found in the "Evaluaciones para la intervención." For example, there are the "Formularios de registro globales" that allow teachers to record and monitor student scores on objectives like phonological awareness and phonics skills, using checklists (Formularios 1–15) to identify which students have mastered objectives and which require intervention. Progress monitoring provides a real-time picture of student performance, enabling teachers to assess and adjust instruction when data reveals class-wide needs.

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

The materials include teacher professional learning resources and data collection tools that guide educators in using key data to make instructional decisions, as outlined in the online "Teacher's Corner" tab in HMH Ed. Teachers utilize ongoing program assessments and observations to group students in appropriate instructional groups such as *Ya casi*, *En camino*, *Otro paso*, and *Intervención*. Progress monitoring provides a real-time picture of student performance, enabling teachers to assess and adjust instruction when data reveals class-wide needs.

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

The materials include specific guidance for progress monitoring throughout the year, enabling teachers to measure student strengths and needs with regular, targeted assessments. This is found in the materials, which feature progress monitoring Assessments using Formularios 1–15 (administered orally every two weeks and recorded on the "Formulario de la prueba"), as well as the "Inventario del módulo" for each module, which measures skills such as phonological awareness, high-frequency words, decoding, and print concepts after 4–6 weeks of instruction. The materials recommend more frequent progress monitoring for students with identified needs, allowing teachers to adjust classroom and small-group instruction based on ongoing data.

The materials feature the "Formulario de registro global" as a tool for teachers to systematically determine students' strengths and needs in each assessed area. This resource is found in the "Formularios de registro globales: Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar" section of the HMH materials. Teachers use this form to calculate correct responses and, based

on predetermined objectives, mark *seguir adelante* or *necesita esfuerzo* in the "Acciones" column, guiding targeted instruction and intervention. Progress monitoring through this process informs classroom teaching and small-group instruction, helping students see their growth and motivating them to invest in their learning.

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

Within the *Guía del maestro*, the module lessons offer guidance and resources for teachers to provide targeted instruction based on student data, ensuring all students have the opportunity to grow in the classroom. For example, within the "Opciones para la enseñanza" section of Lesson 16, teachers are given recommendations for grouping students and selecting appropriate instructional activities according to their skill levels. With these embedded supports, teachers can offer guided reading practice, targeted skill lessons, and comprehension support activities tailored to individual student needs.

The materials include guidance and resources for teachers to broaden or accelerate learning based on progress monitoring data, supporting mastery of specific concepts within the *Guía del maestro*. For example, in the "Práctica de la destreza de la lección" section found in "Destrezas fundamentales," teachers receive suggestions for activities that target students' strengths and needs. The materials recommend students write words from current and previous weeks on index cards, mix them, and then locate specific words when called out, allowing for differentiated practice and reinforcement.

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

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

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

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

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

The materials include teacher guidance to provide explicit (direct) instruction on print awareness. For example, in Module 1, Week 1, Lesson 4, the teacher is directed to introduce how to hold a book right-side up and match words to the text using *Superlibro y Superlibritos: ¡Día de escuela!* The lesson provides a non-example and an example of correct book orientation, followed by guided questions such as, "Does the book look ready to read?" and "Does the picture match the words?" Students then demonstrate their understanding by holding a *Superlibrito* right side up and reviewing matching pictures to the text through PagiNotas.

The materials include teacher guidance to provide explicit (direct) instruction for regular review of print awareness. For example, in Module 4, Lesson 9, the teacher introduces unusual directionality to help students become aware that print does not always follow a left-to-right directionality. Using the *Superlibro: Estírate*, the teacher points out words in bold and with extra spaces, as well as words placed near the ceiling or floor in the illustration, explicitly modeling how print can serve different purposes within a text. Students are then prompted to look for other examples of unusual directionality and print features in the text.

The materials include review of print concepts, which include how print has different purposes. For example, in Module 9, Lesson 7, as the teacher previews the text *La Estatua de la Libertad*, print concepts are systematically reviewed through choral responses and printable activities. The purpose of print highlighted in this activity includes helping children understand that print conveys specific information, such as the name of the book (title) and the creator (author), demonstrating how print organizes information to help readers find what they need and introducing the idea that print is created by people to share stories or information.

The materials include teacher guidance to provide systematic instruction on print awareness and systematic regular review of print concepts, including how print has different purposes. For example, in kindergarten Module 4, Week 1, Lesson 4, the teacher reviews and models how to read from left to right and top to bottom using the book *Los gérmenes no se deben compartir* and a printable activity. The teacher asks, "Where do I start reading? The first word we should read is *Achoo!*" Students then answer questions about print concepts using the printable "Conocimientos sobre libros." This approach is repeated in Module 9, where print concepts are reviewed systematically through choral responses and printable activities, ensuring skills are revisited from simple to complex across the year.

Materials include teacher guidance to provide explicit (direct) and systematic instruction for regular review of print concepts, including how print has different purposes within the *Guía del maestro*. For example, in Module 10, Week 2, Lesson 6, there are instructions for the teacher to introduce the book *Pájaro amarillo* by setting a purpose for reading, exploring both the use of text and accompanying images. Teachers are prompted to discuss how features such as the book's cover, title, keywords, and illustrations contribute to understanding the story's setting and purpose. In Lesson 6, the guidance continues with activities encouraging students to identify details using both print and visual text features, showing students that text serves multiple purposes, such as giving information, prompting predictions, and supporting comprehension through visual cues like bolded or key words. These procedures are consistently embedded, giving teachers a structured approach to systematically reviewing and reinforcing print concepts and their various purposes throughout the year.

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

The materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts. For example, in Module 4, students interact with three big books and four decodable texts, and in Module 6, students engage with both a song/poem and four read-aloud texts. These experiences allow students to explore print concepts across narrative and poetic forms, supporting their understanding of how print works in different contexts.

The materials include frequent opportunities for students to apply print awareness knowledge while engaging with texts in a variety of formats. For example, in Module 1, Week 1, Lesson 4, students practice holding a book right-side up and matching pictures to text using *Superlibritos: ¡Día de la escuela!* and *PagiNotas 1.1b*. In Module 4, Week 1, Lesson 4, students engage with the Superlibro *Los gérmenes no se deben compartir*, moving their fingers to show reading directionality. These activities involve both physical books (such as decodable books, Superlibros, etc.) and printable activities, reinforcing print concepts through multiple formats. In one of the decodable books, for example, instructions for teachers include the following: "Pida a los niños que sigan la lectura con el dedo y que noten los signos de puntuación mientras leen del texto decodificable, *¡Epa!*"

The materials feature regular opportunities for students to apply print awareness knowledge through repeated practice in different contexts. For example, in Module 2, Lesson 2 and Lesson 4, students practice directionality during whole group read-alouds while engaging with predecodable texts such as "Papá y Pipo." Teachers use pointers to model reading from left to right, and students follow along, applying concepts of directionality and text structure in both group and individual settings. Practice in a different context is evident in Module 2, Lesson 4; students engage with the same or similar predecodable texts in small groups or independently. Here, they practice pointing to each word as they read, applying knowledge of directionality and word boundaries in a more focused setting. This repetition across lessons and formats helps students internalize foundational print concepts.

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

The materials include explicit instructional guidance for developing oral language, as found in the *Guía del maestro* for kindergarten. For example, in Module 7, "Enseñar con rutinas de enseñanza/Bienvenidos al módulo" section, teachers are provided with a routine for conversation that teaches fundamental conversation skills such as active listening, using an audible voice, speaking clearly, making eye contact, and taking turns. The explicit guidance outlines step-by-step how teachers model and support these oral language behaviors during classroom routines.

The materials include explicit guidance for developing oral language through guided practice, as found in the *Guía del maestro*. For example, in Module 7, Lesson 4, "Destrezas fundamentales, Leer el texto decodificable, Reflexionar sobre la lectura," students participate in "Conversación en parejas" to answer questions about the story, and teachers are directed to encourage students to point to a page in the story that supports their answer. This provides explicit, scaffolded practice using oral language in a structured setting.

The materials include explicit instructional guidance on developing oracy, as detailed in the *Guía del maestro*. For example, in Module 6, Lesson 11, teachers are guided to model the difference between formal and informal language by providing examples of how language changes depending on location and audience. For example, the teacher demonstrates how to initiate a conversation on the playground versus in the classroom, prompting students to think critically and listen actively in order to adapt their language to suit the audience and purpose.

The materials include explicit guidance for developing oracy through the use of sentence frames and visual charts, as found in the *Guía del maestro*. For example, in Module 6, Lesson 11, teachers model and guide students to answer questions about the module's topic such as "¿Que lugar de Estados Unidos de América te gustaría visitar?" using provided sentence stems like "Un lugar de Estados Unidos de América

que me gustaría visitar es ____." Visual aids and sentence frames are used to scaffold student responses and initiate conversations, ensuring all students have access to structured oral practice.

The materials include systematic instructional guidance for oral language development, as found in the *Guía del maestro*. As an example, in Module 3, Lesson 2, "Lenguaje oral, Enseñar vocabulario académico," teachers are provided with guidance to use *conversación responsable* routine, including Think–Pair–Share, to help students develop oral language. The routine explicitly instructs teachers to have students use *conversación en parejas* to discuss their responses, ensuring systematic practice across lessons.

The materials include systematic guidance for oral language through the use of sentence stems, as found in the *Guía del maestro*. For example, in Module 3, Lesson 2, "Leer el texto decodificable: *Daniel tiene miedo*," In the "Dual Language Settings" section, teachers are directed to provide sentence completions to help students retell the story, such as "Primero, Daniel y su mamá fueron a _____. Después, tuvieron que _____. Finalmente, _____." This supports systematic oral language development by providing structured opportunities for students to practice retelling and summarizing using academic language.

The materials include systematic instructional guidance for developing oracy, as found in the *Guía del maestro*. For example, in Module 5, Lesson 2, "Lenguaje oral." In this lesson, students are prompted to talk to partners about the text being discussed, practicing oracy using module vocabulary. Teachers are provided with explicit instructions to facilitate and monitor these partner conversations, ensuring systematic opportunities for oracy development.

The materials include systematic guidance for developing oracy, as found in the *Guía del maestro*. For example, in Module 7, Lesson 1, "Presentar el tema," the teacher is guided to lead an oral discussion about the theme of the module, and students practice oracy by using the vocabulary for the module in their responses. The lesson provides step-by-step instructions for facilitating these discussions, ensuring that oracy development is systematically embedded in instruction.

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

The materials include opportunities for students to engage in social communication for different purposes, as found in the *Guía del maestro*. For example, in Module 5, Lesson 2, "Lenguaje oral: Enseñar vocabulario académico, Lectura y vocabulario, Lectura interactiva," teachers are guided to encourage students to reread a page and visualize what Jabari sees and feels at the top of the diving board. Students are prompted to state, "Me gustan las sorpresas" and then share their feelings with the larger group, providing a structured opportunity for social, informal communication about personal experiences and emotions.

The materials include opportunities for students to engage in social communication for different audiences, as found in the *Guía del maestro*. For example, in Module 6, Week 3, Lesson 11, students learn

to differentiate between formal and informal language when initiating conversations with a partner. The teacher guides students to use formal language to ask and answer questions and provides sentence frames as visual prompts. Additionally, students discuss how language changes depending on the location and audience, such as using different greetings on the playground versus in the classroom.

The materials include opportunities for students to engage in academic communication for different audiences, as found in the *Guía del maestro*. For example, in Module 3, Lesson 2, "Leer el texto decodificable: Daniel tiene miedo." In the "Dual Language Settings" section, students use sentence stems to retell the story to their peers, such as "Primero, Daniel y su mamá fueron a _____. Después, tuvieron que _____. Finalmente, _____." This activity requires students to articulate their understanding of the story and present it to their classmates, providing academic communication practice for a peer audience.

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

The materials include authentic opportunities in Spanish for students to listen actively to understand information, as found in the *Guía del maestro*. For example, in Module 7, Lesson 1, "Lectura en voz alta: *Una luna junto a la laguna*, Lectura y vocabulario, Desarrollar la comprensión auditiva," the teacher sets a purpose for reading by instructing students to listen carefully and enjoy the story. The teacher reads *Una luna junto a la laguna* aloud and models fluent reading, providing prompts for post-reading discussions and guiding students to revisit the "Mapa de conocimientos" to visualize and discuss their growing understanding of the topic.

The materials include authentic opportunities in Spanish for students to ask questions to understand information, as evidenced in the *Guía del maestro*. For example, in Module 2, Week 1, Lesson 2, Online Ed "Videos de mentes curiosas: Tú y yo," students watch a video where four children have a dialogue about how they are special in different ways. Students listen attentively and then pair up using Think–Pair–Share to answer the question, "What is something that makes you special?" using the sentence frame "I am special because ____." This activity encourages students to ask and answer questions about themselves and their classmates.

The materials include authentic opportunities in Spanish for students to engage in discussion to understand information, as shown in Module 6, Lesson 1, "Libro para la lectura en voz alta: *Estados Unidos de América, tierra hermosa*." After listening to the poem "Estados Unidos de América, tierra hermosa," students Turn and Talk to describe their observations about the illustrations, read and identify the meaning of the poem, and use Think–Pair–Share to discuss the question, "¿De que manera el poema muestra que Estados Unidos de America es especial?" This routine fosters meaningful discussion and comprehension.

The materials include authentic opportunities in Spanish for students to share information and ideas, as seen in the use of "Carteles didácticos" that include routines for listening actively, asking questions, and partner discussions. These routines are used throughout the year, supporting students in developing questioning skills during lessons.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

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

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

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds, as evidenced in the kindergarten resources. The "Aligned Scope & Sequence of Phonics Skills" details the order of modules and weeks in which Spanish phonics focus skills are presented. For example, Module 1, Weeks 1–3 introduce words with the vowels *o*, *i*, *a*, *u*, and *e*. Module 1, Week 4 introduces syllables with *m* /m/, and subsequent modules introduce additional consonants, ensuring a structured approach to teaching both uppercase and lowercase letter identification and their sounds.

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds, as shown in the *Guía del maestro*. For example, in the "Destrezas fundamentales, Conciencia fonológica" section, the materials begin with the first module focusing on teaching the vowels, followed by consonants such as *m*, *p*, *s*, *l*, and *n*. The HMH materials introduce visually similar letters (*b*, *p*, *d*) in separate units and provide routines like *Sonidos de las letras* and *Tarjeta de Alfamigos* to reinforce letter–sound correspondence, supporting teachers with structured instructional routines.

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds, as outlined in the *Secuencia de instrucción* "Destrezas fundamentales." For example, Module 1 begins with the introduction of vowels, followed by the letter *m* and its sound /m/, and then continues with the rest of the alphabet. The scope and sequence ensure that all letters are systematically introduced and reviewed, including consonant blends and special letter combinations in later modules, supporting comprehensive mastery.

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds, as seen in the kindergarten phonics skills scope and sequence. The sequence introduces vowels first and then transitions to consonants, allowing students to build

foundational knowledge. The *Secuencia de instrucción* for kindergarten demonstrates how letters are systematically introduced alongside other foundational skills, enabling students to use their knowledge of the alphabet to read syllables and words as they progress through the modules.

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

The *Guía del maestro* includes teacher guidance to provide explicit (direct) instruction in Spanish for teaching the identification of the 27 uppercase letters of the Spanish alphabet. For example, in Module 3, Week 1, Lesson 1, the teacher presents the letter *D* by showing the Tarjeta de Alfamigos "Denis Delfín" and says, "This is consonant /d/ as in *delfín*. How does *Denis* start?" The teacher plays the Video de Alfamigos and then reads and pronounces syllables with /d/. Students practice independently by completing "Aprende y demuestra."

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for teaching the identification of the 27 lowercase letters of the Spanish alphabet, as found in the *Guía del maestro*. For example, in Module 4, Lesson 1, "Destrezas fundamentales, Conciencia fonológica," teachers use the Tarjeta de Alfamigos to introduce letter sounds, such as "Esta es la consonante /b/ de *ballena*," and read the syllables at the bottom of the card while students repeat them chorally, providing direct modeling of the letter-sound relationship.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for developing student automaticity in the identification of the 27 uppercase letters of the Spanish alphabet, as found in the *Guía del maestro*. For example, in Module 7, Week 4, the teacher uses Tarjetas de silabas y ortografía to review letters, and students play a word game where they take turns saying a word containing one of the syllables on the card, reinforcing rapid recognition of uppercase letters.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for teaching the identification of the 27 uppercase letters of the Spanish alphabet. For example, in Module 3, Week 1, Lesson 1, the teacher presents the uppercase letter *D* using a Tarjeta de Alfamigos and guides students through the identification and pronunciation of the letter in context.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for developing student automaticity in the identification of the 27 uppercase letters of the Spanish alphabet. For example, in Module 7, Week 4, Lesson 18, the teacher uses Tarjetas de silabas y ortografía and leads students in choral repetition, reinforcing automatic recognition of uppercase letters through games and repeated practice.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for teaching the corresponding sounds of the 27 letters of the Spanish alphabet. For example, in Module 4, Lesson 1, teachers use the Tarjeta de Alfamigos "Babi Ballena" to introduce the consonant /b/ and its sound, prompting students to repeat syllables and words that begin with the target sound.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for developing student automaticity in the identification of the 27 lowercase letters of the Spanish alphabet. As an example, the section "Corregir y encauzar" in Module 7, Week 4, Lesson 18 directs teachers to use Tarjetas de letras for building words, supporting repeated exposure and practice with lowercase letters.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for developing student automaticity in the identification of the 27 lowercase letters of the Spanish alphabet, as found in the *Guía del maestro*. For example, in the Module 1, Lesson 1 "Aprende y demuestra" workbook, students practice tracing both the upper and lowercase letter o as part of daily lessons, with explicit guidance and repeated practice to build automaticity in lowercase letter identification.

The materials include teacher guidance to provide explicit (direct) instruction in Spanish for developing student automaticity in the identification of the corresponding sounds of the 27 letters of the Spanish alphabet, as found in the *Guía del maestro*. For example, in Module 9 OnlineEd: "Canta con los Alfamigos," students watch the Videos de Alfamigos to practice the letters and sounds they have learned and sing the sounds to build automaticity, ensuring repeated exposure and practice with letter-sound correspondence.

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

The materials include guidance in Spanish for the teacher to provide explicit (direct) instruction for letter formation for the 27 uppercase letters of the alphabet, as found in the *Guía del maestro*. For example, in Module 6, Week 3, Lesson 11, the teacher uses a script to model and describe the strokes for uppercase H. Students practice in the air, on their hands, and on dry-erase boards before completing workbook pages, following the Escribir y revelar routine.

The materials include guidance in Spanish for the teacher to provide explicit (direct) instruction for letter formation for the 27 lowercase letters of the alphabet, as evidenced in Module 4, Week 2, Lesson 6. Teachers use a script in the section "Enseñar la caligrafía de la letra" to model and describe the strokes for lowercase r, and students practice the letter using multiple modalities and workbook pages in "Aprende y demuestra."

The materials include guidance in Spanish for the teacher to provide systematic instruction for letter formation for the 27 uppercase and lowercase letters of the alphabet, as seen in the *Guía del maestro* for

every module in the section "enseñar con rutinas de enseñanza." A repeated routine for letter identification and formation is used weekly, ensuring consistency and direct teaching of both uppercase and lowercase letters throughout the year.

The materials include guidance in Spanish for the teacher to provide a systematic approach that ensures consistency in how letter formation is presented and taught. This uniformity helps students build a solid foundation in writing skills. As described by reviewers, the process is consistent for all 27 letters, beginning in Module 1, Lesson 1 and continuing through the year. Students progress from forming individual letters to applying their knowledge to writing complete words, supporting proficiency in written communication.

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

The materials include digital video presentations of the Alfamigos to help students develop recognition of individual letters and their sounds in isolation; for example, in Module 1, Lesson 1, "Conciencia fonológica, Destrezas fundamentales," teachers engage students in learning the vowel *Oo*, using both the Tarjeta de Alfamigos and the Video de Alfamigos on "Oto Oso." Students watch the video and discuss the sound the *Oo* makes and their mouth position as they say *Oo*.

The materials include activities in which students develop alphabet knowledge in the context of meaningful print. For example, in Module 9, "Centros de lectoescritura," students write a list of things that a pet needs to live in a home or at school and are encouraged to research information about different pets in their class library or other sources. They fill out the "Página imprimible: Escribir una lista," integrating letter knowledge into real-world writing tasks.

The materials include a Sonidos de las letras routine presented for each letter/sound introduced. For example, in Module 1, "Enseñar con rutinas de enseñanza," the teacher follows steps for each letter: present the letter and syllables, play the Video de Alfamigos, read and pronounce syllables, say words and have students mimic and separate them into syllables, and teach handwriting. These routines use multimodal activities and memory-building strategies to practice alphabet knowledge in isolation.

The materials include decodable texts for students to practice alphabet knowledge within meaningful print. For example, in Module 9, Lesson 2, students read the decodable text "Como hacer crecer frijoles," with words beginning with blends *fr*, *cr*, and *dr*. Students also read words with these blends on page 11 and use the routine Lectura a coro to combine syllables and read the words, practicing alphabet knowledge in context.

The materials include cumulative review activities such as "Juego de memoria: El abecedario" in Module 9: "Centros de lectoescritura," where students play a matching game pairing uppercase and lowercase letters. This activity reinforces alphabet knowledge in isolation through repeated, engaging practice.

The materials include weekly decodable texts and routines that reinforce alphabet knowledge in the context of meaningful print. For example, in Module 5, Lesson 1, students practice phonics using the Tarjeta y video de Alfamigos and the Tarjeta de abecedario: Vv, followed by the "Aprende y demuestra" activity page and the "Trabajo con palabras: Sílabas con v/b." The following day, students read the decodable text "Vito, el venado" to continue practicing in context, ensuring ongoing review and reinforcement.

5.C.2 Letter-Sound Correspondence

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

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

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

The materials explicitly introduce letter-sound relationships in an order that allows for application to basic decoding in Spanish. For example, in Module 1, Lesson 20, "Destrezas fundamentales, Conciencia fonológica, Fonética," students begin forming words with the letter *m* and the syllables *ma*, *me*, *mi*, *mo*, *mu*. The teacher dictates words in context sentences so students can hear the use of the word, and students listen to the dictated word and attempt to spell it, checking their work using the Escribir y revelar routine. This instructional sequence supports early decoding skills.

The materials explicitly introduce letter-sound relationships in an order that allows for application to basic encoding in Spanish. For example, in Module 6, Week 3, Lesson 14, students practice spelling words with the syllables *ha*, *hi*, *ho*, *hu*, *ja*, *je*, *ji*, *jo*, *ju*. The teacher asks students to repeat the word, uses the word in a sentence, and then has students use the Escribir y revelar routine to write the words. The teacher writes the words on the board while students read in unison, reinforcing encoding skills.

The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding in Spanish. For example, the HMH Kindergarten materials include review of previously taught syllables mixed with new instruction, such as in "Fonética: Repaso de sílabas con *m*, *p*, *s*, *l*, *d*, *t*, *f*," where students engage in a word game to review syllables and words using the Tarjeta de sílabas y ortografía. This systematic sequence prepares students to apply their knowledge to decoding tasks.

The materials systematically introduce letter-sound relationships in an order that allows for application to basic encoding in Spanish. For example, after explicit instruction on syllables with *h* and *j*, students practice decoding and encoding using activities like "Aprende y demuestra," as noted in Module 6, Week 3, Lesson 14. This approach supports systematic skill development in encoding through intentional review and practice.

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

The materials include guidance for the teacher to provide explicit instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. This is found in the *Guía del maestro*, Module 1, Lesson 1, "Destrezas fundamentales, Fonética, Enseñar la vocal," where teachers are provided with scripts and an "Audio de pronunciación" for the vowel letter *Oo*. The teacher uses Tarjetas and Videos de Alfamigos to teach the sounds of letters and the syllables they form. For example, in Module 1, Lesson 3, "Destrezas fundamentales, Fonética: Palabras con *i*," teachers describe mouth position to help prevent mispronunciations and confusion.

The materials include guidance for the teacher to provide explicit instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions. For example, in the *Guía del maestro* Module 6, Week 3, Lesson 15, the teacher's script explains that even though students cannot hear the sound of *h*, they should write it when it corresponds to the sound /j/. The teacher emphasizes that *h* is a silent letter and addresses the misconception that in the word *hielo*, the first syllable is not *hi* but *hie*. Students are prompted to check and correct their spelling, and complete additional practice on page 142, "Aprende y demuestra."

The materials include guidance for the teacher to provide explicit instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. In the *Guía del maestro*, in Module 8, Week 1, Lesson 1, the teacher describes the mouth position to say *xi* and explains that *w* sounds the same as the vowel *u*. The lesson includes tips for teachers to help students practice pronunciation and prevent common mistakes, such as using tongue placement for /k/ and /s/ sounds, and encourages the use of tongue twisters for reinforcement. For dual language settings, the materials recommend using Audios de pronunciación and Tarjetas de fotos for repeated choral practice, proactively addressing potential decoding errors.

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

Materials include a variety of activities and resources in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, in Module 2: "Enseñar con rutinas de enseñanza, Bienvenidos al módulo,"

teachers are provided with explicit routines to guide students in combining syllables using "Tarjetas de letras" to form words, supporting the development of decoding skills in isolation.

Materials include a variety of activities and resources in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Module 4, Week 2, Lesson 8, students read the decodable text *Lecturas iniciales, Libro 4: El baile de Rita*, which provides opportunities to apply letter-sound correspondence skills in context.

Materials include a variety of activities and resources in Spanish for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, in Module 2, Lesson 2, "Conciencia fonológica: Identificar sílabas, Destrezas fundamentales, Fonética: Sílabas con *p /p/*," students use syllable cards to form words and then complete "Aprende y demuestra" pages to write the focus letter and syllables, reinforcing practice in isolation.

Materials include a variety of activities and resources in Spanish for students to practice their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Module 2, Lesson 12, students read the predecodable text "La lupa de Milo" with the objective of reading syllables with *l* and frequently used words in context, providing authentic text-based practice.

Materials include a variety of activities and resources in Spanish for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. As an example, there is a "Tablero para formar palabras" in the "Caja de herramientas de destrezas fundamentales," where students practice building and decoding words using letter-sound relationships after explicit instruction, ensuring cumulative review of previously taught skills.

Materials include a variety of activities and resources in Spanish for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Module 8, Lesson 10, "Opciones para la enseñanza," students read "Las vacaciones en el mar" to apply the letters *k*, *x*, and *w* to their corresponding sounds, practicing and reinforcing these correspondences in connected text.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

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

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

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with the grade-level Spanish TEKS that begins with simple skills and gradually transitions to more complex skills, as evidenced in kindergarten Module 1, Week 1. In the "Conciencia fonológica" section, students start with foundational tasks like identifying sounds in spoken words, "Identificar sonidos en palabras habladas." The sequence advances as students work on identifying rhymes in the "Identificar rimas" section, demonstrating an intentional instructional design that builds from basic to more advanced skills. The week's lessons culminate in a review that consolidates and deepens their mastery of these increasingly sophisticated phonological awareness skills as the sequence progresses.

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and large sound units and then gradually transitions to more complex skills and smaller sound units. For example, Modules 1–6 focus on larger units such as identifying words in sentences, rhymes, and alliteration before moving to segmentation and combination of syllables. Similarly, instruction in Module 7 advances to segmentation into syllables and sounds, and later modules teach identification of initial, final, and medial sounds and segmenting a word into sounds.

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS, demonstrating a clear progression from simple to more complex skills. For example, in Module 3, the sequence begins in Lesson 1 with

students practicing basic skills such as identifying rhyming words, where they listen to pairs of words and determine whether they rhyme. In Lesson 3, instruction builds on this foundation as students identify individual words within spoken sentences, requiring them to segment and count words, an essential early literacy skill. By Lesson 11, the complexity increases as students learn to identify the stressed syllables, *sílabas tónicas*, within words, a higher-order phonological task that supports both pronunciation and spelling in Spanish. This ordered approach ensures students develop phonological awareness incrementally, with each lesson scaffolding upon the previous to build toward mastering more advanced manipulation tasks.

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

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

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

The materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions, as seen in the *Guía del maestro*. For example, in Module 3, Lesson 1, teachers have access to scripts for addressing difficulties with rhyming by modeling pronunciation, emphasizing word endings, and prompting repetition and feedback routines, such as using thumbs up/down to indicate rhyme. These routines provide direct correction and clarification for common errors and misconceptions about rhyme identification and reinforce phonological awareness skills in Spanish.

The materials include explicit instructions as to explanatory feedback teachers can give to students based on common phonological misconceptions. For example, in Module 5, Lesson 1 offers instructions as to how to clarify the pronunciation and spelling of the letters *b* and *v*, explicitly describing mouth position and acknowledging student responses when confusing these letters. When students identify the correct sound but suggest the wrong letter, the teacher is directed to provide feedback that distinguishes between pronunciation and spelling, directly addressing misconceptions about letter-sound correspondence.

The materials include a "Corregir y encauzar" guidance box in Module 6, Lesson 6, where teachers are prompted to explicitly model syllable segmentation by separating words into syllables and tapping for each one. The lesson offers structured feedback and corrective actions when students struggle, aligning

with authentic Spanish phonological routines designed to address and remediate typical errors and clarify misconceptions about syllabification. The script the materials provide to do that remediation is as follows: "Si los niños tienen dificultades para identificar cada sílaba, separe las palabras en sílabas y zapatee una vez por cada sílaba. Primero, demuestre cómo hacerlo y luego, pida a los niños que lo hagan con usted."

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

The materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop phonological awareness skills connected to grade-level Spanish TEKS within the *Guía del maestro*. For example, in Module 1, Lesson 2, students identify words in sentences by forming two lines and pretending to be train wagons, taking a step for each word they hear, followed by a choral response to count the words. These activities use movement, repetition, and meaningful sentences to engage students and support the development of word segmentation and memory-building skills, and the teacher has access to additional opportunities for reinforcement in "Aprende y demuestra," where students color a circle for each word they recognize in a sentence. In Module 1, Lesson 2, students identify words in a sentence through movement and choral routines and reinforce this skill by coloring circles for each word heard in a sentence in "Aprende y demuestra."

The materials include a variety of activities and resources in Spanish for students to practice phonological awareness skills connected to grade-level Spanish TEKS within the *Guía del maestro*. For example, in Module 4, Lesson 4, students gather in a circle to play a game dividing words into syllables using picture cards, where one student divides a word into syllables and another selects one syllable to generate a new word. If students make mistakes, the whole class claps and segments the word together, making syllable segmentation concrete and collaborative, ensuring all students can practice these abstract concepts in a multisensory, supportive setting.

The materials include a variety of activities and resources in Spanish for students to reinforce phonological awareness skills connected to grade-level Spanish TEKS through cumulative review. In Module 8, Lesson 5, "Conciencia fonológica, Destrezas fundamentales," students listen to a poem and use it to revisit and review the previously learned skills of identifying final sounds and blending sounds to form words. This structured review incorporates auditory repetition and memory strategies, ensuring mastery of foundational phonological awareness skills through ongoing cumulative practice.

5.D.2 Phonemic Awareness (K–1)

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

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

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

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying phonemes and transitions to phoneme manipulation. For example, in Module 1, Lesson 12, the materials begin with phoneme identification. The teacher uses picture cards of *aguija*, *elefante*, *oso*, and others to prompt vowel identification, asking "¿Cuál es la vocal?" Later, in Module 9, Lesson 16, students add final sounds to complete words, building to phoneme manipulation. This progression reflects an intentional move from phoneme recognition to more advanced skills, such as phoneme manipulation.

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins blending phonemes, transitions to blending the phonemes into syllables, and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting phonemes. For example, in Module 6, Lesson 12, students begin blending phonemes early in the year. The teacher introduces syllables with /j/ (such as *ja*, *je*, *ji*) and then blends and reads words aloud. In Module 9, Lesson 15, students apply advanced blending with consonant clusters (*pl*, *fl*, *gl*). This sequence moves from basic blending to complex word formation using phonemic manipulation.

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins segmenting phonemes, transitions to blending the phonemes into syllables, and gradually transitions to more complex manipulation practices. For example, in Module 1, Lesson 17, the materials first address the segmentation of phonemes as part of early foundational skills. Instruction progresses to adding phonemes, as in Module 9, Lesson 16, when students add final sounds to spoken words. The segments build systematically from basic segmentation to complex manipulations, such as adding phonemes to form new words.

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

The materials include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Module 2, Lesson 2, the "Corregir y encauzar" section guides teachers on how to help students identify initial sounds. Teachers model separating words into syllables using examples such as *ballena*, *cepillo*, and *banana*, emphasizing the first syllable to support phoneme identification and the correction of initial sound misconceptions. This approach ensures students can accurately identify and differentiate individual phonemes at the beginning of words.

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

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and basic encoding. For example, in Module 3, Lesson 2, the teacher explicitly models the Combinación de sílabas routine by using letter cards to form and blend the syllables *da* and *do* for the word *dado*. The teacher asks, "¿Cuál es la sílaba?" and guides students to blend the two syllables and read the word. Following this, students connect decoding with encoding by completing the "Aprende y demuestra" activity, where they write words with the practiced syllables, supporting the explicit transition from oral blending to print spelling.

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle by supporting teachers with step-by-step routines that bridge oral practice and print. For example, in Module 8, Lesson 17, teachers are guided through the rutina de Combinación de sílabas with letter cards to read words using complex syllables such as *gra*, *gri*, *gru*, *pre*, and *pro*. Visuals accompany each step, and students practice blending and classifying words. In Lesson 18, students further reinforce encoding by writing and sorting words with different syllabic patterns using the "Aprende y demuestra Word Sort," ensuring a smooth transition from oral blending to writing words.

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, helping students move from oral segmenting to basic decoding and encoding. For example, in Module 1, Lesson 1, under "Opciones para la enseñanza" in "Enseñanza en grupos pequeños," the teacher is directed to say a five- or six-word sentence and have students repeat the sentence while segmenting each word with a clap. This oral segmentation is then directly connected to print as students use letter cards to construct syllables and words, making the transition from phonemic awareness activities to written decoding and encoding clear and explicit for both teachers and students.

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

The materials include a variety of activities and resources in Spanish that help students develop, practice, and reinforce phonemic awareness skills through cumulative review within the *Guía del maestro*. For example, in Module 4, Lesson 2, the teacher facilitates a multisensory game called "Sillas con sílabas," where children identify initial and final syllables of words using photo cards and movement to represent syllables physically. This game supports students in segmenting words into syllables and identifying syllables, thereby developing phonemic awareness with scaffolding and kinesthetic support.

The materials include extra activities and manipulatives for students needing additional support to enhance their phonemic awareness within the *Guía del maestro*. For example, in Module 7, Lesson 8, teachers use a T-chart and sentence frames to teach rhyming words, inviting students to generate rhymes interactively and reinforcing rhyme production through repeated oral practice. This lesson also includes a cumulative review of phonemic awareness skills through playful, scaffolded oral language routines.

The materials include the use of scaffolding tools such as photo cards, sound boxes, and kinesthetic activities to make phonemic awareness concepts more concrete and accessible for students within the *Guía del maestro*. For example, in Module 6, Lesson 15, the routine "Combinación de sílabas" offers interactive practice to guide students through combining and segmenting syllables, aiding phonemic awareness development with explicit multimodal instructional supports.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and/or multisyllabic words. For example, in Module 1, Lesson 16 and Module 2, Lesson 2, students are taught the five vowel sounds before progressing to syllables like *ma*, *me*, *mi*, *mo*, *mu* and combining them with previously introduced sounds such as *p*. Teachers guide students to pronounce and segment words such as *mariposa* and *puma*. The instruction ensures students first form syllables with known vowels and consonants before blending syllables into words, providing a sequential foundation for instruction and reinforcing sound–spelling correlations through repeated practice.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable and/or multisyllabic words as outlined in the Spanish TEKS, as seen in Module 3, Lesson 16. For example, in "Destrezas fundamentales," students are directed to group and sort spoken words with initial syllables using the consonants *m*, *p*, *s*, and *l*. Teachers explain explicitly how consonants form syllables when paired with vowels and link these combinations to known words. Instruction focuses on mastery of discrete syllables before advancing to word decoding, supporting clear teacher instruction and aligning with research on explicit, systematic phonics instruction.

The 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 Module 8, Lesson 11, and Module 9, Week 4. For example, after foundational vowels and consonants are taught, instruction advances to consonant blends such as *tr* and *br*, introduced with examples like *tren* and *trabajo*. Teachers are prompted to explain blend formation (*/t/ + /r/ = /tr/*), and students decode sample words containing

those blends. Lessons then review all previously taught syllables and blends, promoting encoding and decoding of increasingly complex words and reinforcing the progression and cumulative structure needed for mastery.

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

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the *Guía del maestro*. For example, in Module 3, Lesson 1, the teacher is instructed to say: "Esta es la consonante /d/ de *delfín*. ¿Con qué sílaba empieza *Denis*?" followed by an introduction of the letter *d* and syllables with *d*: "Denis tiene un dado. Ahora separemos en sílabas la palabra *dado*. (*da-do*). El sonido de la primera sílaba es *da*." This structured scripting helps teachers deliver direct instruction so students can connect letter sounds with syllable formation and apply that knowledge to decode simple words.

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the *Guía del maestro*. For example, in Module 6, Lesson 11, a script prompts the teacher to display the Tarjeta de Alfamigos and say: "¿Le decimos hola a Hipólito? ¿Qué tienen en común *Hipólito* e *hipopótamo*? (Empiezan con *hi*)." The teacher then states: "Estas palabras empiezan no con la vocal *i*, sino con la consonante *h*, que es muda y no tiene sonido." This routine directly develops student understanding of letter-sound patterns while reinforcing mastery of syllables and silent letter conventions.

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns within the *Guía del maestro*. For example, in Module 2, Lesson 3, under "Destrezas fundamentales: Trabajo con palabras, Sílabas con *p* /p/," teachers review photo cards (Tarjetas de fotos) with words beginning in /p/, use the Escribir y revelar routine to model writing the letter *p*, and then guide students through extended practice using the "Aprende y Demuestra" workbook. These steps ensure direct instruction of the sound-spelling pattern and support encoding and syllable recognition in writing.

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

The materials include a variety of activities and resources authentic to Spanish for students to develop grade-level sound-spelling patterns within the modules. For example, in Module 6, Lesson 1, "Destrezas fundamentales, Fonética: Sílabas *ga, go, gu* /g/," teachers follow the routine Sonidos de las letras, which introduces the letter *g* and the syllables *ga, go, gu*. Teachers model the pronunciation and spelling of these syllables and teach how to form the letters through handwriting practice. This teacher-guided

development of phonics understanding is fully in Spanish and builds students' awareness of how target sounds connect with written forms.

The materials include a variety of activities and resources authentic to Spanish for students to practice grade-level sound-spelling patterns within the modules. For example, in Module 5, Lesson 6, teachers introduce *sílabas con r media /r/* using Tarjeta de sílabas y ortografía, reading aloud words and syllables like *Nora* and *faro*, then modeling syllable division and pronunciation. Students repeat the syllables chorally, identify the sound *r* in medial position, and practice the placement of the tongue and mouth. Additional practice occurs with choral repetition using Tarjetas de pronunciación (*ra, re, ri, ro, ru*) and guided handwriting in the activity *Escribir y revelar*.

The materials include a variety of activities and resources authentic to Spanish for students to reinforce grade-level sound-spelling patterns through cumulative review within the modules. For example, in Module 9, Lesson 4, to reinforce prior phonics instruction, teachers use precut syllables from "Página imprimible: Formar palabras 9.1" to model and guide students in combining syllables into words such as *crece* through blending syllables *cre-ce*. Using a pocket chart and manipulatives, students are directed to build, substitute, add, or remove syllables—a cumulative decoding and word analysis task that revisits multiple previously taught patterns.

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

The materials provide a variety of activities and resources in Spanish to support students in decoding words that include taught syllable correlations in isolation within the modules. For example, in Module 2, Lesson 2, students engage in the *Combinación de sílabas* routine using Tarjetas de letras to blend individual syllables such as *p-u, pu* and *m-a, ma* to form words like *puma* and *papa*. The routine systematically reinforces blending to decode words with previously taught syllables in isolation using targeted word lists such as *puma, mapa, Pepe*, and *Pipo*, supporting core instruction and allowing teachers to address individual student needs.

The materials provide a variety of activities and/or resources in Spanish to support students in decoding words that include taught syllable correlations in authentic Spanish decodable connected text that builds on previous instruction within the modules. For example, in Module 2, Lesson 2, after decoding syllables in isolation, students practice reading "Pepe ama a Pipo" and "Papá y Pipo" from *Lecturas Iniciales, Libro 2: ¡Un puma!* These connected texts are specifically designed to include target syllables introduced earlier in the module and support reading fluency while reinforcing prior phonics instruction.

The materials include a variety of resources in Spanish to support students in encoding words that include taught syllable correlations both in isolation and in authentic Spanish decodable connected text within the modules. For example, in Module 8, Lesson 5, students encode words such as *kiwi* and *waffle* using the "Aprende y demuestra" activity page. Additionally, in Lesson 3 of the same module, students read words containing /k/ syllables within full sentences using the decodable text "Dos amigos, un sueño" from *Lecturas Iniciales, Libro 8*, reinforcing writing with words previously introduced in phonics instruction. These activities support mastery by engaging students in decoding and writing across formats.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

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

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

Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations in the use of context according to Spanish language arts grade-level TEKS in the kindergarten *Guía del maestro*. For example, in Module 4, Week 2, Lesson 9, "Lectura compartida: *Estírate*," the lesson guides teachers to use illustrations in the text to clarify word meanings, explicitly noting how the author positions the text and includes illustrations that help readers understand unfamiliar words. For example, in the *Superlibro Estírate*, the words *techo* and *piso* are placed by the corresponding parts of the illustration, and the teacher guide provides explicit instruction on how the author's craft supports students in determining word meaning using both illustrations and text.

Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with texts and guidance in the use of context according to Spanish language arts grade-level TEKS in the *Guía del maestro*. For example, in Module 3, Lesson 2, "Vocabulario académico," teachers use vocabulary cards and read the *Superlibro Aunque viva en el agua*, where students use the context of the text to practice unfamiliar words. For example, students use the sentence "Porque el manatí, que no es un pez, aunque viva en el agua, no come carne . . ." to infer the meaning of *manatí* and related vocabulary from the surrounding text.

Materials include teacher guidance to support students in making cross-linguistic connections to determine the meaning of vocabulary words. There is a vocabulary routine supported by picture vocabulary cards and context clues. In this routine, the teacher says the word, students repeat it, and the child-friendly meaning is explained. The teacher then discusses examples on the chart using the word in context, and students practice the word in context when reading aloud from their text, thus supporting cross-linguistic connections and vocabulary development through written discourse.

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

Materials include teacher guidance to provide explicit instruction in Spanish on the purpose and use of print resources such as glossaries in the *Guía del maestro*. For example, in Module 4, Lesson 20, "Taller de escritura," the lesson instructs teachers to explain, "Un glosario dice qué significan las palabras difíciles de un texto. A veces, tienen imágenes que muestran ejemplos de la palabra. Los lectores usan glosarios para entender mejor lo que leen," and to show students an example of a glossary to support understanding.

Materials include teacher guidance to provide explicit instruction in Spanish on the use and purpose of digital resources such as picture dictionaries and eBooks in the HMH Online Library. For example, resources such as the eBook *Tarjetas digitales de sílabas y ortografía*, students can access digital picture cards that provide pronunciation, meaning, and images for vocabulary words, and the program also offers an English/Spanish glossary in digital format, sequenced in Spanish alphabetical order, for reference and vocabulary development.

Materials include teacher guidance to provide explicit instruction in Spanish on the use of print resources such as primary dictionaries in the *Guía del maestro*. The Determine Word Meaning routine guides teachers to teach children how to use a dictionary to determine word meaning and multiple-meaning words, modeling how to look up a word, find its definition and part of speech, and compare dictionary information to charted examples.

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

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

5.H Handwriting

5.H.1 Handwriting Development

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

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

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

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

Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes connected to current student learning, in the *Guía del maestro*. For example, the lesson plans include explicit instruction on handwriting strokes for the letter *p*, directly connected to the phonics lesson on syllables with *p /p/*. The teacher uses the Letter Sounds routine to introduce the letter and syllables and models the strokes for uppercase and lowercase *P*, and students practice the strokes both in the air and on dry-erase boards before completing a handwriting activity page.

In the *Guía del maestro*, materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes connected to current student learning. For example, in Module 5, Week 3, Lesson 11, the teacher uses the Letter Sounds routine to teach the digraph *Ll*, shows the Tarjeta de Alfamigos "Llari y Llina Llamas" for visual support, and models the strokes for uppercase *Ll* on the board. Students practice reading, pronouncing, and writing the digraph, reinforcing the connection between handwriting and phonics instruction.

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

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the "Cuaderno

del escritor." For example, in Module 2, Lesson 5, students are allocated practice tracing letters and words on three-lined paper, which allows for age-appropriate writing size. The lesson incorporates handwriting practice as students complete writing tasks and also practice the use of verbs, and it includes a printable page with a checklist for students to self-evaluate their handwriting.

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the "Centros de lectoescritura." In Module 2, students get to practice letter strokes for each letter of the alphabet using "Páginas imprimibles," which provide descriptions of the strokes for uppercase and lowercase letters. Students trace the letters, practice them independently, and then self-assess their work by circling their best-formed letters.

Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level in the *Guía del maestro*. For example, in Module 5, Week 3, Lesson 11, the lesson provides tactile and kinesthetic practice, such as forming the letters *Ll* in the air, on the palm of the hand, and on small dry-erase boards, as well as additional practice using printable resources from "Aprenda y demuestra" for all of the letters.

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

The materials are designed to build knowledge based in science, history, literature, and the arts. Specifically, the kindergarten *Implementation Guidance* includes a "Learning Builds" section that clearly identifies each unit's content focus, such as science or social studies, demonstrating intentional integration of these fields. There are several units created around social studies topics and science. All units consist of fiction and nonfiction. For example, Module 3 is about "Héroes de nuestra comunidad." A structure like this ensures that kindergarten students develop background knowledge through literacy instruction grounded in disciplinary content.

HMH has built its modules with texts that are connected to the content and help students understand the world with connected texts.

The materials are organized into modules with weekly lessons that build interdisciplinary knowledge across key content areas within the *Guía del maestro, kindergarten*. For example, four of the units are science-based and include both fiction and nonfiction texts. In Module 9, Weeks 1–4, students study animal habitats through titles such as *Bienvenido a casa, Oso* and *Osos negros*. This structure allows teachers to provide instruction that enables students to think critically about scientific concepts and deepen their understanding through authentic learning experiences like inquiry and research.

The materials include modules designed to build knowledge in history and social studies. For example, five of the kindergarten units are centered on social studies topics, such as Module 3: "Héroes de nuestra comunidad." These units feature both fiction and nonfiction texts, supporting teachers in presenting

cross-curricular topics that connect concepts and help students see the relevance of historical and social themes from year to year.

In kindergarten, the materials include modules designed to build knowledge in literature, with a variety of literature texts across modules, enabling students to identify fictional characters, setting, and events. For example, in Module 5, Lesson 3, "Lectura en voz alta, Lectura y vocabulario," the lesson's objectives focus students on listening to stories read aloud to develop comprehension and discuss narrative structure. The modules also feature both fiction and nonfiction titles throughout the year, such as those in Module 9, which pairs narratives like *Bienvenido a casa, Oso* with expository selections about animal habitats, supporting students as they make cross-curricular connections between literature and content area knowledge.

The kindergarten materials feature integration of the arts through music, song, poetry, and visual creation. For example, in Module 6, Lesson 1, students participate in artistic expression by engaging with the poem/song "Estados Unidos de América, tierra hermosa unidos siempre," where the learning objective is to discuss the characteristics of the genre of a poem and a song. Additionally, students are prompted to create their own flag of the United States in the "Rincón de la creatividad, Centros de lectoescritura," fostering authentic, cross-curricular arts experiences. The materials highlight the contributions of ten illustrators, connecting visual art with historical and literary study in the same unit.

The materials include units designed to build knowledge specifically in the field of literature. In kindergarten, students engage in lessons where they practice identifying foundational literary elements such as fictional characters, settings, and events. For example, in Module 5, Lesson 3, "Lectura en voz alta, Lectura y vocabulario," the learning objectives center on active listening to a story read aloud to foster comprehension. This structured exposure helps young learners recognize story components and develop early narrative understanding, providing a strong basis for later literary analysis. These activities cultivate curiosity and enjoyment of storytelling while building essential listening and comprehension skills.

The materials include units built around knowledge in the field of the arts. For example, in Module 6, Lesson 1, students connect to art through integrated experiences involving song and poetry, using the text *Estados Unidos de America, tierra hermosa*. This text features contributions from ten different illustrators, combining historical figures such as Abraham Lincoln with artistic representations and presidential quotes. Students also engage in creative expression by making their own flag of the United States of America in the Rincón de la creatividad, "Centros de lectoescritura." These artistic activities encourage students to explore and appreciate diverse art forms, develop their own creative skills, and link visual arts to cultural and historical understanding in meaningful, memorable ways.

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

The kindergarten materials include a scope and sequence document that demonstrates a structured approach to knowledge-building within and across grade levels. The document outlines how topics are intentionally sequenced to support cumulative learning, ensuring that foundational concepts are introduced and revisited throughout the kindergarten year. Also, the kindergarten curriculum establishes core literacy and content knowledge that underpins future learning, with units that introduce and reinforce essential themes. Finally, the section titled "Connecting Concepts Across Grades" provides an overview of how topics are developed across grade levels to build knowledge. This progression is mapped out in the scope and sequence, which details how knowledge and skills are developed to prepare students for more complex topics in subsequent grades.

The materials provide an instructional sequence that offers an overview of every module, allowing teachers to see the big picture for each module. It includes the TEKS covered. Additionally, there is a weekly section designed to activate prior knowledge and build background.

In kindergarten, HMH includes a module where students learn about the USA and its traditions. In grade 1, this knowledge is expanded and reinforced across the grade levels by learning more about important USA holidays.

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 demonstrate a structured approach to knowledge-building through their extended units on connected topics. The curriculum is designed so that students spend three weeks or more engaging with Spanish texts and thematically linked content, which helps deepen their understanding of foundational concepts. For example, the *Guía de implementación* contains a page that provides examples of how a unit is studied for four weeks to connect knowledge-building topics. Books are provided to outline the different Spanish texts that students will read to focus on an extended topic, such as in Module 9, which covers "Hábitats animales."

The materials are organized into modules. Each module contains four weeks of five lessons each and is based on a theme. The materials include all texts in Spanish that correspond to the theme. As an example, a graphic organizer is used to outline how students spend four weeks connecting and building knowledge on the theme "Héroes de nuestra comunidad" through Spanish texts provided in the *Guía de implementación*. To further illustrate, in Week 1, for the read-aloud, the teacher uses the book *Lugares de mi comunidad*, an informational text, and in Week 2, the text used for the read-aloud is *El vecindario de Quinito* (fiction). The texts are in Spanish and correspond to the same theme (community), switching between different genres.

The *Guía de implementación* includes a page that provides examples of how a unit is studied over four weeks to connect knowledge-building topics. It also provides books outlining the different Spanish texts students will read to focus on an extended topic. For example, grade 1, Module 3 covers "Como viven los animales," a clear continuation of the Module "Hábitats animales" in kindergarten.

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

The kindergarten curriculum utilizes carefully selected Spanish texts and text sets to introduce foundational themes such as family, home, and daily routines. These anchoring texts are intentionally chosen to build students' background knowledge and language skills, setting the stage for deeper exploration in later grades. For example, the kindergarten unit on "Mi familia" lays the groundwork for future units by familiarizing students with basic vocabulary and concepts related to relationships and belonging. This approach ensures that lessons are connected, with each unit referencing and expanding upon the knowledge established in earlier sessions.

All modules are organized thematically, allowing students to build knowledge on different topics. The materials use texts to facilitate student learning around the selected theme. For example, in Module 9, "Hábitats animales," students engage with texts about different types of animals and their habitats.

HMH provides sets of texts for each module that are intended to build content background knowledge for each module.

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

In kindergarten, students participate in Spanish language activities that are directly connected to the knowledge-building topic of the lesson. For example, during a unit on family, students engage in a group discussion in Spanish about different family members and their roles. They then use newly learned vocabulary to label pictures or complete simple sentences about their own families, supporting both oral language development and early writing skills. This approach ensures that grammar, vocabulary, discussion, and writing activities are explicitly tied to the lesson's theme, fostering content knowledge alongside language acquisition.

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

The materials include specific lessons focused on developing foundational language skills through targeted grammar and writing activities. For example, in Module 3, Week 1, Lesson 1, "Destrezas

fundamentales" includes a section titled "Fonética: Sílabas con *d* /d/," where students practice Spanish grammar and then write about it in Escribir y revelar.

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 are designed to activate and expand students' background knowledge through purposeful use of Spanish read-alouds and vocabulary cards. For example, in Module 4: "La familia y los amigos," located within the kindergarten scope and sequence, students listen to culturally relevant stories about families and friends. Following the read-alouds, students engage in discussions about the characters and events and use vocabulary cards to connect new Spanish words to their own life experiences, thereby reinforcing both background knowledge and language development specifically within the kindergarten curriculum.

The materials establish the foundation for supplying background knowledge by making connections to students' personal experiences. In Module 9, students are introduced to animal habitats. In the first grade, they will continue to build on this background knowledge by diving deeper into Module 3: "Amazing Animals."

The *Implementation Guide* contains a page that provides examples of how a unit is studied to make connections between topics. However, since this is kindergarten, there are no materials available to connect to previously learned topics in prior grade levels.

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

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

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

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

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

The kindergarten materials provide students with relevant and targeted background knowledge in Spanish. For example, in Module 2, "Enseñar con colecciones temáticas," the materials help the students develop their background knowledge with text collections that are thematically selected. The materials offer essential questions for teachers to pose for students at the beginning of every module; this helps frame the learning for students and gives them a purpose for learning. The materials include short videos called "Mentes curiosas" that give students background knowledge. All of these activities throughout the lessons help enhance the students' engagement with the text.

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

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

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

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

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

The materials include a *pregunta esencial* for every module, supporting teachers in engaging students across multiple domains and providing varied opportunities to deepen understanding of broader concepts. For example, in Module 6: "Tierra de libres y valientes," the *pregunta esencial* is "¿Qué hace a Estados Unidos especial?," which invites students to connect with a series of related texts and explore diverse perspectives, mirroring the interconnectedness of knowledge in real-world contexts. Students are prompted to reflect on and expand their responses to the essential question as they engage with activities and texts that integrate listening, speaking, reading, and writing tasks.

The materials present each module in Spanish with a theme that engages students through questions and tasks, supporting teachers in providing varied opportunities for students to develop their understanding of broader concepts. For example, in Module 2, the theme focuses on how everyone has unique characteristics, abilities, and interests, which students explore by considering what makes a little rabbit special and how its big ears help it, as well as drawing connections to their own experiences using a "Mapa de conocimientos." Students deepen their understanding by participating in listening, speaking, reading, and writing activities such as Turn and Talk discussions and Think–Pair–Share that foster comprehension across all modalities and encourage creative problem-solving and self-reflection.

The materials feature digital resources that link students to a series of questions and tasks connected to their reading, supporting teachers in planning instruction that integrates multiple domains. For example, after reading "¡Keisha Ann puede!," students are prompted to draw and write about the characters and setting, reinforcing their comprehension through multimodal engagement. These activities encourage students to reflect on and connect big ideas and themes, using listening, speaking, reading, and writing to deepen their understanding of the content. The curriculum provides varied tasks for students to develop a more profound grasp of the material and make meaningful connections between what they read and broader concepts.

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

Within the *Guía del maestro*, the materials include questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Evidence of this is found in Module 4: "Felices y saludables," and Module 8: "De la planta al plato," where students build background knowledge on healthy habits and later apply this understanding to explore how foods move from plant to plate. By requiring students to synthesize information from multiple topics, the materials ensure the rigor of the task is appropriate and that students are engaging in critical thinking beyond simple retelling or summarizing. This approach fosters the ability to build connections, enhance comprehension, and support long-term retention and future learning as students demonstrate new understanding through their responses.

The materials feature questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons within the *Guía del maestro*. For example, in Module 9: "Hábitats animales," specifically in the section "Desarrollar los conocimientos previos" with the illustration from the module, students are asked to recall how humans live in homes and synthesize this knowledge with the new module theme about animal habitats, demonstrating the ability to make thematic connections and build new understanding. This approach supports critical thinking by requiring students to integrate prior learning with new concepts and respond in ways that show synthesis and deeper comprehension.

Within the *Guía del maestro*, the materials feature questions and tasks in Spanish that prompt students to synthesize knowledge and concepts across texts within and across lessons and units. This is evidenced in Module 1: "Curiosos sobre el kinder," where students work through a four-week "Proyecto de investigación" using knowledge and concepts learned across multiple lessons and texts. By requiring students to synthesize information from various topics and texts throughout the unit, the materials ensure the rigor of the task is appropriate and that students are engaging in critical thinking beyond simple recall or summary.

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

The materials demonstrate a structured approach to knowledge-building through their extended units on connected topics. The curriculum is designed so that students spend three weeks or more engaging with Spanish texts and thematically linked content, which helps deepen their understanding of foundational concepts. For example, the *Guía de implementación* contains a page that provides examples of how a unit is studied for four weeks to connect knowledge-building topics. Books are provided to outline the different Spanish texts that students will read to focus on an extended topic, such as in Module 9, which covers "Hábitats animales."

The materials are organized into modules. Each module contains four weeks of five lessons each and is based on a theme. The materials include all texts in Spanish that correspond to the theme. As an example, a graphic organizer is used to outline how students spend four weeks connecting and building knowledge on the theme "Héroes de nuestra comunidad" through Spanish texts provided in the *Guía de implementación*. To further illustrate, in Week 1, for the read-aloud, the teacher uses the book *Lugares de mi comunidad*, an informational text, and in Week 2, the text used for the read-aloud is *El vecindario de Quinito* (fiction). The texts are in Spanish and correspond to the same theme (community), switching between different genres.

The *Guía de implementación* includes a page that provides examples of how a unit is studied over four weeks to connect knowledge-building topics. It also provides books outlining the different Spanish texts students will read to focus on an extended topic. For example, grade 1, Module 3 covers "Como viven los animales," a clear continuation of the Module "Hábitats animales" in kindergarten.

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

Within the *Guía del maestro*, HMH materials include research projects that are relevant, engaging, and accessible to students, connecting learning to real-world contexts. For example, in Module 3, Week 1, students research places in their community, brainstorm collaboratively, and construct a model neighborhood, applying their new understanding beyond the classroom. Additionally, students investigate the cycle of life of a bean plant through hands-on planting, observation, and multimedia research, further connecting classroom learning to real-life experiences. By incorporating these materials, teachers foster student engagement and problem-solving as students apply their knowledge to practical, everyday situations.

The materials feature center activities that include dramatization and real-world application, supporting students in connecting new understanding to authentic contexts within the *Guía del maestro*. For example, in Module 8: "De planta a plato," students participate in hands-on dramatizations such as creating a garden, planting seeds, labeling and caring for plants, and harvesting fruits. These center activities encourage students to solve real-world problems by providing opportunities for students to apply their learning beyond the classroom, fostering engagement and meaningful connections.

The materials include opportunities for students to apply new learning beyond the classroom by connecting content to real-world contexts. For example, in the section "Desarrollar los conocimientos y el lenguaje," students engage with videos or images related to the topic and discuss prompts that encourage connections to their own experiences outside school. These activities foster engagement and deepen understanding by linking classroom content to students' lives and communities.

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

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

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

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

Within the *Guía del maestro*, the materials include a year-long scope and sequence for building Tier 2 and Tier 3 Spanish academic vocabulary within each module, supporting intentional knowledge-building related to the theme, as outlined in the Program Resources and the *Secuencia de instrucción* document. For example, in Module 4, Lesson 12, "Lenguaje oral: Enseñar vocabulario académico," academic vocabulary such as *balanceada*, *una porción*, and *una variedad* are explicitly taught using vocabulary routines, Tarjetas de vocabulario with visuals, and texts like *Jack y el gigante hambriento* to provide context and repeated exposure. The materials also introduce Tier 3 vocabulary in the "Lectura y vocabulario" section of each module, with words like *trama*, *personajes*, *ambiente*, and *acontecimientos principales* introduced before discussing the plot, and provide explicit guidance for teachers on how to use this vocabulary to support comprehension and discussion of story structure.

The materials include explicit opportunities for students to practice and apply Tier 2 and Tier 3 Spanish academic vocabulary within the *Guía del maestro*. For example, in the "Extensión lingüística: Ampliar el vocabulario académico" section of Module 9, specifically in "Paso 2: Explorar el vocabulario del contenido," students engage with vocabulary by practicing words in context, such as completing sentences like "Cuando se trabaja muy duro para conseguir algo y al final se consigue, eso se siente como un verdadero _____ (*logro*).\" These activities are intentionally designed to build students' understanding and application of academic vocabulary throughout the year.

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

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

The materials include content scaffolds that enable teachers to break down complex vocabulary into manageable steps, providing structured support and feedback opportunities, within the *Guía del maestro*. For example, teachers use tools such as the Tarjetas de vocabulario, which feature words, photographs, and a chart with columns labeled "Palabra poderosa," "Significado," and "Ejemplo," offering visual supports for students. The *Guía del maestro* also provides additional linguistic supports for dual language settings, such as sentence stems and completion activities. These scaffolds allow teachers to monitor student progress and ensure vocabulary proficiency as students engage with new concepts.

Within the *Guía del maestro*, the materials feature language scaffolds that make vocabulary acquisition more accessible for all students, including teacher modeling and visual aids. For example, the "Consejo para la enseñanza, Dibuja el significado!" activity guides teachers to explain that words can have multiple meanings and prompts students for example each definition. By incorporating visuals, sentence stems, and differentiated activities, teachers help students process and use new vocabulary in class discussions. These strategies reduce cognitive overload, foster student ownership, and support progress toward language proficiency.

The materials include language scaffolds to support dual language learners during read-aloud instruction within the *Guía del maestro*. As an example, teachers are provided with explicit guidance to use visual supports, such as images from the book *Día de escuela*, to help students identify the setting and characters during a picture walk. Directions encourage teachers to ask students periodically about the environment and characters, and to allow students to point to illustrations as a scaffold. This intentional use of visuals and guided questioning makes the learning process more accessible and supports vocabulary development in Spanish.

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

The materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary within the *Guía del maestro*. For example, in the "Lectura en voz alta" and "Respuesta al texto" sections of the modules, students participate in Lectura y vocabulario and Pensar–Emparejarse–Compartir activities, which incorporate lesson vocabulary and provide practice in authentic contexts. These activities, such as Repasar vocabulario académico, offer structured opportunities for students to interact with and apply new vocabulary in meaningful ways. Providing guidance and structures for students to interact with vocabulary in purposeful ways enables teachers to formatively assess students' progress toward proficiency, increasing engagement, achievement, and overall language development.

Within the *Guía del maestro*, the materials include lessons designed to engage students in purposeful use of key Spanish academic vocabulary. For example, in Module 9, Lesson 1, teachers are provided with a Vocabulary routine and Tarjetas de vocabulario to explicitly teach big idea words for "Animal Habitats" using repetition, child-friendly definitions, and visual supports. The lesson also incorporates the Active Viewing routine and the "Video de Mentas curiosas: Vidas feroces," followed by a Think-Pair-Share activity using a sentence frame to scaffold student responses. Providing guidance and structures for students to interact with vocabulary in purposeful ways enables teachers to formatively assess progress and supports overall language development, engagement, and comprehension.

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

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

Within the *Guía del maestro*, the materials include specific routines and resources for teaching key Spanish academic vocabulary using visual supports, such as vocabulary cards with images. This evidence is found in the modules and the "Vocabulario académico" section. The materials feature the use of Tarjetas de vocabulario to provide students with a visual reference for new words and encourage them to connect vocabulary meanings to their daily lives. By incorporating images and visualization techniques, the materials support educators in enhancing student comprehension, engagement, and memory of Tier 2 and Tier 3 vocabulary.

The materials include visual vocabulary cards and explicit guidance to support the acquisition of Spanish academic vocabulary, as found within the *Guía del maestro*. The materials feature clear directions for teachers on using visuals and provide opportunities for students to practice vocabulary through activities like Red de vocabulario, Páginas de práctica, and Sesiones de enseñanza. These resources and activities enable teachers to represent vocabulary in multiple ways, supporting students' ability to make connections and apply new words in meaningful contexts.

The materials encourage teachers to guide students in using visualization techniques as a comprehension strategy for text. This evidence is found in the "Minilecciones del rotafolio de mesa" under the "Visualizar" section, where teachers prompt students with questions such as, "¿Qué visualizas

en la mente al leer esta oración? Descríbelo" and "¿Qué palabras sensoriales te ayudan a imaginar a este personaje?" The section supports educators in teaching students to create mental images, identify sensory language, and make connections between descriptive language and their understanding of characters and settings.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

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

The materials guide teachers to support students in asking and generating questions in Spanish for inquiry, enabling differentiated and enriched learning experiences within the *Guía del maestro*. For example, in Module 7, over four weeks, teachers help students generate and share questions about the five senses through structured routines. Further, in week 2, the teacher provides books and resources, guides students to formulate questions, and records them on a chart as students gather objects representing each sense.

The materials include explicit routines and visual supports to help students generate and record inquiry questions in Spanish within the *Guía del maestro*. For example, in "Taller de escritura," the materials help students generate content-related questions and guide the investigation process by incorporating "Carteles didácticos: Las seis preguntas clave," which guide students to ask who, what, where, when, why, and how about topics of study. The materials provide teachers with an explicit routine for leading students to generate and write research questions in "Generar preguntas de investigación" and "Escribir preguntas de investigación."

The materials include explicit routines and guidance for students to ask and generate questions in Spanish for inquiry within the *Guía del maestro*. For example, in Module 4, "Lección: Taller de escritura," teachers act as facilitators, building students' ability to inquire and research. Students collaborate to create a group list in "Nuestro turno" and then work independently to generate and answer questions in their "Cuaderno del escritor" using *who, what, where, when, why, and how*.

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

Within the *Guía del maestro*, the materials include structured guidance and ongoing support for students to generate and follow a research plan throughout each module. For example, in the "Bienvenidos al módulo" and "Vistazo a la semana" sections, every module features a "Proyecto de investigación," with

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

The materials include explicit guidance for students to generate and follow a research plan, supporting inquiry-based learning and research skill development within the *Guía del maestro*. For example, in Module 4, Lesson 7, students participate in a shared writing lesson using a graphic organizer to organize information for a research project. Each module's teacher guide features an investigation project that closes the module, requiring students to organize, understand, and communicate their learning using valid sources from the module. In those projects, teachers act as facilitators, guiding and supporting the research process at all levels of understanding. Students benefit from structured guidance and resources that help them follow a research plan with and develop essential inquiry skills.

The materials include guidance for teachers to support students in generating and following a research plan through structured, inquiry-based instruction. In Module 9, "Taller de escritura, Planificar una escritura de investigación," students are guided through the gradual release model to plan a research project and share their ideas by completing a page in their "Cuaderno del escritor" titled "Haz un plan de investigación." In Module 4, Lesson 16, students again follow the gradual release model to complete a research project, with teachers providing a dialogue example to give feedback on student work. This approach positions teachers as facilitators, helping students generate their own questions and guiding the investigation process, while supporting differentiation for all levels of understanding.

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

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

The materials include guidance and resources for students to identify relevant sources and to understand, organize, and communicate ideas using multiple media, supporting inquiry-based learning at each student's level within the *Guía del maestro*. For example, in Module 8, Weeks 1–3, the teacher guides students through a four-week investigation of the plant life cycle, providing books and visual materials for research. Students plant bean seeds, record observations, identify plant stages, and collect notes, drawings, and pictures. The teacher supports students in organizing their findings into a slideshow or paper presentation, which students share using the author's chair routine. This process teaches students to identify valid and reliable sources with teacher guidance, preparing them to conduct research effectively.

Within the *Guía del maestro*, the materials include guidance and resources for students to identify, organize, and communicate information using multiple media, supporting inquiry-based learning at each student's level. For example, in Module 9, "Taller de escritura, Planificar una escritura de investigación," students are guided through the gradual release process to plan a research project and communicate their ideas by completing "Haz un plan de investigación" in the "Cuaderno de escritor."

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

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

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

The materials include core texts used for instruction that are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity. This is evidenced in the "Vistazo a los textos de la lección" section found in each kindergarten module of the *Guía del maestro*. In this section, teachers can find information regarding text complexity, Lexile level, guided reading level, text organization, and key language features. Two books per week are included, ensuring students regularly engage with appropriately challenging grade-level texts.

The materials include authentic or appropriate Spanish transadaptations that are written at grade level, as demonstrated in Module 5, "Enseñar con colecciones temáticas." For example, students are exposed to texts at or above grade level, with Lexile ranges from 120 to 650. Teachers read and discuss these texts aloud with the whole group, use concept maps to support comprehension, and provide scaffolds such as support with text organization, vocabulary, and text features during guided reading lessons (e.g., Lesson 6), enabling all students to access and engage with complex, grade-level Spanish texts.

The materials feature core texts for instruction that are authentic or appropriate Spanish transadaptations of publishable quality, as shown by the use of Rigby "Lecturas por niveles" titles. For example, in Week 4, Lesson 17, the teacher previews the story *Es puro invento!* and students read the story together. The Rigby leveled books series and the Biblioteca al alcance del estudiante ensure that texts are assigned based on text complexity, providing meaningful access to grade-level Spanish texts for all students.

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

The materials include well-crafted and high-quality Spanish texts that are free of grammatical errors, printed in easy-to-read font, and feature engaging images to pique students' curiosity. For example, "La niña del gorro rojo de lana al rescate" by Naoko Stoop captivates students with a story about a young girl who rescues a polar bear. Additionally, *Animales polares* is an informative text that provides students with information about the types of animals that live in the North and South Poles, featuring impressive photos and interesting facts about the creatures and their habitats.

The materials include access to texts that are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. For example, in Module 1, the texts are centered around the theme of what students will learn in kindergarten and include a variety of well-crafted books in different genres, such as the fiction text *¡Keisha Ann Puede!* and the informative text "Escuelas." The modules also include authentic books found in "Extensión lingüística," such as *Doña Embrollo viaja por América* and *Nuestra lengua es arte*, which are rich in vocabulary and engaging illustrations and photographs that support print awareness and comprehension.

The materials feature authentic or appropriate Spanish transadaptations of publishable quality in the Rigby "Lecturas por niveles" titles provided for kindergarten. For example, the title *Huellas* is written at a C level, BR Lexile, with 16 pages. The program "HMH ¡Arriba la lectura! Desarrollar los conocimientos con la Biblioteca Rigby" provides the list of titles by module, ensuring these texts are authentic or appropriate Spanish transadaptations of publishable quality by Rigby.

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

The materials include traditional authentic or transadapted Spanish texts across multiple content areas. For example, in Module 4, "Enseñar con colecciones temáticas" provides different genres, such as "Pequeño Dragon aprende a volar" (fantasy), and the "Extensión lingüística" section offers "Como crecemos" (informative), "El sapo y el caracol," and "Gracias sol" (poetry). Additionally, the books for "Lectura en voz alta" include informative texts like *Una vida saludable* and fiction such as *Estírate*. Week 4 includes poetry such as "Cama." These texts support foundational reading skills and expose students to a variety of genres and content areas.

The materials include classical authentic or transadapted Spanish texts across multiple content areas. For example, in Module 5, Lesson 6, "Lectura en voz alta: La gallinita roja hace una pizza," students read an adaptation of the traditional folk tale "The Little Red Hen" in Spanish. This folktale helps students develop foundational reading skills such as print awareness, vocabulary, and comprehension. In the same module, students read "La gallinita roja sube al escenario," a play adaptation of the same folktale, introducing children to the elements of a play and the concept of perseverance.

The materials include diverse authentic or transadapted Spanish texts across multiple content areas. For example, in Module 6, "Bienvenidos al modulo," "What Makes the United States Special?" introduces content based on social studies, featuring various genres such as poetry ("Estados Unidos de America, tierra hermosa unidos siempre"), biography (about Martin Luther King, Jr.), informative texts (about President's Day and the Fourth of July), and fiction ("El pastel de manzana de 4 de julio"). The "Extensión lingüística" section references other traditional Spanish texts, such as "Teo y su perro," a realistic fiction story about Teo and his dog, Puc, a classic in Spain and well-known in the Hispanic world.

The materials include contemporary authentic or transadapted Spanish texts across multiple content areas. The Rigby "Lecturas por niveles" titles for kindergarten include *Huellas* (nonfiction), *Bebé hipopótamo* (realistic fiction), and *La rana Rita* (fiction). These texts, found in the Biblioteca HMH, provide students with exposure to a variety of genres and contemporary stories, supporting engagement and comprehension across content areas.

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

The materials include authentic, traditional, grade-level texts, and nursery rhymes, which reflect students' diversity. For example, in Module 1, Lesson 1, students listen to *¡Keisha Ann puede!* an African-American main character, where they can see and relate to the students found in the illustrations. This content is relevant, engaging, and authentically reflects the diversity of the classroom, making instruction more impactful as students see themselves represented in the material.

The materials in kindergarten include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. For example, in Module 6, Week 2, the text "Llévame a ver yakyu" by Aaron Meshon is a fictional story about a boy who watches a baseball game in both the United States and Japan. He experiences similarities and differences between how the game is played in two countries, allowing the reader to learn about different cultures, languages, foods, and architecture.

The materials include relevant, engaging, and authentic texts that reflect students' diverse backgrounds and experiences. All modules feature a section called "Extensión lingüística," with books focused on students with diverse backgrounds. For example, in Module 3, the informational text "La familia" introduces the different members of a family and the different types of families, emphasizing that although not all families are alike, they are all special in some way. The text is engaging and relevant because students see their families from diverse backgrounds represented in the photographs, and they participate in activities such as previewing the text, learning new vocabulary, and sharing about their own families.

7.2 Interaction with Grade-Level Text

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

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

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

The materials include opportunities for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts, as well as justify their thinking orally. For example, in Module 4, Lesson 1, students listen to the read-aloud "Una vida saludable" and consider questions before, during, and after listening, such as "¿Quién, qué, cuándo, dónde, por qué, o cómo?" Students then discuss these questions with a partner and use evidence from the text to support their answers.

The materials provide structured opportunities for students to justify their thinking of grade-level authentic or transadapted Spanish texts in writing. For example, in Module 4, PagiNotas 4.1a, and the class project "Felices y saludables: Blog," students respond in writing to the theme "Felices y saludables" by making lists of foods from each food group and completing a "Mapa de la investigación" with examples from the book. Students also write and publish a blog about healthy habits, supporting their ideas with information from the text.

The materials feature lessons where students listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally. For example, in Module 4, Lesson 1, students participate in a conversation about "Una vida saludable," respond to comprehension questions, and justify their responses orally with evidence from the text, supporting comprehensive language development through reading, speaking, and listening activities.

The materials include activities that prompt students to justify their thinking in writing after engaging with grade-level authentic or transadapted Spanish texts. In Module 4, PagiNotas 4.1a, and the class project "Felices y saludables: Blog," students reflect on and write about healthy choices, brainstorm ways to stay healthy, and compile this information into a blog post, practicing both written and oral justification of their ideas.

The materials ensure that students have opportunities in each lesson to listen to, think about, critically respond to, and justify their thinking both orally and in writing regarding grade-level authentic or

transadapted Spanish texts. For example, in Module 4, Lesson 1, PagiNotas 4.1a, and the class project "Felices y saludables: Blog," students engage with authentic texts through listening, discussion, and writing tasks that require them to support their thinking with evidence, fostering the gradual development of comprehension and critical thinking skills across reading, writing, speaking, and listening.

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

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors' purpose, structure, language, vocabulary, etc.), as found in the *Guía de maestro*. For example, in Module 6, Lesson 13, "Lectura y vocabulario, Propósito de la autora," students use the "Cartel didáctico" to review and connect to the book *Martin Luther King, Jr.* and engage in regular discussions of the author's purpose. Students are prompted to analyze why the author wrote the text, supporting their ability to evaluate and discuss the content independently.

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text such as authors' purpose, structure, language, and vocabulary as demonstrated in Module 4, Lesson 13, "Trama: Principio, desarrollo, final, Lectura y vocabulario." Here, students discuss the structure of the story with prompts such as "lo que sucede en el principio, el desarrollo y el final de un cuento." This structured discussion helps students recognize story elements and understand text organization, enabling them to justify their thinking orally and in writing.

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text such as authors' purpose, structure, language, and vocabulary as evidenced in Module 2, Week 3, Lesson 11, where students participate in Turn and Talk activities to discuss the characters, setting, and main events of the story "El ratopín desnudo se viste." The lesson guides students to articulate their thoughts about textual elements, supporting the development of critical reasoning and communication skills.

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

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in Module 7, Lesson 12, "Lectura y vocabulario/Lectura interactiva/Conectar y enseñar," students use the "Cartel didáctico: Hacer inferencias" as they read the story "Yo . . . Jane." Students are prompted to use clues from the text and their own knowledge to make inferences, supporting the development of critical thinking and comprehension skills.

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in Module 3, Lesson 6, "Lectura y vocabulario/Lectura en voz alta/Hacer y confirmar predicciones," students use the "Cartel didáctico: Hacer y confirmar predicciones" to make predictions based on the book's cover, encouraging them to generate questions and anticipate story events, which fosters deeper engagement and analytical abilities.

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, in Module 8, Week 3, Lesson 12, students listen to "Mantequilla de maní y jalea," review the central idea, and practice evaluating details to determine their importance. Students discuss which details are most important for understanding the text, promoting evaluation and synthesis skills through guided discussion and collaborative analysis.

7.3 Supporting Access to Grade-Level Text

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

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

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

The materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish texts while maintaining rigor through embedded scaffolds, such as vocabulary support, questioning, and think-alouds. This is evident in the *Guía del maestro*, Module 3, Lesson 12, where the teacher guides students to preview the text "¡Es todo una fantasía!" using the Pensar–Emparejarse–Compartir routine. During the lesson, teachers model how to navigate text features and pose comprehension questions such as "¿Con quién toma limonada Fede?," prompting students to cite textual evidence by pointing to supporting pages. These instructional moves scaffold comprehension effectively, helping students engage deeply with the text while building critical reading skills.

The materials include supports that ensure all students can access grade-level authentic Spanish texts, with embedded scaffolds such as graphic organizers and thematic connections outlined in the *Guía del maestro* to maintain rigor. For example, in Module 7, Lesson 3, the teacher uses "Mapa de conocimientos 7" to help students build connections to the module's theme. The teacher models a think-aloud about how a bunny uses imagination to see a box differently, guiding students to make thematic connections between authentic texts such as *Una luna junto a la laguna* and "Animales que se parecen." This approach provides scaffolded support, allowing students to engage meaningfully with complex texts while deepening their understanding of central ideas.

The materials include embedded scaffolds such as teacher modeling with think-alouds, questioning, and partner conversations designed to ensure all students access grade-level texts rigorously within the *Guía del maestro*. For example, in Module 5, Lesson 6, the teacher models reading, asking questions such as "¿Qué piensas que aprenderás del invierno?" to engage students in text comprehension. Students then discuss with partners, promoting rigorous engagement with authentic texts while being scaffolded through guided questioning and teacher support.

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 Spanish texts as found in the "Opciones para la enseñanza" section, Module 8, Lesson 3. For example, in the "Ampliar" subsection, teachers are guided to ask proficient students to retell the sequence of converting wheat into food items using their "Cuaderno del escritor" and explain their reasoning for each part. This allows teachers to extend learning using the same grade-level text, deepening proficient students' understanding of the process without moving away from the grade-level content. These tasks challenge students by promoting deeper analysis of the text's sequence and purpose, supporting differentiated instruction while maintaining instructional rigor.

The materials include specific enrichment opportunities for students who have demonstrated proficiency with grade-level texts, as evidenced in Module 2, Lesson 2. For example, in the "Ampliar" section, after reading "Un cuento de garabatos," proficient students write notes about characters and settings and reread the story aloud to discuss how images and text reveal clues about these elements. Students may work independently or with a partner using the printable "Página imprimible: Personajes y ambiente." This extension promotes continued learning from the same text, with tasks designed to deepen understanding of text and image relationships within grade-level expectations, effectively challenging proficient students through higher-order analysis. It supports differentiated instruction while preserving rigor.

The materials feature options for extending proficient students' learning by analyzing author's purpose and textual features within grade-level texts. For example, in Module 8, Lesson 18, the "Opciones para la enseñanza" section's "Ampliar" activity challenges students to identify onomatopoeia in the text and explain how these words contribute to the author's purpose, such as making the story fun through sound words like *guau*. This task maintains instructional rigor by encouraging a deeper textual analysis focused on literary devices without deviating from grade-level content. Teachers are equipped to support proficient students in engaging with the text on an advanced level while reinforcing meaning and author intent.

7.4 Analysis of Text Complexity

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

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

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

The materials include quantitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement within the *Guía del maestro*. For example, in Module 1, Week 1, the "Vistazo a los textos de la lección" section provides the Lexile level and Guided Reading Level A for the text *¡Keisha Ann puede!* This quantitative analysis supports the text's selection as developmentally appropriate for kindergarten, as it features predictable, repetitive verb conjugations and simple vocabulary linked to school routines. The rationale explains the educational purpose as developing early literacy through vocabulary acquisition and comprehension of narrative structure, aligned with kindergarten standards and cognitive abilities.

The materials include qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. Within the same "Vistazo a los textos de la lección," qualitative features describe the organizational structure, language demands, and thematic content of the texts. For example, "La gallinita roja" in Module 5, Week 2 is qualitatively described with attention to its archaic language and complex story structure, highlighting comprehension skills such as identifying central ideas, main events, character analysis, and inference. The text's theme of perseverance connects it clearly to module objectives and Kindergarten readiness.

The materials include both quantitative and qualitative analyses that empower teachers to make informed instructional decisions and support coherent lesson planning aligned with grade-level expectations, as evidenced throughout Kindergarten modules. More specifically, for example, the "Vistazo a los textos de la lección" sections provide data on Lexile levels, guided reading levels, language organization, and targeted comprehension skills for core texts. For example, teacher guidance clarifies how texts like "El Día de los Presidentes" (Module 6, Week 3) with Lexile 440L are chosen for their content relevance and developmental appropriateness. This clear rationale ensures that teachers understand the complexity and instructional purpose of each core text, enabling intentional matching with students' developmental needs.

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

The materials include a quantitative analysis of kindergarten core texts, as found in the *Guía del maestro*. For example, the text titled "I am Rene, the boy/Soy Rene, el niño," is rated at a Lexile level of 540L, which indicates the presence of longer sentences and longer words, reflecting moderate text complexity suitable for the grade. The qualitative analysis highlights the review of characters, setting, figurative language, and antonyms. The related student task involves completing a graphic organizer on characters and setting, ensuring alignment between text complexity and purposeful reading tasks that foster appropriate challenge and reinforce comprehension.

The materials feature a quantitative analysis of the informative text within the *Guía del maestro*. For example, there is the Superlibro *Animales Polares* in Module 9, Week 4. Quantitatively, the text has a Lexile level of 340L, denoting simpler sentence structures and manageable vocabulary for early readers, while the qualitative analysis covers antonyms, verbs, adjectives, and text features. Associated student tasks include a variety of oral activities (such as choral reading, echo reading, cloze reading, and Turn and Talk), directly connecting the level of text complexity with activities that support the development of critical reading skills in a meaningful context.

The materials include both quantitative and qualitative analyses of the informative texts, as reported in the *Guía del maestro*. For example, in Module 3, Week 1, there is the core text titled *Lugares de mi comunidad*. The quantitative review designates the text at a low complexity of 510L. The qualitative analysis identifies the central theme of community and emphasizes text features such as a table of contents, section headers, a map, and an index, while student tasks focus on identifying the theme and the central idea ("Hay muchos tipos de lugares en una comunidad"), and reflecting on the student's own role in a community. This demonstrates intentional alignment between content complexity and student activities that deepen comprehension through purposeful engagement.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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

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

The materials include read-aloud texts that are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. For example, in Module 4, Lesson 1, a read-aloud about leading a healthy, happy lifestyle is structured as an informational text scaffolded with anchor charts such as the "Cartel didáctico: Textos informativos," supporting comprehension and grade-level vocabulary (e.g., *ejercitar*, *energía*, *saludable*). The teacher is also prompted to scaffold with concepts of print and vocabulary routines, ensuring rigor and accessibility for all students through guided questions and visual supports.

The materials include shared reading texts that are authentic or transadaptations and are at or above grade-level complexity, age appropriate, and contain a variety of structures with appropriate scaffolds. For example, in Module 7, Lesson 6, the fiction text "Yo sé que el río me ama" presents moderate complexity with personification and explores harmony with nature. Scaffolds such as the Conversación en parejas routine, guided questions, and illustration cues support students in engaging with the text. Teachers model thinking aloud and provide direct support for vocabulary and comprehension, enabling all students to make meaning of complex texts.

The materials provide teachers with the tools to plan and deliver effective read-aloud and shared reading instruction using rich, authentic, and grade-level texts mapped to diverse student needs with the *Guía del maestro*. Throughout that guide, there are routines for asking and answering questions, using the "Mapa de conocimientos" to visually connect themes, and printable pages for student response. This approach ensures teachers implement the right scaffolds so that all students, regardless of background, can access advanced vocabulary and varied text structures and are prepared for independent interaction with complex texts.

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

Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. In kindergarten, the materials include independent reading texts called *Lecturas iniciales*, which feature simple, predictable, and authentic Spanish language with repetitive and familiar vocabulary. For example, in Module 3, Lesson 17, students read "Tina va a la dentista," allowing them to apply previously learned skills and engage with familiar words, supporting individualized reading experiences.

The materials include texts of various levels (from A to E) for independent reading, with varying complexity to support readers at, above, and below grade level. For example, in Module 3, Lesson 16, students may engage with leveled readers such as "En mi cuadra," "Muchos hogares," and "En lo alto," providing opportunities for students to self-select texts that match their interests and reading abilities, thereby promoting motivation and self-efficacy in reading.

Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. For example, the "Desarrollar los conocimientos con la Biblioteca Rigby" resource contains an index of the "Lecturas por niveles de Rigby" for Modules 1–9, ranging in complexity from A to E and Lexile levels BR to 430L. This ensures all students have access to texts suitable for their current level, allowing them to build fluency and comprehension skills at an individualized pace.

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

The materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning for achieving independent reading goals. For example, the kindergarten materials provide opportunities for students to self-select high-quality Spanish texts in the "Centros de lectoescritura," such as the digital texts available in the "Lee con libros electronicos" center. Students choose books based on their interests, practice independent reading, and are supported in setting reading goals with the teacher's guidance using the printable reading log, "Registro de lectura." The log includes columns for the date, book title, number of readings, time spent reading, and student opinions, promoting reading stamina, goal setting, and planning for progressively longer periods of independent reading.

The materials include a plan for students to read independently for a sustained period, including accountability for achieving independent reading goals. For example, kindergarten students are held

accountable for their independent reading by consistently maintaining a "Registro de lectura," where they track their progress and reflect on their reading. The teacher encourages students to gradually increase the amount of time spent reading each day. In addition, students can share what they have read and learned using reading logs or graphic organizers, fostering both accountability and a collaborative classroom reading community where students recommend books and celebrate each other's progress.

The materials include a plan for students to self-select texts, promoting student independence, motivation, and classroom community. For example, the kindergarten materials feature a structured plan for students to choose high-quality Spanish texts from the Rigby library or the Biblioteca al alcance del estudiante, used within the "Centros de lectoescritura." Through options such as *Lecturas iniciales* and decodable texts, students build independence and motivation as they select texts that fit their interests and abilities, complete reading-related and reflective activities, and participate in regular opportunities to discuss or track their reading, contributing to both individual growth and a supportive community where teachers gain insights into students' interests.

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

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

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in Module 4, Lesson 2, students participate in structured paired readings and are required to locate answers in the text to justify their thinking. After reading *Lecturas iniciales, Libro 4: Un paseo en familia*, students answer questions like "¿Qué día es en el cuento?" and "¿Cómo están ahora Belén y su papá?" They must point to the page that supports their answer and confirm earlier predictions using evidence from the text. This supports purposeful instruction and visible thinking, as teachers can measure student comprehension based on textual evidence provided.

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to justify their thinking and support claims. For example, in Module 9, Lesson 5, after reading *La Estatua de la Libertad*, students follow the rutina de Conversación en Parejas to answer questions such as: "¿Cómo viajó la estatua desde Francia?" and "¿Qué celebra la Estatua de la Libertad?" The teacher instructs students to reference a specific page that supports their response using sentence stems. This consistent expectation to cite evidence promotes critical thinking and ensures access for all students by grounding responses purely in the text, without relying on personal experience.

The materials include text-dependent questions and tasks in Spanish, which require students to use evidence from the text to demonstrate comprehension and justify their thinking. For example, in Module 11, Lesson 7, "Opciones para la enseñanza en grupos pequeños," teachers are provided with scripted questions aligned to page references. Students read silently or with a partner and then respond based on

evidence from the text. This approach allows teachers to tailor instruction based on the visible thinking captured in student responses while also deepening reading-to-writing connections through evidence-based discussion and reflection.

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

The materials include questions and tasks designed in Spanish that prompt students to evaluate the author's language using text evidence. For example, in Module 4, Lesson 7, "Lectura y vocabulario," students listen to *Jack y el gigante hambriento* and are asked to identify specific fairy tale language. Teachers highlight how the text makes implicit references to traditional tales, and students respond using examples from the text to analyze how such language shapes their understanding.

The materials feature questions designed in Spanish that require students to use specific text evidence when evaluating key ideas and details. For example, in Module 4, Lesson 12, after reading *Cata sale de casa*, students are asked, "¿Cómo se siente Cata al tener que salir de su cama?" and "¿Qué busca Cata?" They are explicitly instructed to point to a page in the book that supports their answers, encouraging them to justify their thinking using the story's content.

The materials include questions and tasks in Spanish that require students to analyze the author's craft and evaluate structural elements of texts using evidence. For example, in Module 8, Lesson 3, while reading *Las plantas me alimentan*, students are asked to identify sequencing words such as *luego* and *después* and use text and illustrations as evidence to determine the next step in a procedural sequence. These tasks prompt students to connect language cues to the text's structure and purpose.

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

The materials include questions and tasks designed in Spanish that require students to support their claims by comparing and contrasting story elements across texts. For example, in Module 5, Lesson 9, "Lectura compartida," students compare two versions of "La gallinita roja," focusing on similarities through teacher-guided prompts: "¿Qué observaron que es igual sobre la gallinita roja en los dos cuentos?" Students engage in discussing how the character is portrayed similarly in both literary and play formats, thereby fostering their ability to justify thinking through comparison.

The materials feature tasks in Spanish that engage kindergarten students in early practice of paraphrasing and summarizing by retelling parts of stories and identifying key ideas. For example, in Module 3, Lesson 2, "Lenguaje oral, Lectura y vocabulario," students use the "Cartel didáctico: Hacer un

resumen" to create summaries of the read-aloud "Lugares de mi comunidad." These structured opportunities help students internalize story structure and build foundational comprehension by retelling and summarizing events in their own words.

The materials include Spanish questions and tasks that foster deeper reasoning by requiring students to justify their thinking about characters and events by citing textual evidence. For example, in Module 7, Lesson 7, students respond to questions such as "¿Por qué todos los animales de la selva los confunden?" and "¿Por qué la jirafa Giberta sugiere ver qué dice la madre de Jorge y Germán?" while using the *Conversación en parejas* routine to verbally support their answers and point to pages in the story that justify their claims. This approach promotes evidence-based reasoning and communication skills through discussion.

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

The materials include questions designed in Spanish at a range of cognitive levels that enable teachers to differentiate instruction effectively within the *Guía del maestro*. For example, in Module 5, Lesson 16, after listening to the biography *El sueño de Emmanuel*, students answer literal questions such as "¿Qué tenía de especial el bebé?," as well as inferential questions like "¿Por qué Comfort dice que Emmanuel podía tener lo que quisiera, pero que tendría que conseguirlo él mismo?" This range of questions allows teachers to tailor support based on students' comprehension levels.

The materials feature a layered design of comprehension questions that gradually increase in cognitive complexity to promote student growth in text analysis within the *Guía del maestro*. For example, in Module 6, Lesson 13, "Leer el texto decodificable," teachers use a series of questions starting with basic recall such as "¿Cómo pueden festejar su cumpleaños?," progressing to deeper analysis questions like "¿Qué forma de festejar les parece la más divertida?," which requires students to use personal experience for their answers.

The materials provide tasks and questions in Spanish challenging students to think critically by varying the complexity of analytical tasks within the *Guía del maestro*. For example, in Module 7, Lesson 7, students engage in a *Conversación en parejas* routine responding to foundational questions about characters and events, fostering analytical depth through discussion and reflection in Spanish such as "¿Quiénes son Jorge y German?" and "¿Qué hacen los animales?" This promotes critical thinking alongside language skills.

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

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

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

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

The materials include explicit teacher guidance in Spanish on modeling evidence-based claims within the *Guía del maestro*, for example, that guide provides a detailed script guiding teachers to demonstrate how to highlight and verbalize specific text details to support claims such as, "Creo que el personaje está feliz porque el texto dice que sonrío." This models how to use text evidence clearly, which supports teachers in providing clearer instruction when modeling evidence-based responses.

The materials feature consistent teacher modeling in Spanish to help students internalize constructing strong text-based claims within the kindergarten lesson plans. For example, there are directions for teachers to repeatedly point out evidence in the text and show how it connects to a claim. For example, the teacher asks, "¿Qué parte del texto nos dice esto?" while demonstrating how to find supporting text evidence, reinforcing student understanding through multiple examples.

The materials include guidance in Spanish on modeling text-based responses to build student confidence in discussion and writing. For example, the "Lectura guiada" section provides coaching for teachers to model responding to questions by restating the text premise and explicitly citing the source, such as "Según el autor, el niño está contento porque . . ." This consistent modeling supports students' abilities to use text evidence and feel confident expressing their thinking orally and in writing.

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

The materials include clear, structured guidance for teachers in Spanish to engage kindergarten students in evidence-based discussions with academic vocabulary within the *Guía del maestro*. For example, the guide prompts teachers to model academic words such as *familia*, *amistad*, and *celebración* during discussions about a story. In one such example, teachers say, "En la historia, la familia comparte un momento especial" and then prompt students to repeat and use these terms in their responses. This

supports students in developing academic language and reasoning skills by integrating vocabulary into claims and explanations.

The materials feature explicit guidance in Spanish for kindergarten teachers to facilitate discussions using academic syntax. For example, in the lesson guide, teachers model sentence frames like "Yo creo que . . ." and "Porque en el cuento dice . . ." to help students articulate evidence-based claims. This structured approach aids students in using complete academic sentence structures when expressing ideas supported by the text, enhancing clarity and precision in their oral language.

The materials provide intentional discussion structures for kindergarten teachers in Spanish, combining academic vocabulary and syntax to clarify and support student reasoning within the *Guía del maestro*. For example, the guide instructs teachers to scaffold discussions by prompting students to use sentence starters such as "El personaje . . ." followed by academic words like *valiente*, *ayuda*, and *familia*. This guidance ensures teachers facilitate discourse that helps students form precise, evidence-backed claims with academic language clarity.

8.B Writing

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

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

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

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

The materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to the grade-level Spanish TEKS within the *Guía del maestro*. For example, in Module 4, Lesson 5, after reading the mentor text "Una vida saludable" and *Los gérmenes no se deben compartir*, students discuss the main idea and key details in an informational text, and then they use the mentor text as a model to compose a response about what they can do to stay healthy, supported by teacher modeling and sentence frames.

The materials include mentor texts explicitly referenced for teachers to use during writing instruction, supporting teachers in explicitly teaching writing techniques, structures, and language choices within the *Guía del maestro*. For example, in Module 3, Lesson 1, "¿Qué es la escritura informativa?," "Taller de escritura," teachers use the text "Cartel didáctico: Escribir para enseñar" and the "Página imprimible: Idea principal y detalles" to guide students in understanding informative writing and why authors use it and then provide opportunities for students to practice these techniques during paired conversations and sentence frame activities.

The materials feature a variety of authentic mentor texts to support student analysis of different writing models, fostering flexibility and purpose in their own compositions within the *Guía del maestro*. For example, in Module 8, Lesson 2, the mentor text "La mejor fruta es el durazno," along with the "Cartel didáctico: Escritura de opinión," provides students with examples of expressing opinion and supporting it with reasons, after which students use sentence frames to write their own opinions and reasons on a selected topic.

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

The materials include opportunities throughout the year for kindergarten students to compose literary texts in Spanish for multiple purposes with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 2, Lesson 16, after reviewing key features of a narrative such as "Personajes y ambiente" with the "Cartel didáctico," students are prompted to write their own story, including characters, setting, and main events. They connect the writing prompt to a familiar story, "El gran deseo del conejito pequeño," and are guided to understand how learned skills make them special, supporting authentic writing instruction focused on narrative craft.

The materials include opportunities throughout the year for kindergarten students to compose literary texts in Spanish for multiple audiences with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 2, Lesson 16, students are asked to decide on the intended audience for their stories, with suggestions to share these with parents or at a *fiesta de publicación*. This supports the development of writing for different audiences and encourages students to apply narrative features to engage specific listeners.

The materials feature frequent opportunities for kindergarten students to write in various literary forms in Spanish throughout the year, with teacher support for genre-specific traits and techniques within the *Guía del maestro*. For example, the "Cuaderno de escritor" includes anchor charts for reference during the "Taller de escritura," supporting narrative writing, grammar, and conventions. Multiple modules throughout the year, such as Module 7, Lesson 7, provide structured opportunities for students to plan and organize stories using tools like the "Mapa del cuento," add sensory details, and share their stories with classmates.

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 kindergarten students to compose informational texts in Spanish for multiple purposes with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 6, Lesson 1, "¿Qué es la escritura informativa?," during the "Taller de escritura," students discuss an informational text about how to pack up at the end of the day and are asked to choose a familiar school task, consider its steps, and then write or draw these steps. They use appropriate vocabulary and genre traits while writing and then share their work for a peer to evaluate whether the steps make sense.

The materials include ongoing opportunities for kindergarten students to compose informational texts in Spanish for multiple audiences with genre-specific characteristics and craft within the *Guía del maestro*. For example, in Module 3, Lesson 3, after reading the informational text "Un mapa de mi barrio" and discussing features like *encabezados*, *glosario*, *índice*, *tema*, and *idea principal* using the "Cartel didáctico," students are guided to make a list of facts about their school. They add details, use a sentence frame, and then draw, label, and write facts to share with their class, practicing real-world communication and writing for their peers as an audience.

The materials feature explicit guidance for teachers to scaffold writing instruction by highlighting genre-specific features of informational texts and providing consistent practice within the *Guía del maestro*. For example, in Module 9, Lesson 1, after reading informational books about needs of people and animals, students analyze a mentor text to identify a main idea and key details. Students then plan and create their own informational text using the "Mapa de la investigación," share details with partners, and draw or write explanations. This recurring structure strengthens students' abilities to organize and clearly convey ideas to both small groups and the class.

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

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

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

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

8.B.2 Writing Process

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

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

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

The materials support students' use of the element of planning in the writing process to compose text in Spanish, which includes an age-appropriate progression in conventions authentic to Spanish writing, within the *Guía del maestro*. For example, in Module 2, Lessons 3–5, students plan their writing by drawing characters and settings on the "Página imprimible: Personajes y ambiente" and use sentence frames such as "Una idea es un cuento sobre . . ." to generate ideas. The teacher models brainstorming on chart paper, guiding students to organize their thoughts before drafting. This progression engages students with structured planning activities tailored to kindergarten developmental levels.

The materials support students' use of drafting, revising, and editing elements of the writing process to compose text in Spanish with an age-appropriate progression in authentic Spanish conventions within the *Guía del maestro*. For example, in Module 2, Lesson 5, students draft their narratives by composing sentences and illustrating their stories. Revising is supported by teacher guidance to add details about characters or settings, and students edit by identifying verbs in the past tense and checking spacing between words using a checklist. Editing also includes using word walls to check spelling independently. This structured routine helps students internalize writing conventions early.

The materials support students' use of conferring and sharing/publishing in the writing process with age-appropriate conventions in Spanish within the *Guía del maestro*. For example, teacher–student conferences occur after drafting for individualized feedback, particularly emphasizing adding details and using correct verb forms. For sharing, students present their stories aloud in the Silla del autor, speaking clearly to their classmates. This practice allows students to develop confidence and reinforces the writing process by sharing their polished work, supported by teacher modeling and scaffolded routines.

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 clear guidance for the teacher to provide explicit (direct) instruction in Spanish to model the planning stage of the writing process within the *Guía del maestro*. For example, teachers are directed to model brainstorming ideas visually through drawing and oral discussion, saying, "Vamos a pensar qué queremos escribir," thus demonstrating how to organize ideas before writing. This step-by-step modeling supports students in internalizing how to begin planning their stories and enables effective teacher instruction in early writing stages.

The materials include guidance for the teacher to provide explicit (direct) instruction in Spanish to model drafting and revising, as well as to support students through conferencing during the writing process in kindergarten, within the *Guía del maestro*. For example, there are instructions for teachers to demonstrate writing simple sentences based on planned ideas and to show students how to revise by adding descriptive words, such as, "Voy a agregar más detalles para que mi escritura sea mejor." The materials also emphasize conferencing, where teachers provide immediate feedback, encourage student reflection, and guide revisions with prompts like, "¿Qué puedes agregar aquí?" This real-time support reinforces revision as a key part of writing, helping students apply these stages independently.

Materials include guidance for the teacher to explicitly model the editing and sharing/publishing stages in Spanish for kindergarten students within the *Guía del maestro*. For example, there are directions for teachers to model how to check for spacing, punctuation, and proper letter formation by saying "Vamos a revisar si hay espacios entre las palabras" and guide students in sharing their finished work verbally with the class. This explicit instruction promotes self-correction skills and encourages students to confidently present their ideas, ensuring comprehensive coverage of all writing process stages.

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

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

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

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

The materials include guidance for the teacher to model basic sentence structure in Spanish within the *Guía del maestro*. For example, in Module 3, Lesson 14, "Leer el texto decodificable: El fantasma de la fuente," the teacher explicitly teaches students to identify the characteristics of a sentence and encourages the use of complete sentences to answer questions about the text. Additionally, in Module 5, Lesson 13, the teacher models singular and plural nouns and demonstrates sentence construction by having students practice adding plural endings -s or -es and use capitalization and punctuation conventions properly.

The materials include direct instruction for syntax development at the sentence level within the *Guía del maestro*. For example, in Module 5, Lesson 19, the teacher guides children through revising a draft story by focusing on sentence-level syntax, such as correcting noun–article agreement (e.g., changing *manos* to *mano* and *patin* to *patines*) and using signal words to clarify sequence and meaning in sentences. The teacher models using a checklist to ensure sentences have appropriate structure, capitalization, and punctuation.

The materials provide explicit guidance for teaching Spanish vocabulary within sentence writing within the *Guía del maestro*. For example, in Module 5, Lesson 14, the teacher introduces vocabulary that enriches children's stories by adding words from "Palabras de la idea central" and *palabras poderosas* such as *éxito*, *practicar*, *orgulloso*, and *inspirar*. This vocabulary is integrated into sentence writing, with students encouraged to circle nouns and verify their singular or plural use, facilitating focused vocabulary development within the sentence context.

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

The materials include guidance for teachers to provide systematic instruction in writing starting at the sentence level within the *Guía del maestro*. For example, in Module 1, Lesson 4, the teacher models writing a simple sentence during "Escritura interactiva" by asking questions such as "¿Qué te gusta de nuestra clase?" and guiding students to write complete sentences like "Mi libro preferido es ____." The teacher shares the pen with students to add known letters and models using a checklist to revise sentence conventions, ensuring sentence-level writing foundations are established before progressing.

The materials include guidance for teachers to provide explicit (direct) instruction in writing starting at the sentence level within the *Guía del maestro*. For example, in Module 7, Lessons 7–10, the teacher models and scaffolds writing a creative story beginning with note-taking on the "Página imprimible: Mapa del cuento," explicitly explaining how notes become complete sentences. The teacher points out grammar connections, such as pronoun usage and the verbs *ser* and *estar*, and models building sentences from simple notes to narrative paragraphs, demonstrating explicit progression from sentence-level to paragraph composition.

Upon writing starting at the sentence level, the materials include guidance for teachers to provide systematic and explicit instruction in writing, building to compositions according to the grade-level Spanish TEKS within the *Guía del maestro*. For example, lessons consistently show a scaffolded writing development starting from simple sentence modeling with picture prompts to collaborative interactive writing of sentences with correct capitalization and punctuation. For example, Module 1 begins with sentence instruction and advances to writing paragraphs by adding details for reasons and descriptions in opinion pieces. Students also practice revision and editing using sentence stems and checklists that align to TEKS expectations for sentence structure and conventions.

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

The materials include systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish within the *Guía del maestro*. For example, in Module 5, Week 7, Lesson 8 and Lesson 9, students write simple sentences using their notes in "Cuaderno del escritor," then explicitly revise their sentences. Teachers model revising by showing the correct use of pronouns and by rereading the last sentence to demonstrate changes (e.g., how to turn *nos* into *nosotros*). Additionally, students use a checklist in the "Cuaderno de escribir" to edit their sentences.

The materials feature scaffolded sentence-level writing, revision, and editing tasks through the consistent integration of the "Mi turno–Nuestro turno–Tu turno" gradual release routine in the "Taller de escritura."

For example, in Module 8, Lesson 9, "Revisar un texto que expresa opinion," teachers model revising and editing by rereading specific sentences and asking students to identify capitalization and punctuation errors or to add missing verbs, supporting grammar instruction and application of language conventions in context.

The materials include systematic and explicit opportunities for sentence-level editing and complexity within the *Guía del maestro*. For example, in Module 9, Lesson 11, students learn to write interrogative sentences by brainstorming research questions about animals and noting question words and marks as the teacher records their ideas. Students practice complete sentence writing using sentence frames and edit their work with a provided checklist from the "Cuaderno del escritor," modeling the application of academic conventions beyond isolated practice.

8.B.4 Grade-Level Standard Spanish Conventions

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

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

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

The materials include opportunities for practice and application in context of Spanish academic language conventions, such as using simple sentences with subject-verb agreement, nouns, and verbs, as well as correct capitalization and punctuation. For example, in Module 8, Lesson 4, "Gramática: ¿Está completa?, Taller de escritura," teachers use the "Cartel didáctico: Oraciones" to review the parts of a sentence, guiding students to identify who or what the sentence is about and what action is being done and practice identifying complete sentences. Out of context, in Module 4, Lesson 14, "Gramática: Todo listo, Taller de escritura," students complete a chart in the "Cuaderno del escritor" where they write a person or thing, an action word, and an end mark, reinforcing subject-verb agreement and sentence structure in isolation. The materials include opportunities for practice and application both in and out of context of Spanish academic language conventions in sentences and short paragraphs using correct capitalization and punctuation according to the kindergarten TEKS within the *Guía del maestro*. For example, in Module 9, Lesson 14, students receive an explicit lesson about different types of sentences and final punctuation. In context, they apply punctuation as they write a paragraph with a central idea and key details for a research report with the teacher, then edit by underlining final punctuation and opening marks for questions and exclamations. Out of context, students practice in "Cuaderno del escritor," where they add punctuation marks to sentences and compose their own statement, question, or exclamation. The materials include opportunities for in-context practice of conventions of Spanish academic language through writing stories, as seen within the *Guía del maestro*. For example, in Module 5, Lessons 7, 8, and 9, students write drafts in the "Cuaderno del escritor," turning notes into complete sentences with a clear sequence, including words that indicate order. Teachers model and guide use of signal words and correct capitalization and punctuation. Out of context, in Lesson 14, students practice grammar skills such as identifying singular and plural nouns by completing exercises like "Papa leyó los carteles. Ben se sentó en las camas." in their "Cuaderno del escritor."

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

The materials include exercises in which students practice basic punctuation. In "Módulo 4, Lesson 12, "Gramática: al punto, Taller de escritura, T164," teachers use "Mostrar y motivar: Gramática 4.3" as they explain that writers use an end mark called a period to show the end of an *oración que cuenta algo*. Teachers also connect to the "Libro para la lectura en voz alta" *Jack y el gigante hambriento comen una comida balanceada* to model reading a statement with appropriate intonation.

The materials include writing tasks with integrated grammar or punctuation instruction. For example, the guide "Gramática: Secuencia de instrucción, Taller de escritura" lists all the grammar lessons in all the modules of the curriculum. Looking at the sequence of the grammar lessons, they are in systematic order. The lessons begin with *sustantivos comunes* and progress to *oraciones completas*, then to *preposiciones* and *frases preposicionales*.

Students review the beginning and end punctuation of different types of sentences. For example, in "Minilecciones de gramática, Conectar con la escritura, Usar distintas clases de oraciones, E240," teachers use the "Mostrar y motivar: Gramática 1.9.5." Students identify different types of sentences, including statements, questions, and commands. Then children work in pairs and look for instances where they can change statements into commands, exclamations, or questions.