

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Amplify Education, Inc.	Amplify SLAR Texas Habilidades y Destrezas
Subject	Grade Level
Spanish Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%

English Language Proficiency Standards (ELPS) Coverage: N/A

Quality Review Overall Score: 270 / 270

IMRA Reviewers

Flags for Suitability Noncompliance 0

Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Flags for Suitability Compliance 0

Indicator	Count of Flags
Alignment with Public Education's Constitutional Goal, 2.1.1	0
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 0

Rubric Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Alleged Factual Errors 0

Public Comments 0

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	52 / 52
2. Progress Monitoring	28 / 28
3. Supports for All Learners	30 / 30
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	124 / 124

Strengths

- **1.1 Course-Level Design:** Materials include a scope and sequence outlining TEKS, suggested pacing, explanations for unit order, guidance for lesson internalization, and resources to support administrators and instructional coaches.
- **1.2 Unit-Level Design:** Materials include comprehensive unit overviews with background content knowledge and academic vocabulary, along with family support suggestions in both Spanish and English.
- **1.3 Lesson-Level Design:** Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, and guidance for extended practice.
- **2.1 Instructional Assessments:** Materials include a variety of instructional assessments at the unit and lesson levels, with defined purposes, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at varying levels of complexity.
- **2.2 Data Analysis and Progress Monitoring:** Materials include instructional assessments with scoring guidance, provide strategies for responding to student performance trends, and offer tools for students to track their own progress and growth.
- **3.1 Differentiation and Scaffolds:** Materials include teacher guidance for differentiated instruction, scaffolded lessons for students below proficiency, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students who have demonstrated proficiency.
- **3.2 Instructional Methods:** Materials include prompts and guidance for explicit modeling and communication of concepts, recommendations for effective lesson delivery using various instructional approaches, and support for multiple types of practice with guidance on implementation structures.
- **3.3 Support for Emergent Bilingual Students:** Materials include implementation guidance for state-

approved bilingual/ESL programs, embedded teacher support for developing academic vocabulary and comprehension, and opportunities for metalinguistic transfer in dual language immersion programs.

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials include systematic, sequenced phonics instruction, daily opportunities for explicit practice, phonics skills practiced in isolation and through decodable texts, and cumulative review of previously taught skills.
- 4.2 Daily Instructional Sequence and Routines: Materials include daily lessons with explicit instruction and teacher modeling, opportunities for guided instruction with immediate corrective feedback, and varied opportunities for collaborative learning and independent practice.
- 4.3 Ongoing Practice Opportunities: Materials include intentional cumulative review and practice activities, focusing on explicitly taught phonics skills, with decodable texts incorporating cumulative practice and opportunities for practice in both isolation and connected text.
- 4.4 Assessment: Materials include a variety of developmentally appropriate assessment tools with clear directions for accurate administration, progress monitoring tools that measure students' acquisition of grade-level phonics skills, and assessment opportunities aligned to these tools throughout the school year.
- 4.5 Progress Monitoring and Student Support: Materials include data-

management tools for tracking individual and whole-class progress, with specific guidance on determining progress monitoring frequency and accelerating learning based on data to reach mastery of concepts.

- 5.B.1 Oral Language Development: Materials include explicit and systematic instructional guidance on developing oral language through various methods, opportunities for social and academic communication, and authentic opportunities in Spanish for active listening, discussion, and idea-sharing.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships in Spanish, provide guidance for explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce decoding skills in both isolated and connected text.
- 5.D.1 Phonological Awareness: Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities aligned with grade-level TEKS, provide explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce these skills.
- 5.D.2 Phonemic Awareness: Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities, provide explicit instruction with feedback on common errors, offer guidance on connecting phonemic awareness to the alphabetic principle, and include a variety

of activities to practice and reinforce these skills.

- 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and encoding both in isolation and connected text.
- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words, provide explicit instruction guidance in Spanish on syllable division

principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

- 5.E.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, provide explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

Challenges

- No challenges in this material.

Summary

Amplify TX SLAR *Habilidades y Destrezas* is a K–2 Spanish phonics program. The curriculum provides a comprehensive and structured approach to teaching literacy and phonics, encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension within its units and lessons. It includes precise daily teaching guidance in Spanish for teachers and students, featuring structured sequences and routines encompassing modeling, guided practice, corrective feedback, and reading and writing exercises. The program offers online tools customized to enhance implementation for educators, instructional coaches, and administrators. To engage with families, the curriculum supplies resources in bilingual formats to ensure all caregivers are informed about each student's development progress.

Campus and district instructional leaders should consider the following:

- The product and lesson plans encompass a range of structured activities, including phonics review, alphabet mastery, oral language enhancement, morphological awareness, guided and independent reading exercises, and writing tasks. Authentic and culturally significant Spanish resources complement these activities.
- Furthermore, the program offers materials that facilitate thorough and methodical phonics advancement for all students, allowing for tailored instruction to enhance and complement learning and prompt corrective feedback. The product establishes cross-linguistic connections that aid both native Spanish speakers and those learning Spanish as a second language.

Intentional Instructional Design

1.1	Course-Level Design	14/14
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/4
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).	2/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining concepts and knowledge taught in the course. 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 an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.

- The materials include a curriculum map that outlines the TEKS for each unit and explains the logical progression of the concepts across the units. In the teacher's guide, the unit overview explains how concepts connect and align over the course. For instance, in Unit 2 the students focus on orthographic patterns that are more complex, like *gue* and *gui* as well as complex syllables. The unit objectives include "*Identificar sustantivos and Clasificar palabras con c y z.*" The TEKS outlined include 1.2.A.iii, 1.2.A.iv, 1.2.A.v, and 1.2.A.vi.
- The TEKS are included at the beginning of each lesson as shown on the Teacher's Guide "*Guía del Maestro*" of each unit. In grade 1, Unit 1 lesson guide, each lesson is structured to provide the teacher with an understanding of concepts and principles that are in alignment with the TEKS. The unit is divided into lessons, each building on the knowledge and skills acquired. For example, Lesson 1 "*Los estudiantes desarrollarán la comunicación social, presentándose a sí mismos y usando saludos comunes.* TEKS K.1.E" The materials provided a focus for the lesson guided by the TEKS. The materials do include a year-long scope and sequence for instruction.

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

- The materials include a pacing guide that supports the effective implementation of nine units over 36 weeks of instruction. Each of the nine units in the "*Guía del Maestro*" includes lessons and activities for a full year of teaching. To illustrate, in the "*Guía del Maestro 1, grade 1, Habilidades y Destrezas 1, Calendario de la Unidad 1,*" there is a calendar of the lessons for the complete unit.
- The online resource titled "Adjusted Pathway Document" includes suggestions for adjusting various instructional calendars. For example, the document states that it is possible to "reduce/eliminate Pausing Point and/or assessment days or add additional support activities if needed."

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

- In grade 1, the materials explain the rationale of unit order in the section called the "Program Level Resources (PLR)". The PLR includes the "Year-at-a-Glance" document, which outlines how the units connect throughout the course and provides the rationale for this connection. The following statement illustrate how the rationale is written: "*El sistema es simple al principio y se vuelve más complicado a medida que los estudiantes adquieren confianza y automatizan sus destrezas de lectura y escritura.*"
- The materials include unit overviews within the "*Guía del Maestro,*" which explains how the learning that is about to occur connects with the past and the upcoming units. For instance, the material includes a chart that shows how units recommend a sequence of lessons that considers the connections between the foundational skills lesson components, as shown in "*Guía del Maestro, Alcance y Secuencia, Unidad 1, Lección 1, Conciencia fonológica: Mezclar y segmentar sílabas. Fonética y lectura: Sonidos /o/, /a/, /i/, escritos como o-O, a-A, i-I.*"
- The materials explain at the beginning of each unit how lessons are sequenced to provide foundational skills before more complex skills, as shown on "*Lección 5, Repaso de los códigos básicos, "Enfoque principal de la lección", "Destrezas fundamentales, Los estudiantes mezclarán y segmentarán en voz alta palabras multisilábicas TEKS 1.2.A.iv; TEKS 1.2.A.v, Los estudiantes repasarán los sonidos de las vocales TEKS 1.2.B.i."*

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The materials provide teachers with a detailed description of each unit component and the rationale for it to ensure teachers are able to internalize the lessons. The "*Estructura de las unidades y de las lecciones*" provides a detailed description of each component, for example, "*Cada lección comienza con una lista de los Objetivos del enfoque principal. Estos objetivos están etiquetados con los estándares correspondientes. Los objetivos se replican en las subsiguientes partes de la lección en el lugar en donde se usan específicamente*". This

document explains each component such as, *Evaluación formativa, Vistazo a la lección, Preparación previa, Recursos adicionales*, to name a few.

- The materials include unit and lesson internalization templates that provide guidance on how to implement the lesson, break it down into groups, time allotment, and lesson materials, up to the culminating task as shown in "*Vistazo a la lección.*" In this table, the teachers are given the activity, recommended grouping configurations, time allotment, and materials needed for the lesson. The materials explain this table as follows: "*Una tabla de Vistazo a la lección que enumera las actividades de enseñanza de la lección, los materiales necesarios y el tiempo asignado a cada actividad.*"

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials include an online resource for administrators and coaches titled "Observation Tracker." The online tool facilitates the observation process as teachers utilize the materials to deliver instruction. It highlights "Instructional Resources, Instructional Delivery, and Engagement" in a check-off document. For example, under instructional delivery, it lists the following: "Instruction aligns with required minutes (if not observed or evident, the observer may move to Initial Implementation column), instruction aligns with the primary focus objective(s), Teacher instructional decisions for questioning are connected to the primary focus objective(s) and develop student conversational skills" amongst other check off items.
- The Overview for Leaders is presented in the form of a participant notebook. According to the overview, "This is an excerpted version of the Participant Guide used during professional development sessions designed especially for administrators and other leaders. During the session, participants are guided through the steps for creating a step-by-step plan for successful implementation, take a deep dive into the program design and materials, and learn about ways to support their educators and students."

Intentional Instructional Design

1.2	Unit-Level Design	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.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- The material provides background knowledge on the concepts, topics, or themes of each unit at the beginning of each unit, as shown in the section "*Introducción, Resumen de la Unidad.*" The material provides teachers clarity in understanding how activities and experiences connect standards and TEKS. It includes a progression chart graphic that shows how activities align, both directly and indirectly, to core concepts and TEKS on each Unit, as shown in the "*Guía del Maestro,*" Section "*Páginas de actividades para el Apoyo adicional, Conocimientos y Destrezas Esenciales de Texas (TEKS) – Grado 1.*"
- The unit's overview in the teacher's guide provides the academic vocabulary to effectively teach the concepts in the unit. For instance, the grammar and writing sections in grade 1, Unit 6 address concepts like diphthongs and descriptive paragraphs. Also, the unit's overview in the teacher's guide includes the essential background knowledge to effectively implement the lesson. For example, the section titled "*Preparación previa*" in Unit 6 encourages teachers to read the extra support section at the end of the lesson for help with verbs in the past tense.

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 Spanish and English, with suggestions on how to support the academic progress of their students. For example, the "Student Activity Book" provides opportunities for students to take home activity pages that are extensions of the concepts learned in class. These activity pages explain the concept and provide instructions for families to reinforce the learning at home.
- In addition, the materials provide specific strategies and activities for families to use at home, as shown in the Activity Book "*Cuaderno de Actividades*" of each unit, where there is an

activity to take home "*Para llevar a casa*" that contains an activity in Spanish that support students' learning and development for each unit. For example, Take-Home Activity 2.3 states the following "*Pida al estudiante que recorte estas tarjetas de letras. Ordénelas para formar la palabra cat. Pídale que lea la palabra, sonido por sonido. Vuelvan a hacer lo mismo con las siguientes palabras: pat, pot, pit, nap, it, got, dog, dig, not. Si el estudiante las lee bien, lea cada una de estas palabras en voz alta y pídale que use las tarjetas de letras para deletrearlas*".

- The printed materials provide support for families in Spanish, and the online materials offer the same support for families in English to participate in their students' academic progress. In the section of the online resources, "Take-Home Letter (English)," each take-home activity from the "*Cuaderno de Actividades*" is translated to English to facilitate caregiver support at home, as stated in the section, "Having these letters in both Spanish and English will allow adults to read the information in their preferred language."

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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.

- The materials include comprehensive lesson plans that meet the content and language standards by providing the TEKS, activities, questions, differentiation, online and printed materials, lesson extensions, and formal and informal assessments. For example, grade 1, *Lección 5*, begins with "*Enfoque principal de la lección*" where it lists the skills being targeted "*Destrezas fundamentales: Los estudiantes identificarán las siguientes correspondencias letra-sonido: /d/ > d, /n/ > n.*". Then it informs the teacher how the skill will be evaluated "*Observación Preguntas para comentar el capítulo de paseo*".
- The unit's "*Vistazo a la lección*", provides the grouping configuration, the expected duration of each of the activities and the materials needed. For example, grade 1, *Guía del Maestro, Regreso a clases, lección 5*, In the section *Vistazo a la lección*, it lists the following "*Destrezas fundamentales (5 minutos), agrupación: toda la clase, materiales: Tarjetas de imágenes (dado, dona, dedo, nene, nido, nudo), tarjetas con las sílabas da, de, di, do, du, na, ne, ni, no, nu*".

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The materials provide a suggested pacing overview to help ensure lesson components are covered. For example, in section *Vistazo a la lección*, Lección 1, the suggested overview helps teachers pace the lesson in minute sections. In addition, at the end of the page in the lesson "*Lección 1: Regreso a clases, Destrezas fundamentales, Inicio de la lección*," a suggested 10 minutes is given as the appropriate time to learn the material.
- The materials also contain suggestions and guidance for time considerations for each part of the lesson to support students in spending sustained time developing content and skills in grade-appropriate areas, as shown in section "*Vistazo a la lección*" in the last part of the lesson is "*Lectura*" with a time suggested of 25 minutes, divided in: "*Presentar el capítulo* "*Vamos a volar*" with a length of 5 minutes, "*Leer* "*Vamos a volar*" with a length of 10 minutes and "*Comprensión de la lectura*" with a length of 10 minutes."

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include a comprehensive list of all materials and supplies, as shown in section *Vistazo a la lección*. On each of the lessons of each grade unit, there is a chart that shows the duration of each part of the lesson, length and materials to be used in the lesson, in the section "*Agrupación, Duración, Materiales*. For example, in grade 1, Unit 1, Lesson 5, it provides the teachers with the materials for "*Ortografía: Páginas de actividades 5.1, 5.2, Lectura: Componente digital 5.1, libro grande Niña, la llama, and Registro de observación de preguntas para comentar*".
- The materials include a component section of teacher materials necessary to effectively deliver the lesson. For example, in the section *Componentes del programa, Componentes del maestro*, there is a comprehensive list of all the resources provided within the materials, such as: *Guías del maestro, Libros grandes, Tarjetas grandes de letras, Tarjetas pequeñas de letras, etc.* Moreover, the materials provide a description of each component/resource, for example, for *Tarjetas de imágenes* it explains the following: "*Las Tarjetas de imágenes muestran fotos o ilustraciones de objetos, animales o personas cuyos nombres incluyen de alguna manera los sonidos que se estudian en las lecciones.*"

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

- The materials offer resources for extended practice outside the school day. The lesson guide includes a section, "*Material para llevar a casa*," which supports the teacher by providing activities that can be assigned outside the school day to enrich the student's learning. Each of the unit's lesson guides offers guidance for extended practice. For example, grade 1, Unit 1, *Lección 5* reads "*Refuerzo de las destrezas fundamentales, Apoyo adicional states* "*Pida a los estudiantes que lleven a casa la Página de actividades 5.3 para que puedan practicar la lectura con un miembro de su familia.*"

- The materials contain support for families in Spanish to get involved in the academic progress of their students. For example, the "Student Activity Book" provides opportunities for students to take home activity pages that are extensions of the concepts learned in class, as well as it explains the concept and provides instructions for families to reinforce the learning at home. In grade 1, Unit 1, Lesson 4, Para llevar a casa states, "*Pida a los estudiantes que lleven a casa la Página de actividades 4.3 para que practiquen la lectura y escritura de palabras con un miembro de su familia*". These activity pages explain the concept and provide instructions for families to reinforce the learning at home.
- The material also provides educational online activities through the "Amplify Hub," where teachers and students have digital access to the "Sound Library" that features pronunciation guidance for every Spanish phoneme, beginning with the five vowels, and it provides visual support and a word for emergent readers.

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The 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. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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 different assessment tools for measuring different skills throughout the units. The "Adapting instruction" section in the online resource "Program Overview for Leaders" states that each unit includes formative and unit assessments to measure not only individual but also whole class progression. It also explains that benchmark assessments are administered at the beginning, middle, and end of the year, measuring different skills depending on the grade level. For instance, the grade 1 beginning-of-the-year benchmark assessment measures student readiness for grade-level content, while the middle-of-the-year and end-of-the-year assessments for the same unit identifies content gaps up to that point in instruction.
- The "Activity Book" in Unit 1 includes diagnostic, formative, and summative assessments. The assessment pages in lessons 6-9 measure the student's reading ability through diverse tasks and provide data to group students accordingly. The tasks in these assessments vary in format, such as letter and word recognition, multiple choice, and reading fluency.

- The materials include assessments in which the questions and tasks vary; for example, "Unidad 1, lección 1, página de actividades 1.2" calls for students to orally construct simple declarative sentences and write them using adjectives and at least five words. While in "lección 2, página de actividades 2.2" it asks students to read the book "From Florida to Colorado" with purpose and understanding and use textual evidence to answer oral questions about the important details.
- The materials include a variety of diagnostic assessments; for example, the materials in the section "Evaluación en la Unidad 1, Evaluaciones Preliminares" provide teachers with a comprehensive leveling assessment of the prerequisite skills necessary for successful participation in first-grade instruction. The evaluation supports students by helping them understand their mastery of concepts in various assessments.

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

- Every teacher's guide includes definitions of diagnostic, formative, and summative assessments and, as described in the materials, their purpose is to guide educators to establish starting points, track student progress, and measure mastery of content knowledge. For instance, the section "Evaluación en la Unidad 1" explains the meaning and purpose of "Evaluaciones preliminares, "Evaluaciones formativas" and "Evaluación de desempeño." To illustrate, in the section "Descripción de la evaluación" in Unit 1, the teacher's guide explains that the diagnostic assessments in lessons 6-9 will help teachers determine which students have the needed skills and knowledge to internalize the concepts from grade 1 and which students should start at an earlier point in the program. For evaluaciones formativas within Unit 1, it reads, "...las evaluaciones formativas se caracterizan, claramente, por supervisar el rendimiento y el progreso de los estudiantes en destrezas clave: Identificación de distintos tipos y unidades de sonidos (sonidos de instrumentos musicales, palabras de una oración hablada, etc.)". In evaluaciones de desempeño in Unit 1, the materials explain "En la Lección 9, se le pedirá que use las páginas de actividades durante el período de enseñanza para evaluar la habilidad de los estudiantes de copiar un círculo y líneas horizontales, verticales y diagonales; ...Dé un vistazo a la evaluación de la Lección 9 antes de enseñar la primera mitad de Unidad 1 para comprender el nivel de dominio que se espera de los maestros".
- The materials offer the online component titled "Program Level Resources." The program provides a bullet for the "Assessment Guide." This guide includes a chart that defines each of the assessment types. For example, formative assessments "Determina el dominio de los objetivos de enfoque primario alineados con los TEKS identificados, tanto del estudiante como de la clase". It also includes the definition of the beginning of the year, middle of the year, and end of the year diagnostic assessments, and the purpose "Identifies gaps in student learning/understanding, provides guidance for student groupings."

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

- The material includes both an online Assessment Guide in the section "Program Level Resources," bullet "Assessment Guide" and in the "*Guía del Maestro*" of each unit, where there is a chart identified as "*Evaluación en la Unidad*" with the unit number, and in there is displayed the different assessments to be applied in the unit that supports the teacher in understanding the types of informal assessment tools included in the curriculum. The materials include teacher guidance to ensure accurate administration of the summative assessments in each unit. For example, in unit 3, lesson 9, the middle of the unit assessment includes "*Vistazo a la lección*," which guides teachers to allocate 10 min for whole group phonics, 20 min for independent work in phonics and phonemic awareness, and 10 min for independent reading. The assessment materials for independent and group work are also listed in this section.
- The online materials include an assessment guide that provides the data collection assessment tools in the curriculum. For example, the section "*Información adicional*" for "*Evaluaciones formativas diarias*" explains that there are one or more formative assessments in each lesson, they are clearly identified within each lesson, and they include various formats such as observations, anecdotal records, and activity pages.
- The online Assessment Guide, in the section "Program Level Resources," bullet "Assessment Guide" also guides teachers to efficiently administer the assessment. The section "*Pautas para el monitoreo del progreso*" includes a chart that suggests the time allotted to complete the assessment, according to the assessment levels "Nivel 1, Nivel 2, Nivel 3". Additionally, in the section "*Monitoreo del progreso (evaluación)*," there are guidelines to administer the assessments as indicated: "*3 veces al año (inicio de año, mitad de año, fin de año)*". This section also provides the teachers with options to administer the assessment every week as indicated "*Una vez a la semana 1–2 veces por semana*."

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

- The teacher's guide in each unit includes detailed lesson plans that define the TEKS covered in the lesson and show their correlation with each activity and assessment. For example, the "*Evaluación formativa*" in Unit 6, lesson 6, lists the TEKS: 1.4, 1.6.A, and 1.10.A. These are the same TEKS listed under "Lectura" in "Enfoque principal de la lección" as the targeted skills.
- The section "*Mapa curricular de Grado 1 Habilidades y Destrezas Unidad 1*" offers assessments aligned with standards and objectives, guiding teachers on what needs to be taught and assessed. This guidance helps the teachers focus their efforts on the essential content and skills. For example, the TEKS *Evaluación Formativa* outlines the specific TEKS evaluations for Grado 1 in Unit 1, including "TEKS 1.2.A.iii, 1.2.A.iv, 1.2.A.v, 1.2.A.vii, 1.2.B.i, 1.2.B.ii, 1.3.D, 1.4, 1.6.A, 1.6.G, 1.10.E."
- The online materials include a curriculum map that outlines the TEKS covered and assessed in each unit. For units 1-9, the curriculum map lists the formative assessment TEKS and their alignment with the curriculum in grade 1. For units 5 and 9, the curriculum map not only lists

the grade level and formative assessment TEKS but also the summative assessment standards and the correlation among them.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The materials include a variety of instructional assessments within each lesson in which the questions and tasks vary; for example, "*Unit 1, Lección 1, Página de Actividades 1.2*" requires students to orally construct simple declarative sentences and write them using adjectives and at least five words aligned with standard. In "*Gramática, Los estudiantes construirán oralmente oraciones declarativas simples, usarán adjetivos y escribirán una oración completa de, al menos, cinco palabras*, TEKS 1.11.D.iv; TEKS 1.11.D.viii; TEKS 1.11.D.ix"; and in "*Unit 1, Lección 2, Página de Actividades 2.2*" the students are to read the book *De Florida a Colorado* with purpose and understanding, and use textual evidence to answer oral questions about the important details, TEKS 1.7.C.
- The formative and summative assessments include tasks of different levels of difficulty aligned to the standards. For instance, in Unit 3, lesson 9, middle and end-of-unit assessments in the activity book include a variety of tasks such as syllable blending, syllable segmentation, fill-in-the-blank, sound and word identification, and multiple choice. For example, "*Pida a los estudiantes que encierren en un círculo la palabra de cada fila que usted dijo. Lea en voz alta cada una de las palabras de la lista, diciendo el número correspondiente para indicar la fila en la que deben buscar la palabra. Por ejemplo: "Fila 1 (uno), aula."*

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

The materials contain instructional assessments and scoring information that provide guidance for teachers to interpret and respond to student performance. Materials provide guidance for teachers on the use of included tasks and activities and on responding to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The materials include specific guidance to help teachers create a progress monitoring plan to apply with consistency and fidelity across all grade levels. As an example, the Assessment Guide in the online "Program Level Resources" includes the table "*Pautas para el monitoreo del progreso*," which contains guidelines for planning and implementing progress monitoring in the classroom. The Program Level Resources also include a "Writing Evaluation Rubric" to determine students' strengths and areas of growth. The rubric measures content, structure, and writing conventions and helps teachers respond to student performance by identifying below-level, on-level, and beyond-level students. To illustrate, in the writing rubric we can find: "Level 1: *El estudiante todavía no cumple con las expectativas.*" and level 4 says, "*4 El estudiante supera las expectativas.*". Each level provides the teacher with what the student is able to accomplish or not. For example, nivel 3 says: "*El estudiante cumple con las expectativas: Explora un tema según las especificaciones de la tarea*" and "*Desarrolla ideas clave sobre el tema con detalles apropiados*".
- The Program Level Resources also provides a guide for teachers on how to reflect on levels of understanding and/or proficiency, as shown in the Corrective Feedback Planning Tool, "*Herramienta para planear la ayuda correctiva a los estudiantes*". The planning tool is a way for teachers to improve their feedback and support on students learning outcome. as evidenced by the following statement, "*Al usar la herramienta para planear la ayuda correctiva a los estudiantes, los maestros podrán mejorar la calidad de su retroalimentación, apoyar en los resultados de aprendizaje de los estudiantes y crear momentos de instrucción más enfocados y personalizados.*"

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

- The materials include guidance to support teachers in utilizing results from diagnostic assessments to differentiate instruction. For instance, in Unit 1 teacher's guide, the section "*Descripción de la nivelación*" provides a chart to group students for future lessons. Based on the results, the teacher can plan appropriate instruction for students who need intensive interventions starting in Units 6–8 of grade 1. To illustrate, "*13 o más puntos en la Evaluación de reconocimiento de palabras y 4 puntos en "Ana y Pipo": Este estudiante tiene una preparación excepcional para Habilidades y Destrezas del Grado 1*".
- The materials also include guidance and instructional activities to respond to student performance during the first eight lessons in each unit. In Unit 2, "Pause 1", for example, lists the suggested topics to review and lessons for additional support. It also recommends different types of activities and practice for groups of students as follows: "*Es posible que algunos estudiantes necesiten practicar diferentes objetivos. Si lo considera necesario, organice a los estudiantes en grupos pequeños para que realicen ejercicios específicos*".
- The materials provide additional guidance that responds to student performance on instructional assessments. For example, in the assessment guide section "*Pautas para el monitoreo del progreso*," continuous intervention and progress monitoring are emphasized. Teachers can review data results to make informed decisions about changes in intervention frequency, instructional methods, and specific skills to address. The suggested guidance helps teachers create a consistent progress-monitoring plan for all grade levels.
- In addition, the online section "Program Level Resources" includes the resource "*Paquete de fluidez: Guía del Maestro*" to determine students' strengths and areas of growth. The rubric measures expression and volume, intonation, and pauses and helps teachers respond to student performance by identifying below-level, on-level, and advanced students.

Materials include tools for students to track their own progress and growth.

- The materials support students to track their own progress on assessments. For example, in Unit 1, 6.1 *Evaluación de reconocimiento de palabras*' section, students, families, and teachers can check their progress after the evaluation with the "*Hoja de calificación para la evaluación de reconocimiento de palabras*." This self-check leads to greater engagement in their own learning. In addition, the materials from grade 1 include tools for students to track weekly progress. For example, in the "My Weekly Reflection" section, there are sentence stems for each week: "*Esta semana aprendí _____*." The sentence stems are intended to encourage students to see their progress over time.
- The materials include a goal-setting chart for students to note the steps they will complete to achieve their goals, as shown in the section "*Mi reflexión semanal*" where there is a sheet with sentence stems provided for the student to write about what they need support with, and what is their objective for next week. The following example illustrates the sentences students need to complete as they reflect on their own learning: "*Necesito ayuda con _____. Mi objetivo para la próxima semana es _____*."

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
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)	2/2
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.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The lessons offer guidance to teachers on adapting and supporting students with varying learning needs. For example, in Unit 1, *Lección 2: Repaso Regreso a Clases, Recursos Adicionales*, additional support is provided for students with difficulty with syllable recognition. A plastic cup filled with beans or small chips is given to help them count syllables, offering more practice with syllables and the vowels "e" and "u." Teachers can utilize the differentiation strategies and activities embedded in the lessons to address the needs of students who have not yet achieved proficiency with grade-level content.
- The materials provide additional support activities suggested to reinforce fundamental skills, practice more, and continue strengthening skills outside the 40-minute teaching block dedicated to the lesson. For example, in Unit 1, *Lección 2: Refuerzo de las destrezas fundamentales, Apoyo adicional, ¡A Colorear Sílabas!* are intended for any student who requires additional help. This guidance ensures that teachers have resources for meeting students' needs as they work toward mastery of objectives. To illustrate, "*Dé a cada estudiante una copia de la Página de actividades RM 2.1 y crayones de tres colores (rojo, verde y amarillo). Muestre la primera imagen y lea la palabra estrella. Pregunte con qué sonido empieza la palabra estrella. Invite a los estudiantes a leer la palabra con usted. Lea la palabra estrella sílaba por sílaba, haciendo una pausa entre una y otra para que los estudiantes*

puedan colorear cada sílaba con un color diferente. Pídales que coloren la primera sílaba de rojo, la segunda sílaba de verde y la tercera sílaba de amarillo".

- The materials include specific recommendations for differentiated/small group reading to support students who have not yet reached proficiency on grade-level content and skills, as shown. For example, on Unit 9, *Lección 4, Apoyo Adicional, Más ayuda con los signos de puntuación, ¿Pregunto o exclamo?* The activity reads, "Reúna a los estudiantes en grupos pequeños, Pídales que escriban en una hoja de papel en blanco una oración interrogativa, una exclamativa y una declarativa sobre los personajes que deseen del Libro de lectura, Recuérdelos que deben verificar el uso correcto de la puntuación y los signos, Solicite que intercambien sus hojas de papel con las contestaciones con otros compañeros. Indique que lean las oraciones y revisen que los signos se hayan utilizado de forma correcta, En caso de que no sea así, pida que marquen los errores con un color".
- The materials provide questions and sentence stems to help teachers guide students in explaining their thinking. The corrective feedback planning tool in the online section "Program Level Resources" allows teachers to provide a more individualized approach to instruction. For example, when students need more support with letter-sound correspondence, the planning tool suggests saying, "Recuerda que la letra _____ suena como en la palabra _____. ¿Podrías decirme cómo suena?"

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

- The lesson plans include "*Vistazo previo al vocabulario esencial*," which contains the essential words for students to have a better understanding of the text in the lesson. It is suggested that teachers write the words on the board for students to read, explain their meaning, and provide examples of words in a sentence. The lessons include frequent structured opportunities for students to talk with partners and groups about the text using academic language and vocabulary. For example, in Unit 1, *Lección 3, Gramática*, it reads "*Explique a los estudiantes que en español existen palabras que son indispensables para la comprensión y la escritura de un texto... Escriba las palabras el y la en la pizarra y pida a los estudiantes que las lean. Pronuncie el sonido /l/ y pídales que lo repitan después de usted. Pregunte después cómo suena /l/ junto a la letra 'a'. Haga lo mismo, pero con e al inicio. Explique a toda la clase que estas palabras indican algo femenino o masculino y si se trata de una sola cosa o de varias. Mencione algunos ejemplos: la ventana, la muñeca, el lápiz. Pídales que den otros ejemplos de cosas en el salón de clases que incluyan estos artículos.*
- The lesson plans include the regular practice of frontloading three to five vocabulary words before reading with an explicit approach, as shown in section "*A Calentar Motores*." For example, in *grado 1, Unit 4, Lección 1, A Calentar Motores* says, "*Mezclar y segmentar sílabas, Repita el procedimiento para mezclar y segmentar con el resto de las palabras, primavera pri-ma-ve-ra, girasol gi-ra-sol, ardilla ar-di-lla, gusano gu-sa-no.*" Another example, the online poetry lesson 1 in Unit 1 introduces the students to the parts of a poem. Academic words like "*estrofas*" and "*versos*" are defined, and questions to practice the new words are

posed. For instance, "*¿Cuántos versos tiene esta estrofa?, ¿Cuántas estrofas tiene este poema?, ¿Cuál es más grande, una estrofa o un verso?*"

- The lessons include frequent structured opportunities for students to talk with partners and groups about the text using academic language and vocabulary. For example, in *Lección 2 Destrezas fundamentales, Hablar con un compañero*, students learn how to initiate and maintain respectful conversations with their peers and teachers. They must listen actively and wait for their turn to speak to achieve this. This practice makes it easier for teachers to facilitate discussions and activities related to the material, promoting better comprehension. The lessons also include opportunities for students to talk with partners and groups about the text using academic language and vocabulary, as shown for example, in grade 1, Unit 8, *Lección 4* says, "*Organice a los estudiantes en grupos pequeños (de tres o cuatro estudiantes) y prepare al menos tres oraciones para cada grupo pequeño. Distribuya las tiras con las oraciones. Explique que en esta actividad todos los grupos deberán leer sus oraciones y elegirán a la, al, de la o del para escribir las que sean correctas en cada oración.*"

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

- The materials include guidance on enrichment or extension activities. For example, in "*Lección 4, Diptongos y verbos, Más Ayuda Con Verbos Como Palabras De Acción.*" The student writes the action verbs from a list of small cardstock cards. This guidance ensures that the teacher's materials consistently include enrichment and extension for all learners. Another example, in "*Lección 5, Lectura con propósito, Palabra Común: Quiero.*" The student explained that this word has a digraph and a diphthong and pointed out which letters correspond to each. This guidance ensures that the teacher's materials consistently include enrichment for all learners.
- In Unit 3, Lesson 4, the materials provide a challenge note in the teacher's guide sidebar to challenge students when practicing contractions. As explained in the note, "*Vea con sus estudiantes el video (o escuche solo el audio) de la película que preparó y pídales que identifiquen las contracciones. Vayan anotándolas en la pizarra y pídales que especifiquen qué tipo de contracción se utiliza.*"
- The online Program Level Resources, Support for All learners, indicates that each lesson includes a section with enrichment activities, "*Desafío*" designed for all students, "*Las experiencias de aprendizaje incentivan el uso de materiales de nivel avanzado y las actividades de desempeño como las del Proyecto de los Estándares de Desempeño de Texas. Todas las lecciones incluyen desafíos diseñados para todos los estudiantes.*" For example, in *Grado 1, Unit 3, Lección 12, section "Desafío"*, "*Anime a los estudiantes a dibujar su lugar favorito y escribir cómo se llama. Puede designar una pared del salón de clases para pegar los dibujos.*"

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.1b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
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.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. 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.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials provide scripted language, prompts, or support for the teacher to model, explain, and communicate the concepts to be learned. For example, in Unit 1, *Lección 5: Repaso de las letras d y n con sustantivos, Ortografía*, the teacher guidance reads as follows: *"Trazar letras: Pida a los estudiantes que vayan a sus escritorios para trabajar individualmente. Distribuya la Página de actividades 5.1. Recuerde a los estudiantes que para cada letra existe una letra mayúscula y una letra minúscula: D-d, N-n. Explique a los estudiantes que les va a mostrar cómo trazar la letra que representa el sonido /d/. Escriba una d minúscula sobre las guías de escritura y describa lo que está haciendo, repitiendo en voz alta las instrucciones numeradas. Demuestre cómo escribir la letra dos o tres veces más. Pida a los estudiantes que tracen la letra sobre su escritorio con la punta del dedo, de la misma manera como lo hace usted. A continuación, pídeles que tracen y copien la letra d en su página de actividades".*
- The materials also provide teacher guidance on how to model academic routines such as *"Leer palabras multisilábicas"*. The teacher guidance reads *"Escriba las palabras multisilábicas en la pizarra, dividiéndolas en sílabas. Ejemplo: ga-ti-ta. Lea en voz alta, sílaba por sílaba, las palabras que anotó en la pizarra. Pida a los estudiantes que lean en voz alta, sílaba por sílaba, las palabras que anotó en la pizarra. Divida a la clase en grupos pequeños de tres o cuatro estudiantes. Reparta de manera mezclada a cada grupo de estudiantes las tarjetas pequeñas de sílabas que recortó anteriormente. Dígales a los estudiantes que el primer grupo que forme las palabras multisilábicas con las tarjetas debe levantar la mano y leer las palabras en voz alta. Si las palabras son correctas, gana el juego."*

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly to the students. For example, in Unidad 1, *Lección 11: Código básico, Mezclar y segmentar sílabas*, the teacher guide prompts teachers to say *"Explique a los estudiantes que usted dirá algunas sílabas en voz alta y ellos tendrán que mezclarlas para formar palabras completas. Usando el protocolo de gestos para mezclar palabras, diga tomate de manera segmentada (to-ma-te), haciendo énfasis en cada sílaba al mismo tiempo que une sus dedos índice y pulgar. Mezcle los sonidos y diga la palabra tomate. Al terminar, forme un puño con la mano. Pida a los estudiantes que repitan uniendo sus dedos al decir las sílabas y que formen un puño al terminar."*
- In grade 1, Unit 7, *Pausa 2*, the materials provides the following guidance for effective lesson delivery and facilitation, *"Cuando termine la lectura, pida a los estudiantes que nuevamente vean las ilustraciones del capítulo mientras comentan la lectura: "Yo recuerdo..., ¿ustedes, qué recuerdan?". ¿Quién está contando la historia? (Sofi). ¿Quién es el personaje principal? (Sofi). Motívelos a participar con sus respuestas: ¿Qué pasó al principio? ¿Qué pasó después? ¿Qué pasó al final?"*
- The materials include teacher guidance to facilitate different engaging instructional strategies. For example, Unit 2, Lesson 1, includes a "Guess the Word game for additional support with syllables. The students work in teams to guess the word as the teacher reveals one letter at a time. Another example is found in Unit 6, *Lección 1*, and it says, *"Distribuya la Página de actividades 1.1. Pida a los estudiantes que trabajen con un compañero y le describan en voz alta las imágenes, luego el otro leerá las preguntas también en voz alta: "¿Adónde fue Pablo ayer?", "¿Adónde fueron mis amigos por la tarde?", "¿Adónde fue mi mamá antier?", "¿Adónde fue Mariana?"..., Pida que le dicten las respuestas, escríbalas en la pizarra y diga a cada grupo que revisen sus respuestas y hagan los ajustes necesarios."*

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

- The materials provide a variety of options for students to practice and apply the concepts learned (whole group, with a partner, small group) as shown at each lesson of each unit, in section *"VISTAZO A LA LECCIÓN,"* where is described the different practice opportunities and the variety of options in which the student will work over the lesson. For instance, two sections in lesson 14 clearly indicate the way students should be completing specific activities. The lesson recommends *"Trabajar en grupos pequeños"* to complete *"Leer ¡A patinar!"* and *"Trabajar en mi espacio"* to *"Planear una narrativa personal en tiempo pasado."*
- The materials provide students with various options for practicing and applying the concepts learned. For example, in *Lección 1 CÓDIGO BÁSICO Diptongo /ai/ > ai*. The students are involved in guided and independent practice while reviewing *"el sonido de las vocales"*

comenzando con la /a/ y la /e/." Teachers use multiple means of practice to help students reach their learning goals.

- The materials provide clear pictures and labels to support the teacher in differentiating between the different types of practice used in the lesson structure. For example, in the teacher guide for Unit 3, across all lessons, a clipart of a child's face and more prominent font words like "*Para Segmentar*" is used to notify the teacher that this section will require the practice of a specific skill like "*segmentar palabras, levante la mano y muestre los dedos índice y medio mientras dice la palabra llave.*"

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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.	Not scored

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. 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.

Evidence includes, but is not limited to:

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

- The materials include information related to the state-approved bilingual program models and provide guidance on how the program can be used within the different models as described in the online materials resource Program Level Resources, Bilingual Planning Tools. The document provides a rationale for how the materials can be used for any Texas-approved bilingual program model. In addition, it provides guidance for schools to reflect and determine the use of the materials that reads, "Key Questions to Consider: Schools should consider the following questions when determining how K–2 Skills and *Habilidades y Destrezas* are used together within their bilingual education model... Instructional Goal: What is the ultimate literacy goal?... Instructional Model: Are the languages taught simultaneously or sequentially? How do the allocations shift by year? Staffing Model: Are bilingual teachers and partner teachers in DLI delivering both English and Spanish language arts to the same students? Schedule: How much time is available in the literacy block?" The materials provide a side-by-side daily instructional plan and a list of transferable and non-transferable TEKS at a SLAR unit level for each grade.
- The materials include information related to the state-approved bilingual program models and provide guidance on how the program can be used within the different models as described on the material website, section Program Level Resources, Bilingual Planning Tools, "Dear bilingual/dual language immersion teachers, As the US student population changes, there have been growing efforts and diverse approaches to implementing a variety of models supporting bilingual education programs-such as dual language immersion (DLI) and

transitional bilingual education (TBE)-to satisfy the needs of culturally and linguistically diverse student populations and diverse school district goals. Amplify Texas Elementary Literacy Program (English) and Amplify Texas Lectoescritura en Español (Spanish) are full programs that include rich, research-based content and an expanding library of High-Quality Instructional Materials. These components help educators effectively support, challenge, and engage students to develop language and content attainment."

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

- The materials provide information for teachers of emergent bilingual students. For example, in the section Bilingual Connections, the materials states in bullet point format "*Incorporadas dentro de la lección, hay notas de extensión que dan información adicional sobre el idioma español, así como notas de conexión bilingüe tienen como objetivo hacer conexiones metalingüísticas entre el español y el inglés*".
- The materials include strategies for teachers to support emergent bilingual students in building vocabulary, comprehension, background knowledge, and language proficiency." For instance, Lessons include cross-linguistic connections to support emergent bilingual students. "*Conexiones Bilingües*" are included throughout the lessons to provide explicit guidance for teachers to help students establish connections between English and Spanish. For instance, "*Conexión Bilingüe*" in Unit 4, Lesson 10 states that "*El término clase, en español, se usa también para referir categorías o tipos, por ejemplo: clase de animales, clase de palabras. En inglés, en cambio, se usa el término "kind" en esos casos.*"
- The materials include opportunities for students to make connections across languages. For example, in Unit 3, *Lección 6: Código Básico: Presentar /ie/ > ie*, the *Conexión Bilingüe* reads: "Tanto en español como en inglés existen sustantivos comunes que suenan y se escriben de forma similar. *Esto ayuda a comprender el vocabulario, pues las nuevas palabras se asocian con más facilidad a las que ya se conocen. Español/Inglés, mapa/map, capital/capital, foto/photo.*"

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

- Lessons include cross-linguistic connections to support emergent bilingual students. "*Conexiones Bilingües*" are included throughout the lessons to provide explicit guidance for teachers to help students establish connections between English and Spanish. For instance, in Unit 1, *Lección 1* it reads "*Conexión bilingüe: Una de las diferencias entre el español y el inglés es que en inglés hay más cantidad de palabras monosilábicas, o de una sola sílaba, que en español. Palabras básicas en inglés como mom, dad, dog se convierten en palabras de dos sílabas en español: ma-má, pa-pá, pe-rro. Por eso las palabras multisilábicas se enseñan antes en español.*"

- The materials include resources that outline opportunities to address metalinguistic transfer. For example, in Unit 1, Lesson 11, *Destrezas fundamentales* and it reads "*Conexión bilingüe: Es posible que algunos estudiantes pronuncien la letra t en español como la letra t en inglés. Pero los sonidos de la t en estos dos idiomas son diferentes, ya que los puntos de articulación son también diferentes. La pronunciación de la letra t en español es dental: el ápice de la lengua se pega detrás de los dientes superiores; mientras que en inglés es alveolar: el ápice de la lengua se pega al alvéolo superior, con lo que el sonido resulta más fuerte.*"

Phonics Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The materials include systematic and sequenced phonics instruction (sound-symbol correspondence) and foundational skills going from simple to complex concepts. For example, in the Unit 1 teacher's guide, Lesson 13, the introduction explains that in grade K, the students learned the spelling of the five vowels, all consonant sounds, including *sílabas trabadas*, such as fl, br, and pl, and the digraphs rr, ch, and ll. While in grade 1, the students learn alternative spellings for sounds that can be spelled differently, as in the case of the /b/sound spelled with b o v." The materials provide context for teachers to understand how the instruction of the phonics skills is vertically aligned, thus demonstrating systematic and sequenced instruction of phonics and foundational skills.
- Materials include systematic instruction of phonics. For example, in the section *Introducción, Resumen de la Unidad 2*, "...para a diferenciar fonemas en español que tienen características similares, pero son fonemas distintos y sin equivalencia en inglés, los estudiantes aprenderán a distinguir oralmente las diferencias entre algunos pares mínimos como /n/ y /ñ/ (por ejemplo, mono/moño, sonar/soñar)." The materials also mention the use of minimal pairs to help emergent bilingual students contrast Spanish and English sounds that may be confusing or difficult to distinguish in the intervocalic position of the sounds. Systematic instruction ensures that students build upon previously learned skills.
- The materials follow systematic and sequenced instruction, ensuring that students build upon previously learned foundational skills before moving on to more advanced skills. The

"Extension" component in Unit 2, Lesson 16, explains that "*Existen doce combinaciones posibles en español: siete con la letra r (br, tr, pr, fr, cr, gr, dr) y cinco con la letra l (bl, pl, fl, cl, gl).*" These two groups of "*sílabas trabadas*" are broken down into two consecutive lessons to ensure an effective sequence of skills in the unit. For example, while Unit 16 introduces "*sílabas trabadas*" with r such as /br/, /tr/, /fr/, /cr/, /gr/, and /dr/, Unit 17 introduces "*sílabas trabadas*" with l such as /bl/, /cl/, /fl/, /gl/, and /pl/."

- The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. For example, in Unit 3, *Lección 11*, the students practice blending and segmenting syllables. The materials guide the teacher in explaining the name and sound of the letter l and the variations of the sound depending on if two ll are together. The materials include the scripting for teachers "*Sin embargo, cuando dos l van juntas forman el dígrafo ll (elle) y el sonido cambia a /y/. Demuestre la diferencia de pronunciación con los pares mínimos ola y olla, polo y pollo, mala y malla, y pila y pilla.*" Through this explanation and explicit scripting for teachers, students receive systematic and sequenced phonics instruction.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The materials include explicit and daily intentional opportunities to teach phonics (sound-symbol correspondence) and foundational skills. Each lesson in grade 1 includes 2 main components: "*Destrezas fundamentales*" for "*conciencia fonológica*" and concepts of print, and "*Lectura*" for the application of the phonics skill. For example, in grade 1, *Guía del Maestro, Habilidades y Destrezas, Contenido*, lists the daily opportunities to target explicit and daily opportunities. To illustrate, "*Lección 1 Código básico: diptongo /ai/ > ai, Destrezas fundamentales (20 min), A Calentar Motores, Presentar el diptongo /ai/ > ai (Conciencia fonológica, Fonética), Practicar el diptongo /ai/ > ai (Fonética). Lección 2 Código básico: Diptongo /au/ > au, Destrezas fundamentales (20 min), Cómo identificar sonidos aislados, Presentación del sonido /au/ (Conciencia fonológica), Escritura de palabras con el diptongo au (Ortografía.)*" This pattern is consistently embedded in every unit and every lesson within the materials to ensure explicit and daily intentional opportunities to teach phonics (sound-symbol correspondence) and foundational skills.
- Materials include explicit (direct) and intentional daily opportunities for foundational skills. In grade 1, each lesson begins with phonological awareness and then continues with phonics instruction and fluency practice, as described in *Guía del Maestro, Unit 3, Estructura de las lecciones*. The materials state that each lesson in the unit begins with a Warm-Up activity in which students practice new skills by blending and segmenting syllables. Then, the lessons continue with activities and routines in which students reinforce and practice blending and segmenting words, identifying isolated sounds, and reviewing diphthongs and hiatuses. For example, in grade 1, Unit 1, *Habilidades y Destrezas, lección Lección 2, Preparación de la tabla de bolsillos* reads, "The guide prepares teachers to instruct students *with letra e y la letra u*. Followed by using "*las Tarjetas de imágenes para que lean la letra e y la letra u*. Common

words used *elefante, escoba, uva*." Teachers know that the materials contain the resources that provide clear guidelines for daily practice.

- The materials include daily intentional opportunities for phonics instruction. The grade 1 lesson plans contain "*Vistazo a la lección*," which outlines the components of the phonics lessons and the recommended time to spend teaching each skill. For example, Unit 3, Lesson 1, recommends 5 minutes for "*Mezclar y segmentar sílabas (Conciencia fonológica)*," 5 minutes for "*Presentar el diptongo /ai/ > ai (Conciencia fonológica, Fonética)*," 10 minutes for "*Practicar el diptongo /ai/ > ai (Fonética)*." To demonstrate a consistent explicit and intentional daily opportunities for phonics and foundational skills, we can look at Unit 4, Lesson 1, *Vistazo a lección*, which provides the following opportunities "*A Calentar Motores: Mezclar y segmentar sílabas (Conciencia fonológica, Fonética)* 5 minutes, *Tarjetas de imágenes (mariposa, primavera, ardilla, girasol, gusano)*."

Materials include practice of phonics skills both in isolation and through decodable texts.

- The materials include the practice of phonics skills in isolation, for example, in grade 1, Unit 2, Lección 7, *A Calentar Motores* guides the teacher to have students work with a partner and to review what was covered in the previous lesson quickly. The materials guide teachers to say "*Un ejemplo de una consonante es la letra b. Cuando leemos la letra b, pronunciamos el sonido /b/.*" The materials ask students to give other examples of the names of the letters and the sounds that they make. The students are asked to share with a partner how their mouth moves as they produce all the different sounds.
- The materials also include practice of phonics skills through decodable texts. These lessons and activities include instructions in Spanish for guided and independent practice. For instance, the main phonic skill in Unit 1, Lesson 12 is "*sonido /rr/.*" The lesson ends with "*Lectura*," which guides students to read the decodable text "*Nina, Rosita y la torre*" to not only identify words that contain /rr/ sound but also to develop comprehension. As instructed in the activity, "*Pregunte a los estudiantes: "¿Dónde estaba jugando Adela?" ¿Con quién estaba jugando?"*The lessons and activities combine the practice of decodable text featuring the phonic skill of the lesson.

Materials include opportunities for cumulative review of previously taught skills.

- The materials are intentionally designed to provide opportunities to review previously taught skills, as indicated in *Guía del Maestro*, Unit 4, *Guía de rutinas, Rutinas académicas*. The section describes the importance of academic routines that integrate the TEKS, which are clearly labeled in the materials. For example, to segment syllables, the materials begin by reminding the students how to blend syllables and then move into the explanation for the segmenting practice. The materials guide the teacher in using hand movement protocols to support students in segmenting one-syllable and multisyllabic words.
- The materials include review lessons for concepts learned in previous weeks to connect previously taught skills to new ones in grammar and writing. For example, for grammar, in Unit 5, "*palabras agudas*" are introduced in lesson 1 and reviewed in lesson 2, "*palabras graves*"

are introduced in lesson 3 and reviewed in lesson 4, and "*palabras esdrújulas*" are introduced in lesson 5 and reviewed in lesson 6.

- In writing, for example, in grade 1, Unit 4, Lesson 5, the students learned about the writing process and "*narración personal*." In grade 2, Unit 2, Lesson 13 introduces the students to "*narración de ficción*" and reviews the writing process using the same online chart that was used in grade 1. "*Componente digital 5.3: Proceso de escritura: Planificar, Hacer un borrador, Editar, Publicar.*"

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include explicit (direct) instruction with teacher modeling.

- The lessons include detailed guidance for teachers to model explicit instruction before guided and independent practice. For example, in Unit 2, Lesson 16, teachers follow a step-by-step process to explicitly teach "sílabas trabadas /br/, /tr/, /fr/, /cr/, /gr/, /dr/" in context. The instructional sequence includes: 1. The teacher explains "sílabas trabadas" by writing the combination of consonants on the board to demonstrate the concept and pronunciation. As a marginal note under the caption "Apoyo a la enseñanza" (teaching support), the materials provide the following guidance instructing students to say the word raro (/rr/ /a/ /r/ /o/). Then model the /r/ sound in the second syllable barely vibrates compared to the /rr/ sound in the first syllable. *"Diga a los estudiantes la palabra raro (/rr/ /a/ /r/ /o/) y demuestre que en el sonido /r/ de la segunda sílaba apenas se produce vibración en comparación con el sonido /rr/ de la primera sílaba."*
- The materials include modeling with the elements of explicit instruction, such as providing a specific objective, clear explanations, opportunities for practice, and feedback. For instance, in Unit 3, Lesson 1 (Diptongo /ai/), the teacher is provided with the objective of the activity and writes the diphthong "caiman" on the board. The teacher points out the diphthongs in the word and explains that letters a and i together produce a diphthong. *"Escriba la palabra en la pizarra: caimán. Señale el diptongo en la palabra y explique que estas dos vocales juntas forman un equipo al que llamamos "diptongo," and with clear instructions repeat the process with the word bailar. "Repita con la palabra bailar. Luego, subraye el diptongo ai en las palabras en la pizarra. Señale las dos vocales juntas y pronuncie sus sonidos, /a/ e /i/, y luego el sonido del diptongo, /ai/. Repita el sonido /ai/ con los estudiantes."*

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- Daily phonics lessons include explicit instructions for teachers to guide students' practice of new concepts. For example, in grade 1, Unit 3, *Guía del Maestro*, lesson 8, words with the sound /ia/. The materials guide the teacher in introducing the concept and practice by asking students to sit at their desks and close their eyes. Then, teachers instruct students to raise their hand when identifying the sound /ai/ "Levante la mano cuando identifiquen el sonido /ia/." The teachers pronounce two words, one with the target sound /ai/ and another with a similar sound. The teachers repeat the activity using the words *magia, maga, viaje, traje, Alicia, oliva, lluvia, and uva*.
- In Unit 3, Lesson 1, *Guía del Maestro*, materials provide guidance and corrective feedback while practicing dictation, '*Dictar la Oración*.' The dictation includes the following procedure: title and sentence dictation: read the title and sentence in parts. Students listen and write. Begin the Sentence by saying: "*La primera palabra de la oración es...*" and then say the word. For the end of the sentence: say, "*Esta es la última palabra de la oración...*" and then say the word. Additionally, add dictate the punctuation marks. Then, after students finish writing the sentence, have them read it aloud together. Then, the guidance continues with immediate and corrective feedback by reviewing the *dictado*. The teacher directs students to exchange their pencils for colored pencils to correct their dictation. Then, they display correction marks using the Digital Component to remind students how to mark different errors. They also write examples of "*Marcas de corrección*" on misspelled words, including *haser, gabiota, bamos, amariyo*.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- The lessons include various activities for students to practice in small groups or with a partner. For example, in Unit 4, Lesson 1, the students work with a partner in the section "*Revisar el dictado*" to discuss something they did well and their goal for the next *dictado*." The section "*Palabras comunes: hacia, hay,*" also provides an opportunity for partner work: "*invite a los estudiantes a tomar turnos con un compañero para decir oraciones que contengan la palabra hacía, mientras usted camina por el salón de clase escuchando y ayudando a los estudiantes según sea necesario. Repita la actividad con la palabra común hay.*"
- Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice; for example, in grade 1 Unit 6, Lesson 2, Section "Digital Component 1.2." Students learn to add different subjects to a given phrase, conjugate the verb in the past tense, and form sentences in the past tense, such as when I went to the cinema. Point to a student and say "you..." and ask the rest of the class to complete the sentence. If students complete the sentence correctly, acknowledge their success enthusiastically. If they have done it incorrectly, correct them with the same dynamic, mentioning the pronouns one by one (he/she, we/us, you, they/. them) and pointing to the students that correspond to each one. Then, have them meet in small groups or with a partner

and direct them to develop the activity Page 2.1. in which students choose the verb that agrees with the noun in each sentence.

- Daily lessons include a variety of opportunities for students to independently practice skills. For example, in Unit 2, Lesson 17, *Sílabas trabadas* con l, Lectura, the materials provide guidance to ensure students are afforded independent practice. To illustrate, "Grupo 1: Have students who are ready to work independently complete the activity on their own. If students finish quickly, tell them to reread the previous chapters." All lessons specify which page in the student workbook can be used for independent practice in the classroom and at home. For example, in Unit 3, Lesson 1, the students work independently on "*Página de actividades 1.1*" of the student workbook to trace "diphthongs/ai/" and write words with "diphthongs/ai/." "*Página de actividades 1.3*" is recommended for independent practice at home.

Phonics Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- Grade 1 materials include intentional summative reviews and hands-on activities throughout the curriculum called "*Pausa*." This pause lesson component focuses on previously taught skills for review and practice, as described in the Teacher's Guide, section "*unidad y estructura de la lección*." The guidance sets the stage for reviewing skills, including the following directions with the explanation: "After Lesson 9 is Pause 1, and after Lesson 18 is Pause 2. Pauses provide more practice and reinforcement. The activities are organized according to the objectives of the first and second half of the unit. We strongly recommend taking a break of 1 or 2 days after Lessons 9 and 18 to consolidate the skills presented." To illustrate, in Unit 7, Lesson 9, Pause 1 section says: "This is the end of the first half of Unit 7. You should pause at this point and spend time reviewing the material learned during the last eight lessons of the unit. Students can do any combination of the exercises on this list in any order. The exercises are ordered according to the objectives of the unit."
- The materials include intentional practice and a review of previously learned concepts throughout the units. For instance, in Unit 3, Lesson 13, the students are introduced to "hiatus." After the explicit teaching of "hiatus," some examples and reminders about "diphthongs" are given in the lesson. For example, "In previous lessons, they worked with diphthongs, which are sequences of two vowels pronounced within the same syllable: *jau-la, sua-ve, bai-lar, rei-na*." "Remind them that the hiatus is different from a diphthong because it is a combination of two vowels pronounced in different syllables, as in the word laugh > re-ír."

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

- The materials incorporate practice opportunities that include phonics skills explicitly taught during independent practice. For example, "*Enfoque principal de la lección*" in Unit 3, Lesson 1 is Diphthongs /ai/. After the students practice the skill through images and movement, they are instructed to work on "*Página de actividades 1.1*," which requires them to spell and write words with "diphthongs /ai/. More practice opportunities are provided, for instance, the objective skill in Unit 3 Lesson 13, is "hiatus," the teacher reviews "diphthongs" when presenting the new skill, then introduces the concept -hiatus" and highlights the difference between a "*diptongo*" and an "*hiato*" provides examples for hiatus, including ca-er, le-er, rí-o, re-ír., and for diphthongs, including jau-la, sua-ve, bai-lar, rei-na." Then, students proceed to guide practice with "*Página de actividades 13.1*" to write words with "hiatus," identifying the vowel combination.
- The instructional materials include practice opportunities that have been explicitly taught. For example, in Unit 6, Lesson 1 in the "*dictado día 1*," guides the teacher to introduce the dictado by stating in bullets, "*Resalte que en la oración que escribirá verán palabras con sílabas trabadas con l y r.*" The teacher then reads and repeats the dictation, having the students repeat after the teacher. The students then get their "*cuaderno de dictado*" and pencil so they can write it. The teacher then is guided to read the sentence from the "*dictado*" in parts, and at the end, everyone reads the sentence together. The next part provides practice opportunities based on what they had already been taught in subsection *Revisar el dictado* bullets 3 & 4. The materials include asking students to point out the word that contains a syllable linked with bl (CCV pattern). Ask them to say it out loud (residents). Then, ask students to point out the words that contain a syllable linked with r and pronounce them out loud (first, crossed).

Decodable texts incorporate cumulative practice of taught phonics skills.

- The instructional materials include decodable text that incorporates the cumulative practice of taught phonics skills. For example, in Unit 6, Lesson 3, the teacher introduces the chapter "Mi isla, Maui" from the reading unit book "*Aventuras en Hawaii*." Then, the teacher guides students to read the text through echo reading. After the reading, the teacher is provided with questions to comment on the reading selection before putting the students in small groups where they will read the words aloud syllable by syllable. Then, the students will use "*Tarjetas pequeñas de sílabas mezcladas*" in their groups to form the words which are also words that were found in the reading selection: *le-yen-da, a-bue-la, pes-ca-dor, her, ma, nos, an-zue-lo, es-pe-cial*.
- The materials provide guidance on which decodable text should be used at the end of the lesson for cumulative practice. For instance, in Unit 1, Lesson 12, after explicitly teaching "*correspondencia letra-sonido /rr/ inicial e intervocálico*" materials direct teachers to refer to the decodable text "*Nina, Rosita y la torre*" to identify and read words with "sonido /rr/." Then, guide teachers to use the following language "*ustedes leerán una oración del cuento. Lean en voz alta la oración -Rosita es su perrita de peluche con falda rosada-*. Then, students will respond to questions to identify words with the sound /rr/ > r, rr.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The materials include an instructional focus with practice opportunities in isolation and connected text. After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words, including spelling patterns and skills. For example, in Unit 4, Lesson 4, students learn "el diptongo /ue/" with big letter cards and a listening game." The students practice the new skill by identifying the words containing *-el diptongo /ue/-* in given sentences. The teacher writes the following three sentences on the board: *Las verduras son buenas. La clase fue divertida. Mi abuelo me abraza.* Then, students choral read the sentences. Next, students read each sentence to identify the word with a diphthong/ue/. As lesson 4 continues, the students practice the new skill in connected texts found in the student workbook "Página de actividades 4.1." Students trace words and underline "diptongo /ue/." The decodable text "¿Dónde está Lili?" exposes students to read words with "dipthongo /ue/."
- The instructional materials include lessons with an instructional focus and opportunities for practice in isolation and connected text. For example, in Lesson 5, section *-destrezas fundamentales-* focuses on pronouncing words with *-diphthongs e hiatus-* as a whole class and then in small groups; then, students write the words. In this section, the teacher explicitly teaches how a hiatus is formed, as indicated in the 3rd bullet: "Remind them that a, o, and e are open or strong vowels. Encourage them to open their mouths wide when they say them. Also, tell them that i and u are weak or closed vowels, and ask them to notice that their mouth opens less when pronouncing them. Explain to students that syllables written with two strong vowels together form a hiatus because they must be pronounced separately, for example, (eo) le-on." The teacher continues guiding students as they practice. Students then have the opportunity to complete *Página de actividades 5.1* in small groups where they have to identify words with "diphthongs e hiatus."

Phonics Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include a variety of assessment tools that are developmentally appropriate. For example, Unidad 3, *Lección 9 Evaluación intermedia de la unidad: Evaluación de desempeño del estudiante* explains that students will blend and segment syllables to form multisyllabic words, including consonants and diphthongs. The guidance continues to explain, "Students will hear and pronounce the sounds /ai/, /au/, /ie/, and /ei/ in words. Read each of the words on the list aloud, saying the corresponding number to indicate the row in which they should look for the word. For example: "1. aula 2. seis 3. aullar 4. afeitar." The assessments are aligned to the content covered during the lesson and provide different modes to ensure students are able to demonstrate their knowledge.
- The materials also include formative assessments in different formats to measure student learning and adjust instruction. For example, in Unit 2, Lesson 17, before "*sílabas trabadas bl, cl, fl, gl y pl*" are introduced, "*mezclar y segmentar sílabas*" is reviewed with the checklist "registro de observación:" Prepare the Mixing and Segmentation Observation Record Aloud. Choose students to observe their performance during the activity. Take note of students' performance on the Blending and Segmentation Observation Record Out Loud." After "*sílabas trabadas con l*" are explicitly taught, the students are guided to complete "*Página de actividades 17.1*" in which they identify words with "*sílabas trabadas*." The materials ensure the content being taught is efficiently assessed in different formats to provide the teacher with the most complete student data.
- The materials also include summative assessments in a variety of formats. For example, grade 1 materials, Unit 3, *Guía del Maestro*, includes summative assessments on lessons 9 and 18.

To illustrate, "lesson 9, *Destrezas fundamentales, Evaluación de mezcla y segmentación de sílabas con diptongos (Fonética)*, Activity page 9.1, Activity page 9.2 Evaluation of the sounds /ai/, /au/, /ei/ and /ie/ (Awareness phonological), Activity page 9.3, Activity page 9.4. Jaime and the Giant Cactus reading book, Evaluation of the spelling of ai, au, ei, and ie (Phonics), Activity page 9.5." As evidenced above, the assessments evaluate all areas of instruction within the unit, leaving no room for interpretation and providing the most complete data to make instructional decisions.

Materials include clear, consistent directions for accurate administration of assessments.

- The materials include consistent directions for accurate administration of assessments. For example, Unidad 3, Lección 18, *Oraciones de la Evaluación de conocimiento fonético* guides the teachers as follows: "Cerciórese de tener a la mano la lista de oraciones que utilizará para la evaluación de conocimiento fonético el día de hoy. 1. Los pajaritos llevan comida. 2. Bailo con mi hermana. 3. Luis pinta paisajes bonitos." The materials front loads the information for teachers to have the necessary components to ensure accurate and consistent administration of assessments.
- The materials also include clear and consistent directions to help the teacher efficiently administer the assessment. For example, to evaluate syllable segmentation in "*evaluación de repaso de la Unidad 1*," the teacher is provided with the following steps and reminders in Spanish: 1. Explain to students that you will say some words out loud, and they will have to segment them into syllables. 2. Show the card with the magpie picture and say the word out loud. Using the gesture protocol for segmenting words, raise your hand and show four fingers while saying the word magpie. 3. Have students repeat the word after you. 4. Move your index finger as you say the first syllable, u. 5. Move your middle finger as you say the second syllable, rra. 6. Move your ring finger while saying the third syllable, ca. 7. Have students repeat after you. 8. Repeat the same steps with: *queso, cubo, rosa, foca, llama*. Watch different students as they mix up each word. Take note of students' performance on the Blending and Segmentation Observation Record Aloud." The scripted guidance ensures the most accurate data is collected from each student within the group.

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

- The materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. For example, in Unidad 3 *Lección 1: Código básico: Diptongo /ai/ > ai*, the materials guide teachers to conduct an evaluative systematic observation for accuracy as students demonstrate understanding. To illustrate, "Observation: Mix and segment syllables. Prepare the Mixing and Segmentation Observation Record Aloud. Choose students to observe during the activity. Take note of students' performance on the Blending and Segmentation Observation Record Aloud." This section is an example of a systematic progress monitoring tool that will give teachers an accurate base for instructional decisions.

- The lesson plans include embedded systematic observations of students' everyday activities and interactions to track learning progress. In Unit 8, Lesson 7 includes "Revisar el dictado" and "Registro anecdótico de fluidez" to assess "sílabas güe, güi" and fluency in authentic situations. For example, "Review dictation: Ask students to change their pencil for a colored pencil to make corrections to their dictation notebook. Project Digital Component 1.2 with correction marks. "Anecdotal record of fluency: Walk around the classroom to listen to as many students as possible." The guidance continues to support teachers to listen, make notes about expression, phrasing, and pauses when reading in the Anecdotal Fluency Record in the appropriate spaces. Look for any patterns in the errors of an individual student or the entire class. Be sure to monitor the progress of all students each week.
- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, the formative assessment on Grado 1 material, *Guía del Maestro*, Unit 3, Lección 3, has observation records that help teachers record the student's performance in answering questions about the book, "Reading. Read "Leila's Visit" to have a fluent reading during the activity...Have Activity Page 3.2 ready to distribute during the reading. Prepare the Anecdotal Reading Log found in Teacher Resources." The guidance also includes grouping configurations and activities. Group 1 will be made up of students who still have difficulties completing the activity and require you to guide the work. Group 2 will be made up of students who are ready to work with a partner. Prepare to update the Chapter Table you started in Lesson 1. Today, you will add details from the chapter "Leila's Visit" (Digital Component 3.2) to the table.

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

- The materials offer assessment opportunities throughout the school year, aligned with progress monitoring tools. In Unidad 1, "*Durante las lecciones 6 a 9 de esta unidad se administrará a todos los estudiantes una evaluación de nivelación completa de las destrezas previas necesarias para la participación exitosa en la enseñanza de primer grado.*" Detailed information on administering these evaluations is provided before lección 6, and guidance on grading, analysis, and interpretation is given after lección 10.
- In addition, as the materials' formative, summative and diagnostic assessments are implemented, the materials also provide guidance on which students need progress monitoring based on assessment data analysis. As explained in the "Mid-Year Assessment" administered in Unit 5, "If a student earns 12 or more points on the Grammar Assessment and four or more points on the Reading Assessment, they must continue instruction after Unit 5 with grade 1, Unit 6. This student has exceptional preparation for grade 1 Skills." The materials provide rich guidance for teachers to complete the assessments.
- The materials include recommendations for formally assessing students at least three times in a school year: beginning-of-year, middle-of-year, and end-of-year as established on the material's website, Section Program Level Resources, bullet Assessment Guide, "Beginning-of-Year Assessment, assesses students to determine their level of readiness for the grade.

Support for analysis is included in the Teacher Resources section of the Teacher's Guide.
Identify gaps in learning/understanding."

Phonics Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials include data-management tools, including charts, tables, and frameworks for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. For example, the *Registro para la evaluación de lectura de palabras en Unidad 9*, offers a chart and table for skill "los sonidos /k/ y /s/." The progress monitoring tool offers teachers a brief and systematic process for tracking progress.
- The materials include data-management tools to help teachers collect individual data regarding progress in oral language. For example, at the end of every unit, both digitally and paper copy, teachers can find "Recursos para el maestro" to illustrate, in Unit 5 this section contains charts and anecdotal records organized by specific skills such as "Registro anecdóticos de lectura." This chart includes the student's name and different weeks to track individual progress on phonological awareness, phonics skills, and reading behaviors. Lesson 5 uses this tool to register behaviors when reading a decodable text with "sílabas trabadas." "Escuche a cada estudiante leer al menos una o dos oraciones en voz alta una vez a la semana. A medida que va escuchando a cada estudiante, tome notas en el Registro anecdótico de lectura. Busque patrones en los errores de un estudiante en específico o de toda la clase."
- The information gathered from the assessment tools helps teachers when planning differentiated instruction. For example, in the material website, Section Program Level resources, bullet Corrective feedback planning tool functions as a structural framework

allowing teachers to identify areas of opportunity, offer timely feedback and track student progress over time.

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

- The materials include data-management tools and a rubric for tracking whole-class student progress to analyze students' patterns. For example, in section *Registro de observación de mezcla y segmentación - Unidad 7*, plurales y palabras multisilábicas, -s o -es al final de los sustantivos. Teachers use the rubric to assess their instruction and make adjustments when the data shows areas of need class-wide. Teachers can view customized progress reports by skill and by student, as well as class and grade level.
- The materials include data-management tools to help teachers collect whole-class data and analyze patterns in oral language development. For example, at the end of every unit teachers can find "*Recursos para el maestro*" in digital and printed format. In Unit 1, this section contains charts and anecdotal records organized by specific skills such as "*Hoja de evaluación de nivelación*." This chart includes student name, word recognition, individual reading, word reading, one-on-one reading, code knowledge diagnosis, letter recognition, group, and total points in each category. This comprehensive chart will provide teachers with tools to identify gaps, patterns, and strengths to target both whole-class and individual students' needs.
- The tools provided by the material, both digitally and in hard copy, enable teachers to document whole-class data regarding progress, as shown on material website, Section Program Level resources, Corrective feedback planning tool chart "*Tabla para planear la ayuda correctiva*." *The guidance says "Utilice la siguiente tabla para planear cómo proporcionará ayuda correctiva en las lecciones. Puede utilizar esta herramienta para cada unidad o lección según lo necesite. La tabla se puede usar para toda la clase o para planear la instrucción de grupos pequeños..."* Assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension.

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

- Materials include specific suggestions on the frequency of progress monitoring based on data from diagnostic assessments. For instance, the online assessment guide recommends three levels of progress monitoring including "*tipo de necesidades de instrucción, agrupamiento, duración, intervención, frecuencia de monitoreo, objetivos y pasos a seguir*." According to the assessment guide, a level 2 student needs targeted intervention in small groups (3–5 students) for 20–30 minutes, 2–3 times per week for 6–8 weeks. Progress assessment for this student should be one time per week with the goal of 80%. Objective achieved: Move to level 1 or continue at level 2. Objective not achieved: Remain at level 2 or move to level 3." The materials also include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, *Pautas para el monitoreo del progreso*,

Intervención (instrucción), suggests to provide intervention 2–3 times a week for 6–8 weeks, 3–4 times a week for 4–6 weeks." The recommended activities can be used with students based on their determined needs.

- The materials guide teachers to monitor progress at a frequency appropriate for the age and for the skill development. For example, the grade 1 material includes in several lessons the section *Verificar la comprensión*, to gather information over student's needs, as shown in Unit 1, *Guía del Maestro* and it explains, "*En varias lecciones también se designan varias actividades rápidas para "Verificar la comprensión" y evaluar el rendimiento en el salón de clase en su conjunto...Prestar atención a esta información, recopilada diariamente, le permitirá determinar con rapidez cuales estudiantes pueden beneficiarse de que se les vuelva a enseñar o de que sigan practicando destrezas particulares.*" Each unit has a chart that shows the embedded "*Verificar la comprensión*" evaluation, e.g., "Evaluaciones de la Unidad 1, *Verificar la comprensión*, Lección 1, Lección 3, ..." to ensure the correct evaluation is being administered.

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

- Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. The teacher guidance documents explain the percentage from a progress monitoring assessment that can be used to assess mastery. For example, in the section "*Objetivo alcanzado* Level 1 80%, Level 2 80%, Level 3 80%." Teachers can provide targeted instruction based on student data using program materials, which ensures that all students can grow in the classroom.
- The teacher's guide includes tables that specify which activities in the program to assign to students having difficulties with the progress monitoring assessment or who have already demonstrated mastery of the objective. For example, "*Evaluación de mitad de año in Unit 5*" includes a chart with the names of the sections in the evaluation, the possible scores, and the recommended task or evaluation based on the score. "*Si un estudiante obtiene 9 o más en Evaluación de gramática (Páginas de actividades 18.1 y 18.2) (Individual), entonces la próxima evaluación sera Evaluación de lectura: "Paco, el pavo real" (Lección 18).*"
- In Unit 5 of grado 1 materials, the "*Guía del Maestro*," *Lección 18*, includes a table that specifies which activities in the program to assign students when they have difficulty on progress monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when students score below or above a set threshold on a progress monitoring assessment "*Para aquellos que no obtengan el puntaje deseado en alguna de las dos primeras pruebas de gramática y/o lectura, se ofrece una evaluación de uno en uno de lectura de palabras en la última lección de Pausa (RM 18.2–18.4). Esta prueba le permitirá definir con más precisión las destrezas que el estudiante todavía necesita practicar.*"

Foundational Skills

5.B.1	Oral Language Development	21/21
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)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
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)	9/9

The 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). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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)

- Materials include explicit 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). Each unit includes "*rutinas académicas*" and "*rutinas de comportamiento.*" *Rutinas de comportamiento* include explicit teaching of listening and speaking skills such as "*Escuchar con atención*", "*Mantener conversaciones respetuosas,*" and "*Elegir el tono de voz.*" For instance, in Unit 5, Lesson 4, before discussing questions about the decodable text "*¡A empacar!*". During guided practice, the students review "*Elegir el tono de voz*" which provides guidance for how to choose and maintain the tone of voice when working as a group. As explained in the lesson, "*Antes de continuar con la próxima actividad, recuerde a los estudiantes cómo elegir el tono de voz. Dígalos que en la siguiente actividad tendrán la oportunidad de practicarlo. Diga a los estudiantes que van a leer como grupo el capítulo ¡A empacar!*" The materials guide teachers to establish norms for group discussion and to understand the dynamics of academic and social conversations in the classroom.
- The materials include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice). For example, in grade 1 material, *Guía del Maestro*, Unit 4, Section "*Volver a contar los capítulos*" *Vamos a volar y Mi oruga.* The materials provide the following guidance for teachers "*Mantener conversaciones respetuosas. Cuando todos los grupos hayan concluido la relectura, explique que se reunirán con un compañero de otro grupo para volver a contarle el capítulo elegido. Recuerde a los estudiantes que deberán seguir el orden*

del capítulo para poder contar lo sucedido en él." The materials remind teachers to establish the norms under "*Mantener conversaciones respetuosas*" and also provides the following questions to support students' thinking "Ask questions that allow them to recover the order of the plot, for example: What happens at the beginning of the chapter? What happens next? How does the chapter end?" Also ask questions that help them remember the characters and settings, for example: "Who learns about monarch butterflies?" "Who helps Alma find her caterpillar?" You can ask specific questions per chapter to further guide the dynamic".

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. ^(S)

- Materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in grade 1, Unidad 1, in the section "*Guía de rutinas*" "*Mantener conversaciones respetuosas*," the materials explain to teachers the rationale and process to establish respectful conversations in the classroom. The guidance includes but is not limited to "Teach these rules to students so they learn how to have respectful conversations in the classroom. It is very important that students learn to listen actively, take turns, and initiate and maintain respectful conversations with their peers and teachers. Ask them to listen carefully. Tell students: "Today, we will learn how to start and maintain respectful conversations with peers." Demonstrate the following statements for students: We will talk about a topic. Let's focus on the topic without getting distracted. We speak one person at a time. We pay attention to the partner who speaks to understand what they are saying about the topic. We help each other and forgive each other. This way, we learn more together." In Unit 1, Lesson 2, *Destrezas fundamentales*, the materials provide the following prompt to follow the guidelines for classroom conversations ": "Today we are going to learn how to start and maintain respectful conversations with colleagues. Let's talk about a topic. Let's focus on the topic without getting distracted. We talk to one person at a time. The materials continue establishing these norms at the beginning of the year, which is important to maximize the benefits of academic and social conversations in the classroom. The materials include a reminder of such expectations before engaging in conversations during the lesson.
- The materials include scripted lesson plans that give students opportunities to engage in academic communication for different purposes and audiences. For example, the grade 1 materials include scripted lessons where the teacher reads a story and then instructs the students to work in small groups to answer oral discussion questions about key details from the text. To illustrate, Unit 6, *Guía del Maestro, Lección 5, "Leer Duke y Eddie y Responder preguntas"*. The materials guide the teacher to instruct students to pair up and read the chapter, taking turns while reading a page each and following the reading. Then the guidance reads, "Allow enough time for them to read. Then, ask them for some details from the chapter to discuss with their partner. For example, "What do you think the job of a lifeguard is?", "As high as what things do you think gigantic waves are?" "Whose statue is there in Hawaii? If you are having trouble knowing the meaning of lifebuoy or rogue wave, use the glossary at the end of the Reading Book. Once they have finished talking in pairs, invite them to participate by discussing their answers with the rest of the group."

- The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. This is evident in Unit 8, Lección 1, in *the Gramática* section, where the teacher first explicitly teaches the prefijo des-. In the bullets, the guidance tells the teacher to "Ask students to read the following pair of words from the digital component with their closest partner, the first one without the prefix, and the other student the word with the prefix des-. Repeat this process with the rest of the words. Make sure that students identify with each one the meaning with and without the prefix des-, they can also look together for examples of nouns that work for each case (a tidy/disorderly room or a combed/disheveled head of hair)." Opportunities for academic and social conversations are evident throughout the materials in different sections of the lesson plans within each unit.

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)

- Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, the materials include a discussion guide for each read-aloud throughout the units that include frameworks for structured academic and social conversations. To illustrate, in grade 1 materials, *Guía del Maestro*, Unit 9, *Lección 1* includes conversation prompts and support, such as sentence stems for students to organize and share their thinking. To illustrate, "Read the entire chapter to the students and ask them to join in by reading the last paragraph of each page with you as a chorus. When finished, distribute Activity Page 1.2. Have students join with a partner to answer the questions on Activity Page 1.2. Explain that they will have to answer the questions according to the content of the chapter." After guiding students on how to answer the first question, the materials ask teachers to "*Pídales que continúen con el resto de las preguntas.*" As students work in pairs to answer the questions about the selection in Spanish, they have conversations to construct the best answer possible. The materials also include authentic opportunities for students to share their thinking with their peers in Spanish. For instance, in Unit 7, Lesson 5, students are guided to compare and contrast characters in the text "*Mis tías*" and make personal connections with members of their families. As explained in the lesson, "When everyone has finished reading, start a brief conversation with the group about the similarities and differences between the members of Sofi's family. Encourage students to share their personal experiences with the class about the similarities and differences in their families."
- The instructional materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. This is evident in Unit 8, *Lección 2*, in the section *Lectura*. At the end of this section, the teacher is prompted to "At the end, discuss the following questions with the class. Ask students to look for evidence from the text to support their answers; don't forget to ask which page they found the answer on." The materials also provide probing questions to guide student thinking as they interact with Spanish materials, such as: "Questions to comment on From Florida to Colorado. How long had Sonia and Julia not seen each other? (two years, page 2) How did Julia and her parents get to Sonia's house? (They took a taxi from

the airport, page 2)." To illustrate in Spanish, "*¿Cuánto tiempo llevaban Sonia y Julia sin verse? (dos años, página 2) ¿Cómo llegaron Julia y su papá a la casa de Sonia? (Tomaron un taxi desde el aeropuerto, página 2).*" The materials also provide sample answers to support and coach students to formulate their best answer for each question.

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
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)	4/4
5.C.2b	Materials include guidance for the teacher 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)	2/2
5.C.2c	Materials include a variety of activities and 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)	24/24

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials include guidance for the teacher 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. Materials include a variety of activities and 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.

Evidence includes, but is not limited to:

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 introduce letter-sound correspondence systematically and explicitly, which allows for the application of basic decoding and encoding in Spanish. In grade 1, the online Year-at-a-Glance shows the progression that starts with reviewing the vowels, consonants, "sílabas trabadas," and "dígrafos," and continues with more complex decoding patterns in Spanish such as "diptongos e hiatos." For example, in Unit 2, the students review spelling patterns such as "sílabas gue y gui, el dígrafo ch y las sílabas trabadas br, tr y pr." Following the systematic progression, in Unit 3, the students are introduced to "diptongos e hiatos." As explained in the Introduction of Unit 3, "In Unit 3 of first grade, students will consolidate all the skills practiced in the first two units. On the other hand, they will learn sounds and words with more complex spelling patterns, such as words with diphthongs and hiatuses."
- The materials provide specific language for the teacher to explicitly (directly), and systematically introduce letter-sound relationships for application to basic decoding and encoding in Spanish. For example, in grade 1 materials, *Guía del Maestro*, Unit 2, Lesson 3, students review the letter m before reading and spelling words as shown in the section "Mezclar y segmentar sílabas." The guidance suggests teachers explain to students that some syllables will be said out loud and they will have to blend them to make complete words. Show

the card with the picture and say the word aloud while using the gesture protocol for mixing words, emphasizing each syllable, mixing the sounds, and saying the words such as *jugo*, *cabaña*, *niño*, and *jabón*. When finished, ask students to repeat by joining their fingers as they say the syllables and to make a fist when they finish.

- The instructional materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. This is described in the "*Estructura de las lecciones*" presented within the teacher's guide, which explains how each lesson in this unit starts with an activity, "*A Calentar Motores*", where the students are guided to practice new skills of mixing and segmenting syllables with the teacher guidance. All lessons then follow with reinforcement and practice in tracing the letters, vowels, and consonant sounds or writing of letters and words. To illustrate, in Unit 2, Lesson 5, "*Destrezas fundamentales*", the materials provide the following guidance: "Remind students that you will say some syllables out loud and that They will have to mix them to form complete words. Using the gesture protocol for blending words, say the word cloud in a segmented manner (*nu-be*). Then mix the sounds and say cloud. Show the image of the cloud to students to give the context of the word. Ask students to repeat and join their fingers as they say the syllables. The process is repeated for the following words: *mano*, *mesa*, *verde*, *lento*, and *pizarra*."

Materials include guidance for the teacher 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 Teacher's Guide includes a section with information on common decoding mistakes and suggestions on how to teach proactively. For example, when teaching the letter "r," the teacher will highlight the different sounds the letter makes depending on whether it is at the beginning, middle, or end of a word. For example, in grade 1 material, *Guía del Maestro*, Unit 1, Lesson 12, "*Repaso de correspondencia letra-sonido, a encontrar letras*, the guidance asks teachers to have students sit together at the meeting point in the classroom and explain they will review the /rr/ sound when it is found at the beginning and in the middle of a word. If it is found at the beginning of the word, it is written r. Show the letter r card while giving examples such as *rata*, *risa*, or *rama*. If the /rr/ sound is in the middle of the word, it is almost always written rr. Show the rr digraph card while giving examples such as *carro*, *burro*, o *torre*. To illustrate in Spanish, "*Explíqueles que hoy repasarán el sonido /rr/ cuando este se encuentra al principio y en medio de una palabra... Si se encuentra al principio de la palabra, se escribe r. Muestre la tarjeta de la letra r mientras da ejemplos como rata, risa, o rama. Si el sonido /rr/ se encuentra en medio de la palabra, casi siempre se escribe rr. Muestre la tarjeta del dígrafo rr mientras da ejemplos como carro, burro o torre.*"
- The materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on standard errors. For example, in Unit 3, Lesson 1, *Apoyo a la enseñanza*, The Teacher's Guide provides extra support when connecting letters within words. The guidance states, "If students have difficulty hearing and pronouncing the

diphthong ai, show how it sounds almost exactly the same as the word eye in English. Provide additional oral examples, such as cornfield and mosaic, with visual representations to support understanding." The support in this section helps teachers proactively provide feedback support for students.

- The materials include guidance for teachers to provide explanatory feedback. For instance, in Unit 1, Lesson 14, when reading phrases to practice "el sonido fuerte de la letra c /k/" such as "*una cama cómoda*, the teacher is provided with an explanation to highlight the other sound of the letter c when followed by "vocal i o vocal e." As explained in the lesson, "Listen carefully as each student reads and be sure to correct any pronunciation or fluency errors as they occur." "Explain to students that if there is an i or an e after the letter c, this letter is pronounced /s /. You can also write down some examples of this last pronunciation and read them aloud with the students: *tocino, cero, cine, cena, cocina.*"

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

- The materials include practice activities in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one syllable words in isolation. For example, in Unit 2, Lesson 1, *Mezclar y segmentar sílabas*, students will understand multisyllabic words with the sound /ñ/. The materials provide a guide for teachers as follows: "*Los estudiantes practicarán las rutinas académicas de Mezclar y segmentar sílabas con palabras de dos o tres sílabas.*" After explaining the activity of segmenting and blending syllables to form two or three syllable words, guidance continues to "Basic code and nouns; say the phrase: "pretty boy" and ask students to repeat it after you." The evidence demonstrates decoding multisyllable words in isolation.
- The materials include various activities for applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation. For example, in Unit 2, Lesson 1, the students use sound boxes and small objects to segment words with previously taught spelling patterns. As explained in the lesson, "*Explique a los estudiantes que les dirá palabras para que las segmenten en sílabas. Las cajas y los objetos representan el número de sílabas de una palabra.*" Students segment the words and place an object in one of the boxes for each syllable (from left to right). Then, they slide a finger under the boxes (from left to right) while repeating the scrambled word as if reading.
- The materials include a variety of activities for the application of letter-sound correspondence to decode one syllable and mutisyllable words in decodable connected text. For example, grade 1 materials include decodable readers that include the sounds introduced and prior sounds learned. For example, in Unit 2, *Guía del Maestro*, Lesson 4, "*Demostración del maestro: Leer Solo por un rato,*" Teacher reads a fragment of the book. Students are prompted to point to the sounds /k/ /x/ y /w/ that appear on the page of the book (Waldo, karate, Kika, koala) and to pay attention to the sentence "*Waldo sabe karate, como tú.*"

Foundational Skills

5.D.1	Phonological Awareness (K–1)	12/12
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)	4/4
5.D.1b	Materials include direct and explicit 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)	2/2
5.D.1c	Materials include a variety of activities and 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)	6/6

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (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). Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and 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).

Evidence includes, but is not limited to:

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)

- Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. For example, in grade 1, students begin the year by orally blending and segmenting multisyllabic words using hand gestures or "*Protocolo de gestos para segmentar/mezclar.*" As the year goes on, they continue to manipulate multisyllabic words with new skills such as "*diptongos e hiatos y sílabas trabadas*" and start to orally distinguish isolated sounds within a word. By the end of the year, students address more complex skills,

like "identificar oralmente palabras con *dígrafos* ch, ll, rr." For example, materials begin with students working in phonics and reading on vowel sounds /o/, /a/, /i/, written like

- , sounds /e/, /u/, written like e-E, u-U. In later lessons, students work in Phonics and Reading on consonant sounds /m/, /p/ written as m-M, p-P, sounds /s/, /l/ written as s S, l-L, sounds /d/, /n/ written as d-D, n-N. Finally, lessons have students working in phonics and reading on consonant sounds /rr/ written as initial r-R, intervocalic rr-RR, sound /k/, written as c-C as shown on *Guía del Maestro*, Unit 1, Section "*Calendario de la Unidad 1*."
- Another example can be found in "*Mapa curricular de Grado 1 Habilidades y Destrezas*" Unit 3; the resource provides teachers with a curriculum map for developing phonological awareness. In this unit, students practice words with diphthongs such as /ai/ > ai, /ei/ > ei, /ie/ > ie, and /ia/ > ia. Additionally, the activity of identifying and articulating common words like "nuestro," "tiene," "juego," "quiero," "puedo," "cuando," "nuestra," and "-ahí" represents a systematic approach to phonological awareness. This practice involves identifying individual sounds within these words and understanding how they blend.

Materials include direct and explicit 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)

- Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unit 2, Lesson 7, when reviewing "*dígrafo gu*," students are reminded that the letter g must be accompanied by the u to represent "*sonido /g/*" when preceded by "*vocales i o e*." To avoid confusing students when practicing the skill, the teacher is provided with a note that the letter u is pronounced before the vowels i and e when it has an umlaut (*diéresis*). This serves as a reference for teachers to provide corrective feedback if needed.
- The materials include recommended explanatory feedback for students based on common misconceptions. For example, in Unit 2, Lesson 2, "*Extensión*," the teacher's resource provides clear instructions on a specific phonological awareness issue in Spanish: the use of the /j/ sound when followed by the vowel's "e" or "i." This addresses a common spelling challenge that Spanish speakers face, using examples like "*cajita*," "*cajero*," "*ojitos*," and "*ojeras*." The lesson explicitly explains the rules for when to use "j" and "g," including orthographic rules and the reasoning behind them (e.g., words derived from others that contain "j" keep the "j"). The instruction addresses a common error among Spanish students: the confusion between using "j" and "g" for the /j/ sound before "e" and "i." It specifically targets this misconception and provides rules to clarify it.
- The instructional materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. This is evident in Unit 4, Lesson 6 in the subsection "*A Calentar Motores, Mezclar y segmentar sílabas*". In this section, the students practice the blending and segmenting syllables with the academic routines with words that contain diphthongs that had been previously taught, such as /ai/ > ai, /ei/ > ei, /ie/ > ie, and

/ia/ > ia. The teacher shows the images of the words when it is time to blend and segment the syllables in the word. The lesson also provides guidance for the teachers to provide direct and explicit instruction supported with clear illustrations for the teachers to use as a reference as they implement the academic routine protocols to blend and segment.

Materials include a variety of activities and 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)

- Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS. For example, in Unit 4, Lesson 4, "*Mezclar y segmental sílabas*," the example includes both blending (*mezclar*) and segmenting (*segmental*) syllables as activities, using different words with the diphthong "ue" (e.g., *Fuente*, *puerta*, *Fuego*). The resources mentioned include "Tarjetas de imágenes" (image cards) and "Registro de observación de mezcla y segmentación en voz alta" (observation log). The use of physical gestures (joining fingers for blending and raising fingers for segmenting) helps in building memory through kinesthetic learning. The provided example employs memory-building strategies through gestures, and it helps students develop, practice, and reinforce phonological awareness skills with a component for cumulative review through observation and repetition.
- In addition, in grade 1, students engage with body movements, games, and manipulatives to practice and reinforce phonological awareness. This is demonstrated in Unit 1, Lesson 11, where students learn about the letter */t/*. The lesson begins with the "*Mezclar and segmentar*" routine, where students use hand gestures to blend and segment 2–3 syllable words like *tomate*, *tijera*, *tarta*, and *tenis*. It also includes sound box activities where students segment individual phonemes using small objects such as *bloques*, *monedas*, and *frijoles*. Another activity, "*Mezclar sonidos en equipo*," has teams competing to blend phonemes orally to form words such as "*/t/ /o/ /r/ /t/ /u/ /g/ /a/; tortuga*" and "*/t/ /e/ /n/ /e/ /d/ /o/ /r/; tenedor*," as described in "*Apoyo adicional*." Similar activities are found in Unit 3, Lesson 13, focusing on "*hiatos*." Students use the syllable blending/segmenting hand gesture protocol to work with "*hiatos*" like "*ra-íz, o-í-do, y to-a-lla*" and isolate sounds as the teacher reads words with "*diptongos e hiatos*" aloud.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	13/13
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)	3/3
5.D.2b	Materials include direct and explicit 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)	2/2
5.D.2c	Materials include direct and explicit 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)	2/2
5.D.2d	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3)(S)	6/6

The 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. Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include direct and explicit 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. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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. It begins with identifying phonemes, transitions to blending phonemes into syllables, and gradually moves to more complex manipulation practices such as adding, deleting, and substituting phonemes. For example, in Unit 2, Lesson 1, "*Repaso: Código básico y sustantivos, Mezclar y segmentar sílabas,*" the activities are presented in a clear, organized manner, following a logical sequence. Students are asked to recognize the /l/ and /n/ sounds in different words.

- Next, students blend syllables to form complete words, as shown in the activities with words like "*araña*," "*nido*," "*nudo*," and "*niño*." The activities transition from identifying and blending phonemes to more complex tasks, such as segmenting words into syllables. This structured, systematic approach to phonemic awareness activities starts with basic skills like identifying and blending phonemes and gradually progresses to more advanced manipulation practices.
- In addition, in Unit 4, Lesson 4, students use hand gestures to blend and segment words containing the diphthong /ue/, such as "*fuente*," "*puerta*," "*fuego*." They then move to a more challenging task by isolating the /ue/ sound in specific words, as outlined in "Escuchar con atención." The instructions are to say pairs of words like "*trono-trueno*," "*Pablo-pueblo*," "*cantocuento*," "*fuero-fugar*," "*muevo-mover*," "*abuela-abrazo*," and students stand when they hear the words "*trueno*," "*pueblo*," "*cuento*," "*fuero*," "*muevo*," and "*abuela*." Throughout the year, students continue practicing phoneme manipulation. For example, in Unit 5, Lesson 8, they change the first vowel in words like "*fruta*," "*prisa*," "*trago*" to form new words such as "*frita*," "*presa*," "*trigo*."
- The materials include a scope and sequence in which the phonemic awareness skills are introduced, starting with simple skills such as blending and segmenting syllables. For example, in grade 1 material, *Guía del Maestro*, Unit 2, Lesson 2, the materials include resources and activities for students to blend and segment the syllables to form the words *jugó*, *caja*, *abeja* y *jugó*." Remind students that you will say some syllables out loud and that they will have to blend them to make complete words. Using the gesture protocol for blending words, say the word juice in a segmented manner (*ju-go*). Then mix the sounds and say juice. Segment. Remind students that they will now need to segment the words into syllables. Using the gesture protocol for segmenting words, raise your hand and show your index and middle fingers, one at a time while saying the word juice. Ask students to repeat the word after you. Repeat the same steps with the rest of the words. 1. *jugó ju-go* 2. *caja ca-ja* 3. *abeja a-be-ja* 4. *jugó ju-gar*."

Materials include direct and explicit 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 lessons that integrate the actions of the explicit Instruction model. For example, in grade 1, Unit 2, Lesson 3 on writing the letter G includes connections with previous learning, such as segmenting in syllables. To illustrate, in the section "*Trazar letras*" the teacher reminds students how to write the lowercase letter g by writing it on the board and following handwriting guidelines, then asks students what the first syllable of the word "*gato*" sounds like. (They should say /ga/), Then the teacher tells the students that they will see other syllables with the letter g and shows the card for the syllable gue with the picture side facing the students and practice the pronunciation of the syllable gue. The teacher explains that the words come from the chapter "The Surprise." and underlines the syllables, *Ga*, *gue*, *gui*, *go*, and *gu*, then distributes an activity "Activity Page 3.2." and explains to students that they are going to practice writing the syllables *ga*, *gue*, *gui*, *go*, *gu*.
- in Unit 4, Lesson 6, we are able to find another example of direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory

feedback for students based on common errors and misconceptions as students learn that when the phonemes /u/ and /i/ are blended, they form the "diptongo /ui/." The teacher reads words such as "ruido, Luis, muy, cuidar" as the students clap whenever they hear "el diptongo /ui/." The lesson includes ideas to address student errors as needed, as explained in the sidebar "Apoyo a la enseñanza," "Some students may have difficulty pronouncing the diphthong /ui/, support them by asking them to pretend that they are flying and say/weeee/."

- In addition, in Unit 1, Lesson 2, "A Calentar Motores," the activity provides clear and detailed instructions for practicing the sounds of the vowels /e/ and /u/. This ensures that students understand how to pronounce each sound and how to form their lips correctly. The teacher is advised to remind students how to position their lips for each sound, providing immediate corrective feedback. The activity includes a process for discussing the correct vowel sound for each word (e.g., elefante, escoba, uva), reinforcing proper pronunciation and understanding. Students discuss with their peers and confirm their understanding before presenting it to the class, allowing for peer feedback and teacher correction. This example provides detailed instructions for teaching phonemic awareness, along with strategies for providing explanatory feedback and addressing common errors.

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

- The materials provide explicit, direct guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting students in transitioning from oral language activities to basic decoding. For example, in Unit 2, Lesson 2, section "Repaso con las Tarjetas de imágenes," the instructions provide clear, step-by-step directions in Spanish for teaching the sound /j/ and its corresponding letter, "j." The activity explicitly connects the phoneme /j/ to the letter "j." Students first recognize the sound /j/ in spoken words and then see how it is represented by the letter "j" in written words. By showing the image (*jabón, jirafa*) and then the letter "j," the teacher helps students connect the sound they hear and the letter that represents it. The activity starts with practicing oral language by identifying and pronouncing *jabón* and *jirafa*. It then transitions to basic decoding by showing the letter "j" and reading the words (*jabón, jirafa*). This example provides direct and explicit guidance in Spanish for teaching phonemic awareness and connecting it to the alphabet, helping students transition from recognizing and pronouncing sounds to understanding how these sounds are represented by letters, thereby supporting their decoding skills.
- The materials integrate kinesthetic scaffold resources to connect phonemic awareness with the alphabetic principle. For example, in Unit 3, Lesson 2, the teacher presents the letter card for "diptongo /au/" and asks students to identify the sound in pairs of words like "aire, auto; jaula, jabón; brazo, Laura; aula, luna" by raising their hands every time they hear the /au/ sound. Students then follow hand gesture protocols (finger tapping and putting a finger up for each syllable) to blend and segment words into syllables that contain "diptongo /ue/" such as "auto, jaula, Laura, aula." In the next activity, the teacher writes some words on the board and reads them aloud as the students raise their hands again every time, they hear the /ua/ sound.

In addition, in grade 1 material, *Guía del Maestro*, Unit 4, Lesson 1, on segmenting in syllables words that have the /e/ sound, the teacher uses a total physical response activity such as moving a finger for each syllable, "Segmentar" "Explain to students that you will say some words out loud and they will have to segment them into syllables. Show the card with the picture of an elephant and say the word out loud. Using the gesture protocol for segmenting words, raise your hand and show four fingers while saying the word elephant. Have students repeat the word after you. Move your index finger as you say the first syllable, e. Move your middle finger as you say the second syllable, le. Move your ring finger as you say the third syllable, fan. Move your little finger as you say the fourth syllable, te. Have students repeat after you..."

Materials include a variety of activities and 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 in Spanish for students to develop phonemic awareness skills. For example, in Unit 1, Lesson 1, "*Mezclar y segmentar sílabas*," the activity involves blending and segmenting words into syllables, offering different types of phonemic awareness practice. The use of visual aids and hand signals helps students learn authentic Spanish words such as "oso," "oruga," and "amigos." Students practice blending and segmenting syllables, which are phonemic awareness skills. Repeating the process with various words provides ample practice. This activity offers a variety of engaging exercises in Spanish for developing, practicing, and reinforcing phonemic awareness skills.
- The materials provide resources and activities such as manipulatives and hands-on activities for students to practice and reinforce new skills while connecting them to previously learned skills. For instance, in Unit 1, Lesson 2, students use sound boxes to isolate syllables in multisyllabic words. They place small objects such as "*bloques, botones, frijoles*," etc., in each box for every syllable they hear in a word; for example, three objects for "a-ra-ña" and two for "or-ca." Students then slide a finger under the boxes from left to right to blend the syllables and read the word aloud. The activity continues with words like "*au-to-bús*," "*or-ques-ta*," "*o-ro*," and "*ar-di-lla*."
- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, lessons include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally, e.g., grade 1 material has a routine in all lessons for segmenting words in syllables. In this routine the teacher shows students how to say a word by separating it into syllables and then saying the complete word, using their fingers as help, as described in, *Guía del Maestro*, Unit 2, section "*Rutinas académicas*" "*Segmentar*- Explain to students that you will say some words out loud and that they will have to segment them into syllables. Say the word room and ask students to repeat it after you. Using the gesture protocol to segment words, show your index finger while saying the first syllable, sa. Next, show your middle finger while saying the second syllable, la. Ask students to repeat after you. If the word has three or four syllables, show your ring finger to say the third syllable and your little finger to say the fourth."

Foundational Skills

5.E.1	Sound-Spelling Patterns	17/17
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	2/2
5.E.1b	Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and 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)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction.

Evidence includes, but is not limited to:

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

- The grade 1 materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words, as specified in the Spanish TEKS. Unit 1 starts by reviewing letter-sound correspondence and teaching simple syllable patterns such as CV, VC, and CCV. Unit 2 introduces more common patterns such as CVC, VCV, and CVCV, as observed in lesson 11, in which students identify the position (initial, medial, or final) of "sílabas con sonidos /l/ y /y/" as the teacher reads multisyllabic words such as "*llave, ala, colina, gallina, palo.*" As new units are introduced, students encounter more complex syllable patterns such as CCVCV and CVCCV, as evident in Unit 5, Lesson 8, which features "*sílabas trabadas br, tr, pr y fr.*" The systematic sequence continues through the year, culminating in lessons featuring "*dígrafos ch, rr, ll*" in multisyllabic words such as "*chocolate, estrella, carrera,*" as seen in Unit 9, Lesson 10.
- The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode multisyllable words, as outlined in the Spanish

TEKS standards. To illustrate, in Unit 3, Lesson 1, "*Código básico: Diptongo /ai/ > ai*," begins by introducing the lesson objective "Los estudiantes mezclarán y segmentarán palabras multisilábicas con /a/ > a, /e/ > e, /i/ > i, /o/ > o y /u/ > u. TEKS 1.2.B.i; TEKS 1.2.A.v; TEKS 1.2.A.vi." Then, the lesson includes a section named "*A Calentar Motores*," in which students review vowel sounds, providing a foundation for the following activities. The following activities progress from recognizing vowels in simple words (e.g., "ave") to more complex words and syllables like "amigos" (a, i, o), "burro" (u, o), and "escoba" (e, o, a). The lesson explicitly includes activities for students to decode words by blending and segmenting syllables. The lesson focuses on the sounds of vowels and their spelling, reinforcing the relationship between sounds and their written forms. Students practice pronouncing words and identifying corresponding vowel sounds (e.g., "a" in "ave"). The materials suggest the use of visual aids and gestures to support students' understanding of how to form and break down words into syllables using the "*Tarjetas de imágenes*" (e.g., llave, mariposa, nudo, dedo, camisa).

- The materials include a vertical alignment that outlines the progression of sound-spelling patterns skills and concepts in Spanish, including lesson objectives. The progression is presented week by week throughout the nine units in grade 1 materials to cover the school year as shown on the material's website, Section "Year at a Glance," bullet Grado 1, and providing an overview of the skills and concepts in accordance with the SLAR TEKS, as shown on the material's website, Section "Curriculum Maps / Mapa curricular: Habilidades y Destrezas," bullet Grado 1.

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

- The grade 1 materials include guidance for the teacher to provide explicit instruction on first-grade sound-spelling patterns. For example, in Unit 1, Lesson 3, "*Repaso De Ortografía*," the activity offers clear, step-by-step instructions on teaching the formation and sound of the letters "m" and "p" in both uppercase and lowercase forms. This direct instruction involves the teacher explaining the process, demonstrating how to write the letters, and describing each step in detail. This ensures that students understand each step of the writing process explicitly. The activity reinforces the sound each letter represents by having students repeat the sound /m/ after the teacher and encouraging them to say the sound as they write the letter. The provided activity offers a comprehensive, structured approach to teaching sound-spelling patterns, with clear guidance for the teacher to deliver direct and explicit instruction.
- The materials include teacher guidance for direct and explicit instruction for grade-level sound-spelling patterns. For example, in Unit 8, Lesson 1 provides detailed actions for teachers to use when introducing students to words with common prefixes. The teacher explains that a prefix is a syllable added to the beginning of a word to form a new word and change its meaning, "When we add the prefix des- to the beginning of the word, its meaning will be the opposite of that of the initial word." The teacher reads the word "congelado" and asks, "What is the meaning of the word frozen (*congelado*)? (which is very cold). If we add the prefix des-, what is the new word that is formed? (*descongelado*). The meaning of the word thawed (*descongelado*) is that it is no longer frozen." The teacher then assigns partners to read

the words from the digital component 1.1 (*armar/desarmar, ordenado/ desordenado, peinar/ despeinar*). One student reads the word without the prefix, and the other student the word with the prefix *des-*. Then, ask them to identify with their partner the word that is formed in each case by adding the prefix *des-* and having them write it on the Page of activities 1.1 on the corresponding line. The materials provide specific guidance for direct and explicit instruction.

Materials include a variety of activities and 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 range of authentic Spanish activities for students to develop, practice, and reinforce their understanding of grade-level sound-spelling patterns through cumulative review. In grade 1, lesson activities involve using letter and picture cards to introduce or reinforce sounds, syllable cards to combine and create new words, and activity pages to apply sound-spelling patterns. The complexity of these activities increases with the introduction of new units and sound-spelling patterns. For instance, in Unit 1, Lesson 17, letters, picture cards, and activity pages are used to conduct a cumulative review of the unit's skills covered, such as decoding of words with the "*dígrafo ll*." The teacher shows picture cards with "*dígrafo ll*," such as "*silla*," and students segment the word. They then place letter cards in a pocket chart to form the word "*silla*" and replace the initial phoneme to create new words like "*milla*." In the same lesson, students use "*Página de actividades 17.2*" to write words with "*dígrafo ll*," such as "*lluvia, gallina, silla*." In Unit 8, Lesson 6, letter cards, picture cards, and activity pages are used again, but this time to review and practice multisyllabic words with "*güe/güi*," such as "*pingüino, agüita*." This illustrates a clear and consistent pattern within each unit of the materials, utilizing a variety of resources to support each lesson.
- The materials include authentic Spanish activities to help students develop grade-level sound-spelling patterns through cumulative review. For example, in Unit 2, Lesson 13, "*Refuerzo de las destrezas fundamentales: Apoyo adicional*," the activity uses large letter cards and spelling exercises to help students develop and practice their spelling skills, reinforcing the sound-spelling patterns. The words chosen for the activity (e.g., "*vela*," "*sal*," "*palo*") provide additional support and reinforcement, contributing to cumulative learning. The activity lists words for the spelling exercise, each selected to help reinforce specific sound-spelling patterns: "*los, la, vela, sal, palo, bota, tubo, rosa, fui, vaca*." The additional support and activities help reinforce learning over time, contributing to cumulative review and mastery.

Materials provide a variety of activities and 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)

- Materials provide authentic activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation. For example, in Unit 4, Lesson 8, students apply their knowledge of "*la h muda*" by decoding and

encoding words with spelling patterns learned in previous lessons such as "*diptongos ue, ie*." The teacher guides students to observe images and words and asks them to identify the words with "*h muda*" and circle any "*diptongos ue, ie*" they can find. The activity concludes by having students read and trace words with "*h muda y diptongos*" such as "*hueso, helo, huevo*."

- Materials provide authentic activities and resources in Spanish to assist students in decoding and encoding words, incorporating taught syllable correlations in decodable connected texts that build on previous instruction. For example, in Unit 4, Lesson 4, after introducing "*diptongo ue*," the teacher guides students to read the decodable text "*¿Dónde está Lili?*," which includes previously taught skills such as the common word *desde*. "The teacher reads a sentence containing the word *desde*, such as "*Me pusiste aquí desde la mañana para que tomara el sol*," "*dice Lili desde su jaula*," and asks students to use *desde* in a sentence. The students then read the decodable text, with the teacher guiding them to identify and say aloud the words containing "*el diptongo ue*" (marked in bold): "*escuela, puerta, suelta, vuelve, nueces, acuerda, afuera*."
- The materials offer a variety of activities in Spanish to support students in decoding words that include taught syllable correlations, both in isolation and decodable connected text. For example, in Unit 1, Lesson 3, the activities support both decoding (reading) and encoding (writing/spelling) skills. Students read the words "*el*" and "*la*," practice pronouncing the sounds, and provide examples while recognizing patterns in context. These words are practiced in isolation as individual words and specific syllable sounds. The instructions indicate to "Write the words the and the on the board and ask students to read them." Using these words in context with objects and sentences provides the authentic, connected text for students to practice. For example, "While you're at it, name the images and include the article that corresponds to them: *la mesa, la pizarra, el lápiz*. Ask students to repeat after you." This activity helps students connect the words to real objects and sentences, reinforcing their learning. The provided text supports developing, practicing, and reinforcing decoding and encoding skills through various activities and resources. It effectively combines isolated practice of syllables and words.

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	12/12
5.E.2a	Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)	N/A
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)	N/A
5.E.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/12
5.E.2d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, 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 & 2.A.3) (S)	N/A

The materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

- This guidance bullet is not applicable to the grade level.

Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)

- This guidance bullet is not applicable to the grade level.

Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 &

2.A.3) (S)

- The materials include a variety of activities in Spanish to help students develop skills for decoding multisyllabic words through cumulative review. For example, in Unit 3, Lesson 4, titled "*Repaso: Diptongos y verbos*," the text outlines multiple activities, such as writing words on the board, segmenting syllables, and changing syllables to create new words. Activities like word chains, syllable segmentation, and word transformation are included to help students learn, practice, and reinforce their understanding of diphthongs and their manipulation within words. Students practice segmenting syllables and transforming words by changing syllables. The focus is decoding (segmenting syllables) and encoding (creating new words by changing syllables and multisyllabic words). For instance, students segment the word *bailar* into syllables (*bai-lar*) and then modify it to create new words like *baila* and *bailan*. A specific emphasis is on practicing words with diphthongs (*ai, au, ei*), which is crucial for decoding and encoding multisyllabic words in Spanish. Examples include words like *bailar, peine, and aullar*. The sample builds on students' previous knowledge and encourages them to apply it when creating new words.
- Materials include resources in Spanish for students to develop, practice, and reinforce skills to decode multisyllabic words, through cumulative review. For instance, in Unit 2, Lesson 7, the teacher displays "*Componente digital 7.1*" to review *dígrafo ch*. The digital slide provides a chart with 3 columns labeled "c," "h," and "ch," and the words *ahora, chico, casa, camión, carro, héroe, leche, horno, chocolate*. The teacher and the students classify the words based on the /k/, /h/, or /ch/ sound. The decodable book chapter *Arepas con chocolate* offers another opportunity for students to practice and reinforce skills to decode multisyllabic words through cumulative review. The text includes bolded syllables with "ch" in words like *chocolate* and *leche*, which are words that follow the concepts that students have been taught. Students participate in activities that connect to previously learned concepts.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, 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 & 2.A.3) (S)

- This guidance bullet is not applicable to the grade level.

Foundational Skills

5.E.3	Morphological Awareness (1–3)	19/19
5.E.3a	Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)	1/1
5.E.3b	Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
5.E.3c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	6/6
5.E.3d	Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Grade 1 materials include a scope and sequence section at the end of every unit within the teacher guide that lists each of the lessons containing the identification of the meaning of words with affixes, including -s, -es, and -or. For instance, in Unit 5, Lesson 17, students are introduced to the meaning of words with affixes by writing verbs in the present and past forms. The systematic sequence for introducing grade-level morphemes continues in Unit 7, Lesson 1, where students change singular nouns to plural by adding -s or -es to the end. The unit also includes the following review lessons within Unit 7: Lesson 2, Lesson 3, Lesson 6, Lesson 7, Lesson 10, and Lesson 11. This is a pattern repeated with each unit.

- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes. For example, in the section "Grado 1 Vistazo al año escolar" Units 7 and 8, the curriculum map follows a structured and logical progression, addressing various linguistic elements in the sequence. The text systematically outlines lessons on phonological awareness, phonics and reading, grammar, spelling, writing, and common words. The curriculum includes activities and lessons that help students practice reading (decoding) and writing (encoding) multisyllabic words. Specific lessons focus on decoding and encoding words with diphthongs, syllable stress (sílabla tónica), and various affixes. Instruction covers recognizing and using diphthongs and hiatus in words. Examples of lesson sections containing guidance for the instruction of each of the skills previously mentioned include Mezclar y segmentar sílabas, and Segmentar palabras con diptongo," and practice with syllables such as "güe" and "güi."
- The curriculum covers word types based on syllable stress: agudas, graves, esdrújulas, and sobreesdrújulas. It also teaches the meaning and use of common affixes in Spanish, such as forming plurals with "-s" and "-es" and identifying the meaning of words with the suffix "-or." An example can be found in grade 1 materials, *Guía del Maestro*, Unit 7, section "Conocimientos y destrezas esenciales de Texas (TEKS)- Grado 1," which teaches suffixes -or/-ora, First presentation within lesson 2, followed by a review in lesson 10, lesson 14, and lesson 18. For example, in lesson 2, the guidance includes reading and pointing to the base word nadar. The materials guide the teacher to explain the suffix is -or and -ora to form: *nadador and nadadora*. This process is repeated with the rest of the words, generating the correct words that go in the blank spaces. The teacher also distributes Activity Page 2.1 to students and asks them to identify the suffix of the words in the box and write them in the space that corresponds to them. Insert evidence narrative for guidance here.

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

- The materials guide the teacher in delivering direct and explicit instruction in Spanish, supporting the recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. For example, in Unit 7, Lesson 1, "*Repaso: Sustantivos plurales y palabras multisilábicas, Gramática*," the materials include detailed, step-by-step instructions for introducing and practicing the formation of plurals by adding "-s" or "-es" to nouns. The teaching approach is straightforward, using common Spanish nouns like "*libro*" and "*casa*" as examples. The teacher actively explains and demonstrates the concept, illustrating the rules for plural nouns with specific examples. By explicitly teaching the plural suffixes "-s" and "-es," students learn how these suffixes change the meaning of a word from singular to plural. This approach helps students understand how these morphemes alter the meaning of words and apply this knowledge to decode and encode words. They practice changing singular nouns to plural by adding "-s" or "-es," reinforcing their understanding and skill. After learning about sufijos -s and -es" students are guided to apply the spelling rule to convert singular nouns to plural nouns by adding -s or -es and writing the plural noun under

the appropriate circle, *Página de actividades 1.1*. In the next activity, students write a dictado using the following sentence: *Papi prepara sándwiches cubanos*. Then, the teacher asks students to identify the plural noun, *sándwiches* and provide evidence. The lesson continues with the decodable chapter, *Un nuevo día*. The students apply the sufijos -s and -es knowledge to decode multisyllabic words and answer comprehension questions.

- The instructional materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. The lesson guides for each unit include an Introduction, which consists of the summary of the unit and describes the key objectives and background knowledge for the teacher in the areas of spelling & grammar, writing, dictation, common words, "*Pausa*," and unit reading book. Each unit also provides a Routine Guide in Spanish and the same for all units, followed by the unit sequence for all the components: phonological awareness, phonetic and reading, grammar, spelling, and writing. Lesson 1 is a review of plural nouns and multisyllabic words. The lesson begins by providing the teacher with the main focus of the lesson and each of its components: fundamental skills, grammar, spelling, and reading, as well as listing the assessments. It then provides a preview of the lesson in a table titled *Vistazo a la lección*, which provides the teacher with the grouping, time allotment, and list of materials for the different lesson components. In Lesson 1 - Gramática is recommended to be a whole group and then individual for 10 minutes to teach adding the -s or -es to the end of nouns to make them plural. The lesson also provides tips to prepare for each section, including gramática, of the lesson in a one-pager titled *Preparación previa*. In the Gramática section, the teacher is guided to use Digital Component 1.2 to provide direct and explicit instruction to add -s or -es at the end of nouns to make them plural.

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

- The instructional materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). In Unit 7, Lesson 2, in the grammar section, students learn to identify suffixes -or/-ora. The lesson includes a digital component 2.2 to do a guided practice to add the suffixes -or/-ora, then the students complete activity page 2.1 where they practice identifying the suffixes. At the end of the lesson, it provides teachers with an activity to support the suffixes -or/-ora with a kinesthetic activity, *Manos arriba, manos abajo*. In lesson 10, students learn to identify the suffixes -ito/-ita. The lesson includes a dictation using words with suffixes -ito/-ita. At the end of the lesson, the teacher has two activities to choose from to help students grasp an understanding of suffixes -ito/-ita that end with -ito/-ita - "*Palabras con -s, -ito, -ita*" and *Formando pares*." In lesson 14, there is a subsection in Destrezas fundamentales titled "*Formar palabras con los sufijos -or/-ora, -ito/-ita*" where students work in partners. The teacher reviews what a suffix is and the ones they have seen in previous lessons and then has the students complete the Activity on page 14.1, which consists of four images, and with a partner, decide the meaning and use the puzzle pieces to form the words.

- Materials include guidance for the teacher to provide explicit instruction authentic to Spanish for supporting recognition and decoding of common morphemes. For example, Unit 7, Lesson 1 provides explanations to deliver the morphological objective of the lesson. The teacher displays "*Componente digital 1.2*" with words and pictures of singular and plural nouns like "*libro, libros, ciudad, ciudades,*" reviews the meaning of common nouns and explains the meaning of morphemes -s and -es. For instance, "When a noun is plural, it ends in -s if it ends in a vowel, or -es if it ends in a consonant or has an accent mark on the last syllable." The teacher proceeds to provide an example with the word "*casa*" in singular and plural form, "Is the noun house singular or plural? (singular). And if we want to say that there are many, what should we do?". (We must add an -s at the end to say houses)." The students work on "*página de actividades 1.1*" to read and convert words like "*hoja, canción, jardín, planta,*" from singular to plural by adding the morphemes -s or -es.
- The materials provide a variety of activities in Spanish for students to develop grade-level morphological skills. For example, in Unit 7, Lesson 1, Agregar -s o -es, section "*Al Final De Los Sustantivos Para Hacerlos Plurales,*" the guide includes digital components, reading aloud, interactive board activities, and individual written exercises to help students learn and practice converting singular nouns to plural, reinforcing the rules for adding "-s" and "-es." Introducción to Digital Component 1.2 states: Students read the noun "libro" in both singular and plural, and have classmates repeat "libros". "Students should jump to the right side. Say: "The correct thing is to add an -s to say books." This example demonstrates how to develop, practice, and reinforce the students' understanding of morphological skills in Spanish at the first-grade level.

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

- The grade 1 materials include a range of activities authentic to Spanish for students to decode words with morphemes in isolation. For example, in Unit 7, Lesson 1, after learning the spelling rule for singular and plural nouns, "When the noun is plural, at the end it has an -s if it ends in a vowel, or -es if it ends in a consonant or if it has an accent on the last syllable" students practice the skill in *página de actividades 1.1* where they convert words like *hoja, canción, jardín, planta,* from *singular* to *plural* by adding the morphemes -s or -es applying the spelling principle. As the lesson continues, the materials include *rutina de dictado* for students to practice and reinforce the targeted morphemes in authentic Spanish decodable connected text. The teacher dictates the following sentence containing plural nouns: *Papi prepara sándwiches cubanos* students write the sentence, exchange papers with a partner, and compare their spelling to the master sentence to correct their work. Then, the teacher asks students to identify the plural noun (*sándwiches*) in the dictado and provide evidence.
- The instructional materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g. word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or

decodable texts). This is evident in Unit 8, Lesson 5, which focuses on *Gramática: El prefijo re-*. In the Grammar portion of the lesson, the teacher uses the digital component 5.1 to guide students to read verbs containing the prefix *re-*. Then, the students work on Activity page 5.2 with a partner, and they will complete sentences with verbs that contain the prefix *re-*.