

IMRA Review Cycle 2024 Report



| Publisher Name | Program Name |
|-------------------------|--|
| Amplify Education, Inc. | Amplify SLAR Texas Habilidades y Destrezas |
| Subject | Grade Level |
| Spanish Phonics | 2 |

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 245 / 245

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 2

| Indicator | Count of Flags |
|--|----------------|
| Alignment with Public Education's Constitutional Goal, 2.1.1 | 2 |
| Promoting Sexual Risk Avoidance, 6.2 | 0 |

Alleged Factual Errors 2

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 | 99 / 99 |

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.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 program presents a thorough and methodical strategy for literacy and phonics education, encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension across its units and lessons. It furnishes teachers and students with precise daily instructional direction in Spanish, incorporating sequences and routines such as modeling, guided practice, corrective feedback, and reading and writing activities. Moreover, the initiative offers online tools aimed at augmenting the educational experience for teachers, coaches, and administrators. Resources are available in both languages to promote family involvement and keep all caregivers abreast of the students' 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 proficiency, oral language enhancement, morphological awareness, guided and independent reading exercises, and writing tasks. These activities incorporate authentic and culturally relevant Spanish resources.
- Moreover, the program offers resources that facilitate comprehensive and methodical phonics advancement for all students, allowing for instructional differentiation to enhance and complement learning, along with prompt corrective feedback. Furthermore, the product establishes cross-linguistic connections that benefit 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, 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 the TEKS, 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, concepts, and knowledge taught in the course.

- The materials include a scope and sequence outlining TEKS, concepts, and knowledge taught in the course. In the teacher's guide, the unit overview explains how concepts connect and align over the course. For instance, the Unit 2 summary includes a focus on diphthongs and hiatus as well as accented suffixes. The unit objectives include "*Repasar y practicar con palabras de los sonidos /n/ y /ñ/, /r/ y /rr/, /l/ y /ll/, Repasar y practicar con palabras con hiato sin tilde and Leer palabras con diptongos.*"
- There is evidence of the TEKS at the beginning of each lesson, as shown in the Teacher's Guide "*Guía del Maestro*" of each unit. In grade 2, Unit 1 lesson guide, each lesson is structured to provide the teacher with an understanding of concepts and principles 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 of 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 2, 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 2, 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 illustrates 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 materials include a chart that shows how units recommend a sequence of lessons that considers the connections between the foundational skills lesson components, as shown on "*Guía del Maestro, Alcance y Secuencia, Unidad 1, Lección 1, Conciencia fonológica: Mezclar y segmentar sílabas. Fonética y lectura: Repaso de los sonidos/p/ y /b/, Cadena de palabras: palabras de una, dos y tres sílabas. Lectura en grupo. Comprensión lectora: preguntas de opción múltiple.*"
- 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 4, "Escritura", Redactar un reporte de lectura, "*Enfoque principal de la lección*", *Destrezas fundamentales, Los estudiantes repasarán y escucharán los sonidos de las letras x y w. Leerán y escribirán palabras que contienen TEKS 2.2.A.ii; TEKS 2.2.A.i; TEKS 2.2.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, and others.

- 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 |

The 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, Páginas de actividades para el Apoyo adicional, Conocimientos y Destrezas Esenciales de Texas (TEKS) - Grado 2.*"
- Each teacher's guide contains a unit overview that provides teachers with the background knowledge of the concepts to be taught. For example, in grade 2, the Unit 4 overview introduces the use of student portfolios and provides ideas for successful implementation.

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.
- 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*" in Spanish that support students' learning and development for each unit. For example, Take-Home Activity 11.2 states the following "*Cada noche, repase*

con el estudiante las palabras de ortografía de cinco a diez minutos. Las actividades pueden ser entretenidas y requieren que el estudiante escriba la palabra. Aquí tiene algunas ideas para realizar actividades juntos".

- 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 2, Unit 1, Lección 5, begins with "Enfoque principal de la lección" where it lists the skills being targeted "Los estudiantes leerán con un propósito, comprenderán Las cebollas, practicarán la lectura en voz alta con precisión, ritmo adecuado y expresión, y responderán a preguntas escritas de opción múltiple sobre los detalles clave del texto". Then it informs the teacher how the skill will be evaluated "Observación: Cuaderno de ortografía, Página de actividades 5.2: Preguntas sobre el capítulo Las cebollas." In addition, the unit's "Vistazo a la lección" provides the grouping configuration, the expected duration of each activity, and the materials needed.
- The materials provide a chart with each lesson's objectives and the suggested length of time for each activity. For example, in grade 2, Unit 1, Lección 5, the section Vistazo a la lección lists the following sections with the suggested time "Destrezas fundamentales (25 minutes) and Lectura (15 minutes) detailing the grouping configurations, length, and materials needed for each, including subsections within each activity.

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

- The materials provide a suggested pacing overview and suggested minutes to help ensure lesson components are covered and to successfully deliver each of the lesson's components. For example, in the *Lección 5* section "*Vistazo a la lección*," the suggested overview helps teachers pace the lesson in minute sections.
- The materials include the suggested minutes to successfully deliver each component of the lesson. For instance, the table of contents in grade 2, Unit 1, allocates 25 minutes for "*Destrezas fundamentales*" and 15 minutes for "*Lectura*".
- The materials contain suggestions and guidance for time considerations of 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*, the first part of the lesson is *Destrezas fundamentales* with a time suggested of 25 minutes, divided in: "*A Calentar Motores: Repaso de palabras con los sonidos /y/ y /ai/ (Fonética)*" for 10 minutes, *Palabras de dos y de tres sílabas (Fonética)—Cómo elegir el tono de voz*" for 10 minutes, and *Práctica de ortografía (Fonética)* for 5 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 the 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, its length, and materials to be used in the lesson in the section "*Agrupación, Duración, Materiales*."
- 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 provides 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. For example, 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, "*Lección 1: Refuerzo de las Destrezas fundamentales, Apoyo adicional states, "Pida a los*

estudiantes que se lleven a casa la Página de actividades 1.3 para que la compartan con 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 2, lesson 2, *Para llevar a casa states, "Pida a los estudiantes que se lleven a casa la Página de actividades 2.1 para que le lean el capítulo a 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 a variety of assessment tools within each unit. The chart titled "*Evaluación en la unidad*" within each unit lists the different assessments to be administered in each unit. For example, the "*Evaluación en la unidad 7*" contains the following sections, verificar la comprensión, evaluación de desempeño, registros anecdóticos, preguntas para comentar, *Cuaderno de Actividades*, and *evaluación de desempeño*. These different activities also include different types of questions and tasks. For example, in "*Lección 1, Página de actividades 1.1*," the students are required to write, read, and correct the dictated sentences focusing on words with /s/ sound. While in "*Lección 2, Página de Actividades 2.2*," students are to listen to and read the chapter "*La selva*" of the reading book, identify and explain the use of repetition, and answer questions about the key ideas of the chapter.
- The materials in Unit 1 include diagnostic assessments with different tasks to evaluate the student's knowledge of the skills taught in the previous grade. For instance, the section "*Comprensión lectora*" in the unit overview explains that lessons 6-10 are designed to evaluate and identify students with learning gaps from grade 1. The results from the five diagnostic evaluations allow teachers to group students effectively based on their reading

abilities. These assessments include multiple-choice questions, word reading, word matching, and spelling, as portrayed in the lesson 7 assessment, which requires students to read multisyllabic words and answer eight multiple-choice questions from a text.

- The materials include formative and summative assessments at the unit level in each "Activity Book." In addition to the formative assessment pages, each Activity Book contains the assessment for the middle of the unit (*Evaluación 9.1-9.5*) and the end of the unit assessment (*Evaluación 17.1-17.3*). The tasks in these assessments vary in format. To illustrate, in unit 2, the end-of-unit assessment not only includes multiple choice questions but also letter and word identification, sentence dictation, and punctuation.

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

- The materials include a variety of assessments, their definitions, and their intended purpose, as described in the materials, to guide and adjust instruction. For instance, in Unit 1, the teacher's guide includes an explanation of the diagnostic, formative, and summative assessments for the unit in the section "*Evaluación en la unidad 1.*" This section provides clarity on formative assessments by citing student performance and progress in skills such as "*mezclar y segmentar sílabas*", "*correspondencia letra-sonido*", and "*formación y la escritura de palabras.*" For formative assessments, the materials provide the teachers with the following statement "*Durante esta semana, todos los estudiantes participarán en una serie completa de evaluaciones de nivelación para evaluar el conocimiento de las destrezas enseñadas en el programa de primer grado.*" and for summative, the program delineates the purpose in the following manner "*...Sin embargo, las Unidades 1 y 2 de segundo grado son diferentes ya que la instrucción está principalmente orientada a identificar la letra de cada sonido. Por ejemplo, usted mostrará la letra m a los estudiantes y les preguntará: "¿Qué sonido dirían si pudieran ver esta letra en una palabra?"*"
- The online "Assessment Guide" in the "Program Level Resources" defines the type of assessments and their purpose in collecting information on students' mastery of the TEKS. For instance, "*Evaluación de principio de año*" is designed to determine the level of student preparation for the grade level. "*Evaluaciones de la unidad*" evaluates student learning of the content of the unit's TEKS. Additionally, it includes a chart that defines the beginning, middle, and end-of-year diagnostic assessments, all of which identify gaps in student learning/understanding and provide 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," "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 lists the different assessments to be applied in the unit. This resource supports the teacher in understanding the types of formal and 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 1, Lesson 6, the materials give teachers specific instructions on how to assess the students "*Pida a los estudiantes que lean el cuento para sí mismos y que respondan las preguntas de opción múltiple de la página adjunta. Dígalos que pueden y deben revisar el cuento y usarlo como apoyo para responder las preguntas*".

- 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.
- In the online Assessment Guide, in the section "Program Level Resources," bullet "Assessment Guide," there is guidance for teachers to efficiently administer the assessment. In the section "*Pautas para el monitoreo del progreso*" there is 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 teachers 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 materials indicate how they align with the curriculum for the grade level or subject in the chart "*Conocimientos y destrezas esenciales de Texas (TEKS)*" at the end of the section "*Recursos para el maestro*" on the "*Guía del Maestro*" of each of the units showing the alignment between the TEKS in the activities and assessments for the unit. For instance, in Unit 2, the comprehension TEKS 2.6G and 2.8C are assessed in the middle and end-of-unit assessments. In addition, each of the lessons within the units includes detailed TEKS-based lesson plans that frame how the materials can be used to teach specific concepts and skills, as shown in the section "*Enfoque principal de la lección*" at the beginning of each lesson.
- The materials in the "*Mapa curricular de Grado 2 Habilidades y Destrezas Unidad 1*" section offer assessments aligned with standards and objectives, guiding teachers on what needs to be taught and assessed. This guidance helps 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 2.2.A.i, 2.2.A.ii, 2.2.A.iii, 2.2.A.iv, 2.2.B.i, 2.2.B.ii, 2.2.B.v, 2.4, 2.6.C, 2.6.G, 2.6.I, 2.7.E, 2.12.A"
- 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 2. 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.

- Each lesson in each unit includes a variety of assessments that help teachers have a clear idea of the individual student's progress in the unit before it ends. In Unit 4, lesson 5, for instance, there are three types of formative assessments: an activity page to identify and classify adjectives, anecdotal notes to observe reading behaviors, and comprehension questions of different complexity levels. The instructional assessments include tasks of varying difficulty levels aligned to the standards. For instance, in Unit 4, the middle and the end-of-unit assessments in the Activity Book include a variety of tasks such as the identification of word patterns, the identification of prefixes and suffixes, open-ended questions, the evaluation of adjectives, and multiple choice.
- The assessments include questions and tasks that vary, for example: "*Unit 4, lección 1, página de actividades 1.1,*" students will write, read and correct the dictated sentences with a focus on words with /s/ sound. Within the same unit *lección 2, página de actividades 2.2*", explains "*Los estudiantes revisarán y escribirán palabras con el sonido /s/ escritas con las letras c, z o s, TEKS 2.2.A.ii; TEKS 2.2.B.i*"; and "*Los estudiantes escucharán y leerán el capítulo "La selva" del Libro de lectura. Identificarán y explicarán el uso de la repetición. Responderán a preguntas sobre las ideas claves del capítulo; TEKS 2.6.G*".

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 to respond 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 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 also include guidance to support teachers in utilizing results from diagnostic assessments to differentiate instruction. For instance, in the Unit 1 teacher's guide, the section "*Resumen de la nivelación*" provides a chart to interpret the results from word fluency. Based on the results, the teacher can plan appropriate instruction for students who need intensive interventions starting in Unit 2 or 4 of grade 2. To illustrate, the chart begins with students who read 10 or less out of the 12 words presented "*10 de 12 o menos: NO ESTÁ LISTO para las destrezas de Grado 2. Necesita Refuerzo intensivo (Empezando en la Unidad 2 de Kindergarten)*".
- The materials include guidance that supports the teacher in utilizing results from a variety of assessments to support purposeful planning of the appropriate grade-level experience. In the section Corrective Feedback Planning Tool, an online tool, there is a table for planning corrective help, to be used to plan how you will provide remedial help in lessons. The description reads, "*Tabla para planear la ayuda correctiva, Utilice la siguiente tabla para planear cómo proporcionará ayuda correctiva en las lecciones. Puede utilizar esta herramienta para cada unidad o lección si lo necesita. La tabla se puede usar para toda la clase o para planear la instrucción de grupos pequeños*".

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, 9.1 *Evaluación*, it reads, "*Lee las oraciones. Después usa los signos de puntuación para completar las oraciones. Subraya las palabras que contengan rr, ch y ll.*" Teachers can use this information to guide conversations with students about their strengths, areas for improvement, and strategies for growth. Teachers can also use this information to guide conversations with students about their strengths, areas for improvement, and strategies for growth. This self-check leads to greater engagement in their own learning. In addition, The materials from grade 2 include tools for students to track weekly progress. For example, in the "My Weekly Reflection" section, the 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 on each unit of the materials include an embedded reteaching component in the content previously taught, with suggested activities to reinforce fundamental skills to students that have not mastered it yet, as explained in the section "*Estructura de las lecciones*", "*Organización*", "*Al final de cada lección, se sugieren actividades de Apoyo adicional para reforzar las Destrezas fundamentales, practicar más y continuar el afianzamiento de las destrezas fuera del bloque de enseñanza de 40 minutos dedicado al programa. Estas actividades pueden administrarse a cualquier estudiante que requiera ayuda adicional, incluyendo estudiantes con necesidades especiales*".
- The material includes 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 8, "*Lección 9, Refuerzo de las Destrezas fundamentales, Apoyo Adicional, Más ayudas con las palabras homógrafas, Pida a los estudiantes que trabajen en grupos pequeños, Dígales que van a repasar el uso y escritura de palabras homógrafas, Dé a cada grupo cuatro papeles pequeños, Pídales que piensen en dos pares de palabras homógrafas, y recuérdelos que las palabras homógrafas son las que se escriben igual pero tienen diferentes significados. Dígales que hagan un dibujo que represente cada palabra*".
- The materials include teacher's guidance to scaffold instruction for students who are not proficient in grade-level skills. For instance, the online section "*Materiales Complementarios*" includes "*Libro de vocabulario: Guía del Maestro*" designed to support students who are not

proficient in the Spanish language to grasp grade-level content. The resource facilitates learning basic phrases and words commonly used in the early grades of schooling. As explained in the introduction, "*Este Libro de vocabulario se centra en palabras por categorías, por ejemplo, los días de la semana, los colores, los números, etcétera, pero no se enfoca en temas gramaticales.*"

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 the regular practice of frontloading three to five vocabulary words before reading with an explicit approach, as shown on section "A Calentar Motores", for example, on Grado 1 material "Unit 5, Lección 11, A Calentar Motores (5 MIN) , *Hiatos, Son dos vocales que se pronuncian en sílabas distintas: oa, ea, boa, teatro.*"..."*Muestre a los estudiantes la Tarjeta de imagen canoa, lea la palabra en voz alta, voltee la tarjeta, muestre la escritura, y pida a los estudiantes que lean la palabra canoa segmentándola en sílabas con aplausos y que después lean la palabra con énfasis en el hiato (oa). Si el tiempo lo permite, repita el mismo procedimiento con la Tarjeta de imagen koala y pida a los estudiantes que la lean conforme usted las vaya mostrando, una a una, haciendo énfasis en el hiato.*"
- The lessons include frequent structured opportunities for students to talk with partners and groups about the text using academic language and vocabulary, as shown. For example, on grado 2 material, Unit 8, Lección 5, "*Trabajar en grupos pequeños. Mencione a los estudiantes que durante la siguiente actividad trabajarán en grupos pequeños. Solicíteles que formen grupos pequeños de tres integrantes y que se sienten en el punto de reunión del salón de clase. Explique que en esta ocasión van a formar frases con adjetivos que indiquen características o cualidades de mayor intensidad, es decir, con terminaciones -ísimo/-ísima, a partir de un listado de sustantivos y adjetivos.*
- The materials include embedded supports for academic vocabulary in the "Lectura" in Unit 4, Lesson 2, "*Los estudiantes leerán "La noticia" con un compañero y responderán preguntas del capítulo, buscando evidencias en el texto para asegurar que sus respuestas son correctas; discutirán el vocabulario y los pasajes difíciles del texto; también leerán y practicarán palabras comunes y entenderán el significado de algunas palabras por su contexto.* In addition, the online poetry in Unit 4, Lesson 2, introduces the students to "*personificación.*" After the academic word is defined in the context of poetry, students are guided to interact with questions like, "*¿Cómo sabemos que la autora ha utilizado la personificación para el personaje del viento?, ¿A qué se parece el sonido que hacen las hojas cuando sopla el viento?*"

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

- The materials include teacher guidance on ways to enrich, extend, or differentiate instruction for students who have demonstrated proficiency in grade-level skills, as established on the material website, section Program Level Resources, Support for all learners, that 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.*"

- The materials include guidance on extension activities. For example, in "*Lección 5: Repaso de los códigos básicos Destrezas fundamentales, Extensión*." Students continue to practice the letter "y," in addition to being pronounced as a consonant in words like those in the exercise. This guidance ensures that the teacher's materials consistently include enrichment and extension for all learners.
- The lesson plans include structured opportunities for students to discuss texts using academic language and vocabulary. As stated in the section "*Lectura*" in Unit 4, Lesson 2, "*Los estudiantes leerán "La noticia" con un compañero y responderán preguntas del capítulo, buscando evidencias en el texto para asegurar que sus respuestas son correctas; discutirán el vocabulario y los pasajes difíciles del texto; también leerán y practicarán palabras comunes y entenderán el significado de algunas palabras por su contexto.*"

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 |
| 3.2b | 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, and support for the teacher to model, explain, and communicate the concepts learned. For example, in "*Lección 1, Presentar la letra cursiva*," standardized guidance promotes consistency with instructional practices. In this example, fundamental guidance is listed for the teacher to help students learn about *La guerra de 1812* in the grade 2 unit. The materials also support teachers in the section "*Repaso de palabras comunes*," where it lists a standardized guidance that promotes consistency with instructional lessons. In this example, the scripted language guides the teacher to prioritize fundamental skills in "*Gramática, Ortografía, y Escribir*," providing a clear guide for teachers with varied levels of experience.
- The materials also include examples of student responses to reading prompts. In Unit 2, Pausas 2 y 3, the materials include "*Preguntas para comentar*" after the students read the text *El Museo*. The questions are labeled according to the level of complexity and provide possible answers. For instance, question 2 states, "*Para inferir. ¿Por qué cree Isabel que a Toni le gustará este museo? (Isabel cree que a Toni le gustará el museo porque le gustan los animales.)*"
- The materials include an instructional routine with clear headings and labels to support the teacher in differentiating between the different groupings (whole group, small group, individual) throughout a lesson. For example, each unit in the teacher's guide includes "*Vistazo a la lección*," which delineates student groupings for every activity in the lesson. For instance, in Unit 2, Lesson 12, the grouping for "*Ortografía*" is individual work, "*Destrezas*

fundamentales" is whole group, small group, and individual work, and "*Lectura*" is whole group, small group, and/or partner work.

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 "*Lección 1: Repaso de los códigos básicos, A Calentar Motores, Repasar con los sonidos /b/y/p*" the teacher guide prompts teachers to say "*Diga a los estudiantes que van a repasar los sonidos /b/ y /p/, y que todas las palabras que usted va a decir comienzan con uno de esos sonidos.*" Standardized guidance promotes consistency with instructional practices and provides clear language.
- The materials include instructions to support the teacher in providing various engaging instructional strategies, as shown in the grade 2 materials, Unit 6, Lección 3, "*El maestro dividirá al grupo en dos equipos. Un equipo de estudiantes leerá las oraciones y un miembro de ese equipo dirá cuál es el verbo y el tiempo en el que está conjugado. Pueden usar esta oración muestra para que los estudiantes la usen y puedan decir qué oración está en pasado y cuál está en tiempo presente...*".
- The materials provide guided instructions for tasks that allow active participation, as shown on grade 2, Unit 7, Lección 10, "*Pida a los estudiantes que mencionen otros adverbios de tiempo y de lugar para completar con más ejemplos la tabla...Nota: Si observa que los estudiantes tienen dificultades para dar ejemplos, motive sus participaciones, diciendo oraciones para que ellos las completen con un adverbio, por ejemplo, "Antes era un bebé, soy un niño" (ahora). Haga lo mismo con los adverbios de lugar, por ejemplo, dígalos: "Aquí está el salón de clase, el patio escolar" (allá)...*". In addition, in the section "*Leer con un propósito*" in Unit 2, Lesson 7, the students are guided to generate questions, before, during, and after reading the text "*¡Un cocodrilo!*" and to answer those questions using complete sentences.
- The materials highlight the relevance of concepts learned and guide teachers to reinforce those concepts through meaningful activities. For instance, the writing process is introduced in Unit 4, Lesson 13, with a personal narrative. The students get immersed in the writing process through 4 consecutive lessons and experience different tools and activities to develop and improve their pieces of writing.

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,*" which describes the different practice opportunities and the variety of options in which the student will work over the lesson. For instance, in Unit 4, Lesson 4, "*Gramática*" is taught in whole group, partner, or individual work, while "*Lectura*" is

delivered in whole group and individual work. Another example can be found in Unit 8. The unit's calendar identifies the lessons in which partner work is implemented throughout the unit. For example, in lessons 4 and 5, it is recommended "*Trabajar en grupos pequeños*". Also lesson 8 explains that "*Los estudiantes escucharán y leerán Red de cangrejos y después contarán los eventos del capítulo a un compañero*".

- The materials provide students with various options for practicing and applying the concepts learned. For example, in *Lección 1 Gramática, Identificar verbos*. The students are involved in guided and independent practice while reviewing "*Demostrarán su conocimiento ortográfico al escribir las oraciones dictadas*." *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 "*Dictado*" is used to notify the teacher that this section will require the practice of a specific skill like "*Resalte que en las oraciones que van a escribir verán palabras con el sonido /s/ que se escriben con ce y ci.*"

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.

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 state 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. "*Conexión Bilingüe*" 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 2, *Destrezas fundamentales* states "*Hay varias palabras en inglés y español que tienen m antes de p, por ejemplo: campo/camp, ejemplo/example, simple/simple.*"
- The materials include explicit opportunities to for teachers to make cross-linguistic connections for students. Additionally, in Unit 5, Lección 1: *Ortografía de palabras agudas Destrezas fundamentales*, the *Conexión Bilingüe* states: "*En inglés, a diferencia del español, no existe el acento gráfico, aunque en inglés las palabras también tienen sílabas que suenan con más fuerza al pronunciarlas. Algunos cognados que en español son palabras agudas, en inglés no lo son. Español/ Inglés limón/lemon, sofá/sofa, capitán/captain, chimpancé/chimpanzee, color/ color.*"

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. "*Conexión Bilingüe*" 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 1, Lesson 4 states that "*Es posible que algunos estudiantes confundan los sonidos /v/ y /b/ en inglés con el sonido /b/ en español para las consonantes b y v. En inglés, las consonantes b y v tienen sonidos diferentes, y en español, ambas consonantes corresponden siempre al fonema o sonido /b/, que se pronuncia cerrando los labios y haciendo que las cuerdas vocales vibren.*"
- The materials include resources that outline opportunities to address metalinguistic transfer. For example, in Unit 1, Lección 5, *Destrezas fundamentales* and it reads "*Conexión Bilingüe: Es posible que algunos estudiantes pronuncien el sonido /y/ en palabras como yate y yema según la pronunciación que tiene en inglés en palabras como en major (/j/). Explique que en español no suena así y pronuncie de nuevo las palabras del ejercicio de manera clara.*"

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 sequenced phonics instruction (sound-symbol correspondence) from simple to complex concepts. For example, in the Unit 3 teacher's guide, the introduction explains that the students will learn more advanced common sounds, will continue reviewing a series of spellings they learned in first grade, will emphasize sounds with different letters, and "*se enfocarán en palabras con el sonido /ks/ con letras distintas (cc y x).*" Additionally, the materials also demonstrate systematic and sequenced instruction in *Guía del Maestro*, Unit 1, *Introducción*. It reads, "*Los estudiantes que completaron con éxito el programa de primer grado aprendieron la ortografía de todos los sonidos consonánticos al igual que los grupos consonánticos, o sílabas trabadas, como fl, br y pl y los dígrafos rr, ch y ll. En este segundo grado, los estudiantes también aprenderán los diptongos y los hiatos, y las sílabas gue, gui, güe y güi... .*"
- The materials include sequenced instruction of phonics (sound-symbol correspondence) following a logical sequence of introducing phonics skills, starting with simple concepts and building up to more complex concepts, as shown in Unit 2, teacher's guide, *Contenido*, Lesson 5 provides a review of the two sounds of the letter c as in /k/ and /s/ before exposing the students to a more complex skill, such as "*díptongos*," which are grouped into three categories (ua, ia-io, and iu-ui) and taught in 3 future lessons (lección 7: *ua*, lección 8: *ia, io*, lección 10: *iu, ui*). This illustrates how the foundational skills are organized within the materials to target systematic and sequential phonics instruction.

- Materials include systematic instruction of phonics. For example, in "*Introducción Resumen de la unidad 3*, the materials explain that in this unit students will study words like: *difícil, fácil, gran, trabajo, viejo, nuevo, explicar, ejemplo, gente, e imposible*. These words will appear throughout the reading books, where the student will have the opportunity to practice them in context. The main objective of learning these words is to help with fluency and reading agility since, through their automatic recognition, the student will no longer have to decode them. The systematic instruction ensures that students build upon previously learned skills.

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

- Material includes explicit (direct) opportunities for phonics (sound-symbol correspondence) and foundational skills. To illustrate the activity Cadenas de palabras in grade 2, we could review Unit 1, Lección 1, *Habilidades y Destrezas*, which states the following: "*Formar cadenas de palabras sustrayendo o añadiendo letras y sílabas, Pida a los estudiantes que segmenten las sílabas de la palabra /pa-to/ y que luego las mezclen /pato/. Anímelos a que la repitan después de usted. Harán esto con cada palabra que escriba.*" Daily intentional opportunities for teachers guide instruction and students to practice phonics.
- Another opportunity within the materials to provide explicit and intentional daily opportunities for phonics and foundational skills we can review Unit 3, Lesson 9, "*Evaluación de palabras clasificadas*" which provides the following guidance to support students in classifying sounds "*Encontrarán una caja con las siguientes palabras: suave, espejo, brazo, web, tres, texto, xilófono, decir, maíz, jabón, silla, kiwi, excursión, cerebro, zorro, waterpolo, xenón, jirafa, museo, saxofón.*" With these words, the students will find two tables for sounds s c, z, s y x. The students will classify the words accordingly. The materials state that with this exercise, it will be possible to evaluate the association that students make between sound and orthographic writing.
- Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. To illustrate,
- in Unit 1, Lección 1, *Habilidades y Destrezas*, Repasar palabras con los sonidos /m/, /l/ y /f/. The guide prepares teachers to instruct students with "*Diga a los estudiantes que van a repasar los sonidos /m/ > m, /l/ > l y /f/ f. Dígales que todas las palabras que usted va a decir comienzan con uno de esos sonidos.*" In this piece of evidence, we can identify how the materials provide opportunities for explicit instruction as teachers follow the guidance provided by the materials to ensure proper instruction.

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

- The materials include the practice of phonics skills in isolation, such as individual words and word lists. For example, in Unit 1, Lesson 1, following scripted instructions in Spanish, the students are guided to review "*sonidos con /r/ y /rr/.*" They will then complete "*Página de actividades 2.1*" with a partner. The students are guided to show the card with r and produce both /r/ y /rr/. The students engage in the activity and also complete *Página de actividades 2.1*.

- Materials include practice of phonics skills through decodable texts, for example, as the lesson progresses in grade 2, Unit 2, *Lección 2, Repasar palabras com los sonidos /r/ y /rr/*, the materials transition into reading text. The materials guide students to read the decodable text "*¿Burro o caballo?*" to not only identify words that contain /r/ and /rr/sounds but also to develop comprehension. After reading the decodable text the materials include comprehension questions for the teacher to use with the students through discussion.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills, as indicated in grade 2, Unit 4, *Guía del Maestro, lección 1, Repaso de palabras comunes*. The materials include a note to the teacher that students may know these words as they were introduced in Unit 3. For example, they review the word "*imposible*" by pronouncing the word and reminding students that m is always placed before p and never n. The students are asked to read the word again and break it down into syllables. The teacher is provided the script to support the review. "*Diga otra vez la palabra imposible en voz alta, marcando la pronunciación por sílabas: im-po-si-ble. Pida a los estudiantes que repitan la palabra, segmentada en sílabas, después de usted. Pregunte: "¿Cuántas sílabas tiene la palabra imposible?" (cuatro).*"
- In addition, 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, 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.

- Grade 2 lessons include detailed guidance for teachers to model explicit instruction before guided and independent practice. For example, in Unit 2, Lesson 7, the teacher follows sequential steps to teach "*Diptongos (ua)* explicitly." 1. The teacher explains and demonstrates how to read "*Diptongo (ua)*" using the digital component 7.1. 2. The students are grouped to complete "*Página de actividades 7.1*" to find and write words that contain "*diptongo (ua)*." The materials include modeling with the elements of explicit instruction, such as providing a specific objective, clear explanations, opportunities for practice, and feedback.
- Daily lessons in Unit 5, Lesson 1 (*palabras agudas*) include explicit instruction with teacher modeling. The teacher is provided with the objective of the activity: Tell the students that they will learn about a type of word called "*palabras agudas*." Then, the teacher is guided to use Digital Component 1.1 for the following purposes: review syllable segmentation with students and explain that syllables are identified and named by counting from the end of the word toward the beginning. Then explain that when the last syllable is *tónica*, it makes a word called *aguda*, as in words: *estudió y bebé*." A list of words is provided for guided practice for students to segment and identify as "*agudas*."

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 and provide corrective feedback. For example, Unit 3, Lesson 2, uses a routine to dictate words with b and v. The materials provide the following procedure: introduce the

objective: to focus on the sound /b/ written with the words b y v. The teacher is going to read the dictation at a normal pace and with natural expression while the students listen; then, continues with 2 read the entire text a second time; 3, break down the text into individual sentences for students to write; 4. review the dictation, in this step, the teacher is guided to provide immediate and corrective feedback. Additionally, within the "*Dictado*" guidance for teachers, the materials include a note emphasizing the following: Students will interact with the teacher and correct their work with colored pencils using the correction marks. "Go around the classroom to make sure students correct their sentences with the correct correction marks."

- Another method of the lessons include bolded and italicized text to distinguish between teacher's script and possible student responses. For instance, "*Cadena de palabras del maestro*, Unit 1, Lesson 3: "Diga: "Escuchen la siguiente palabra: **dado**." Pregunte pronunciando las sílabas de la palabra **dado** separadas: "¿Cuántas sílabas tiene la palabra /da-do/?" Pregunte enfatizando el sonido de la primera sílaba: "¿Cuál es la primera sílaba de la palabra /da-do/?" (/da-/). "¿Y la segunda?" (/do/). Pídale que pronuncien la palabra completa: /**dado**/. A continuación, borre la sílaba "do" y escriba "to" para crear **dato**. Mientras realiza este cambio, diga: "Si esta palabra es **dado**, ¿cuál es esta?"

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 2, Lesson 1, the students work with a partner to identify the sounds /n/ and /ñ/ in some words. In the sections "*Ordenar oraciones*" and "*Vistazo previo al vocabulario*," the students also work with a partner to arrange the words in a sentence and to create sentences using the word "*común*."
- In Unit 7, Lesson 5, students have opportunities to practice through collaborative learning and independent practice. Under the section, write the conjunctions y and e; activity 5.1, students have to write the conjunction y or e in the space provided to complete a sentence. Students can work with a partner to complete the activity. After they have completed the practice, students read each word of the sentence aloud.
- In Unit 8, *Guía del Maestro*, Lesson 10, *Componente Digital 10.2* focuses on promoting cooperative learning. For example, in "Show Component digital 10.3: sentences with direct object pronouns," students are asked to identify the pronoun in a sentence, such as "Lam learned from his uncle Yen how to prepare the fishing rod. Next, Lam prepared it alone." It is important to emphasize that the pronoun replaces the direct object, which is the fishing rod. Then, the students will read the sentences aloud together, one by one, while the teacher guides them. After that, the teacher will ask the students to turn to their partner and identify and mention the pronoun that replaces the direct object in the first sentence together. To wrap up the activity, some students will share their sentences, and the rest of the class will indicate their agreement by raising a thumb or disagreement by lowering it.

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 2 materials include two review lessons per unit where previous knowledge is reviewed and practiced. For instance, in Unit 2, Lesson 10, the students are introduced to "*diphthongs /iu/, /ui/*." Before teaching the new combination of vowels (*/ui/, /iu/*), the teacher asks students to reflect on previous learning of other diphthongs using interactive resources and scripted language. The following directions for teachers guide cumulative review activities: "Ask students to discuss with a partner what they remember about diphthongs or what diphthongs are. Remind students that they previously learned new combinations for vowels while practicing the diphthongs *io* and *ia*. Briefly review the vowel sounds *i* and *u* with the help of the Large Letter Cards. Remind students that in Unit 1, they reviewed all the vowel sounds. Tell students that today, they will learn two new vowel combinations or diphthongs."
- In Unit 1, materials include activities that prompt teachers to use patterns previously studied before dictating words based on the new pattern. For example, in lesson 5, the Section "*A Calentar Motores*" includes a review of words with the sounds */b/* and */p/*. and guides the teacher on how to conduct the review activity as follows: tell students that they are going to review the */b/* and */p/* sounds and that all the words that begin with one of those sounds. Using picture cards: 1. boat and 2. ball. The word "boat" was previously used in Lesson 3, Section "Review with Large Letter Cards." Then, the teacher is directed to let students work with a partner.

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

- Materials include practice opportunities that include only phonics skills that have been explicitly taught. For example, in Unit 6, Lesson 10, Fundamental Skills, Students will identify and review the writing, reading, and pronunciation of multisyllabic words with the /ks/ sound/ with different letters (cc and x). The following guidance is given to teachers before practice; "say the sound out loud and ask them to repeat it after me." First, explain the word *lección*. Then, ask the following question: In this word, what are the letters or digraphs of the sound /ks/?" (cc). Repeat the same procedure with the word *éxito*. Independent work provides opportunities for students to practice what they learn in class.
- The instructional materials include practice opportunities that have been explicitly taught. For example, in Unit 6, Lesson 3, in the section *Destrezas fundamentales*, the teacher is guided to use *Componente* digital 3.1, which defines *h muda* and provides three examples - *hotel, huevo y huellas*. The students then practice with the *Página de Actividades 3.1: Repasar palabras con h muda*. In the activity, they are asked to read a sentence, identify the words containing a "h muda," and write them down using the three lines provided. In addition, at the end of lesson 3, the students can take *Página de actividades 3.4* to complete at home, in which they complete sentences using words from a word bank that contain words with the word *h muda*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The instructional materials, include decodable text, incorporate cumulative practice of taught phonics skills. For example, *Lección 3, "Los estudiantes volverán a leer en voz alta y en grupos pequeños el texto decodificable, con precisión, ritmo adecuado y expresión; al terminar, responderán preguntas escritas de opción múltiple sobre los detalles clave del texto, así como preguntas orales que son literales sobre la secuencia de eventos del capítulo."* Students will reread the decodable text aloud in small groups with accuracy, appropriate pace, and expression; upon completion, they will answer written multiple-choice questions about key details in the text and oral questions. They are literal about the sequence of events in the chapter.
- The grade 2 materials provide decodable texts that include cumulative practice of taught phonic skills as their complexity increases throughout the units. For example, in Unit 1, decodable texts include "*palabras con el sonido /k/-ca, co, cu, que, qui*" explicitly taught in previous lessons. At the end of grade 2, in Unit 9, decodable texts include more complex skills, such as "*Palabras con gue, gui, güe, güi,*" also explicitly taught in previous lessons.
- The decodable texts incorporate cumulative practice by increasing in complexity. For example, in Unit 1, *Lección 12* uses only those letter-sound correspondences that have been explicitly taught, e.g., /k/ sound. The *Guía del Maestro* includes directions for the teacher to procedure as indicated: "Explain to students that today they will reread a chapter they already know, "*Merienda en el parque*", so they will be able to understand it more easily and will have the opportunity to focus on how to read fluently..." The guidance continues, "Ask students to work in pairs with a partner to reread the chapter. Say that now that you have practiced reading words with the sound /k/ and with syllables "*ca,*" "*co,*" "*cu,*" "*que,*" and "*qui.*"

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

- The materials include an instructional focus with opportunities for practice in isolation with a list of words. For example, in Unidad 4, Lesson 3, in -Component digital 3.3- guides teachers to show and read words with the letter m before the letter b. The words included are: *nombre*, *cambio*, *ambos embudo*. Then, the teacher and students read the words. Following, students will read and segment the words by syllables as indicated: *nombre* [nom-bre], *cambio* [cam-bio], *ambos* [am-bos], *embudo* [em-bu-do].
- The materials include an instructional focus with opportunities for practice in isolation and connected text. For example, in Unit 5, Lesson 5, the students are introduced to "*palabras esdrújulas*" with picture cards and "*Componente Digital 5.1*," which explains the position of the syllables and how they are segmented. The students then proceed to practice the new skill by segmenting "*palabras esdrújulas*" and finding "*la sílaba tónica*." The lesson guides teachers to use the following directions: tell students: "Today we are going to learn to recognize accents in *esdrújula* words." Then, model the following statements to students: I listen to how the teacher pronounces the word page. Segment the word page (pá gi-na) into syllables, and I locate the syllable that sounds louder (pá). I read the word in the sentence my teacher wrote on the board (Let's read page 64 of the book. Repeat the recognized accents routine with the following words and sentences: *bróccoli*, *Me gusta el brócoli*.; *número*, *El número diez*. Students have opportunities to practice skills in isolation and context.

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, Unit 4; Lesson 17, Suffix Unit Assessment (Summative) explains, "*Los estudiantes identificarán, leerán y escribirán palabras con los sufijos -ito/-ita, -ísimo/-ísima y -ón/-ona.*" Teachers are guided to walk around the room and stop at some students' desks to have them read the regular word to them quietly and then the new word they made with the suffix. "*Por ejemplo: palabra regular: bello; más el sufijo con significado de muy intenso: bellísimo.*" 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 include formative assessments in different formats to measure student learning and adjust instruction. For example, in Unit 4, Lesson 2, before "*palabras con m antes de p*" are introduced, "*palabras con el sonido /k/ como en c*" are reviewed with "*dictado.*" After "*palabras con m antes de p*" are explicitly taught, the students are guided to complete "*Página de actividades 2.1:*" "After students have become familiar with words with mp, instruct them to go to Activity Page 2.1 and tell them that they will have to complete the crossword puzzle with some words that have these letters." The materials ensure the content being taught is efficiently assessed in different formats to provide the teacher with the most complete student data through formative assessments.

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

- The materials include consistent directions for accurate administration of assessments. For example, in Unit 4, Lesson 18, the guidance states, "Remind students that yesterday they read and wrote the sentences from the dictation with the title "The Hummingbird." Tell them that in these sentences they focused on the use of adjectives and the use of capitalized words. Today students will focus again on reviewing the use of adjectives. The hummingbird Birds are my favorite animals because they are small like me. They are very nice." The materials provide comprehensive guidance to support teachers as they assess the students and ensure every student receives the same instructions and amount of support when participating in the assessment.
- The materials include clear and consistent directions to help the teachers efficiently administer the assessment. For example, to evaluate prefixes in "*Evaluación a mitad de la Unidad 1*," the teacher is provided with the following steps and reminders: 1 "Tell students that they will be working with super-, re-, in-, and des- prefixes. Remind them that prefixes need a root word to attach to form other derived words. Read the words you wrote on the board (reuse, incorrect, mess up, superhero), and when you finish, underline the prefix. 2. Ask students to go to Activity Page 9.2. 3. Explain that they must read each word and underline the prefixes super-, re-, in-, and des-. When they finish, they must write the root word in the right column; that is, the word to which the prefix was added. Give the example with the first one: redo. Write it on the board, underline the prefix, and then write the root word: make. Collect Activity Page 9.2 and evaluate the answers provided to determine if reinforcement is needed. The guidance is clear and precise to avoid confusion or misalignment.
- The materials include clear and consistent directions to help the teacher efficiently administer the assessment. The performance assessment includes scripts to ensure consistent and standardized administration across examiners. For example, grade 2 material, *Guía del Maestro*, Unit 3, *Lección 17*, "*Evaluación de sustantivos en plural*," provides clear guidance that includes students sitting at their desks while they pay attention to carry out the activity related to plural nouns. The students are guided to use Activity Page 17.3 and ask them to read the words and write down their plural form next to them. The instructions remind the teacher to give students time and respond to the entire assessment activity and walk around the classroom to check for understanding and review student work while taking note of who needs extra practice. Such detailed guidance allows teachers to focus on correct skills and avoids administration issues.

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

- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, the formative assessment on grade 2 materials, *Guía del Maestro*, Unit 5, *Lección 2*, has observation records that help teachers record the students' performance in understanding the text with the codes provided. To illustrate, "Reading. Have the Comment Question Observation Log found in Teacher Resources on hand to record students' text comprehension skills with the codes provided."

Some of the codes provided are the following: "OC - Answered with a complete sentence, L - Answered a literal question correctly, L - Answered a literal question incorrectly," to exemplify a few.

- The materials include progress monitoring tools that routinely and accurately measure reading fluency. For instance, in grade 2, the materials include "*Paquete de fluidez: Guía del Maestro* [which] includes texts from different genres, such as poems, fables, and fiction and non-fiction stories. The objective is for students to practice reading and acquire fluency and expression. The routine is a five-day process that includes guided and independent practice. A fluency assessment rubric is used to evaluate student performance. The student will read using the copy you gave him or her while you follow along on your own copy of the text so you can mark any words the student didn't read well or missed (accuracy). The guidance continues "*Cuando el tiempo haya transcurrido, cuente cuántas palabras leyó correctamente para calcular el nivel de fluidez del estudiante. Esta actividad se puede repetir a lo largo del año con diferentes textos para medir el progreso de la fluidez de cada estudiante.*"
- The materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. For example, in *Unidad 4: Lección 1: "Sorpresa en el bosque Observación: Registro de observación de preguntas para comentar.*" The guidance states that students answer the questions, record their responses on a blank copy of the *Registro de observación de preguntas para comentar*, which can be found in the Teacher Resources section. This section is a progress monitoring tool that provides teachers an accurate base for instructional decisions.

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

- The materials provide assessment opportunities throughout the school year, aligned with progress monitoring tools. For example, in *Unidad 9*, "The End-of-Year Assessment begins in lesson 15 and covers concepts and skills studied in the nine units of the school year." The guidance offers teachers support as to what will be evaluated and what to do if students do not perform well on the assessment. The materials explain to teachers that the assessment will evaluate reading comprehension, important grammatical aspects, and reading fluency. For students with low results on previous assessments, a Word Reading Assessment is offered to identify areas of improvement and communicate results to grade 3 teachers; Pause 2 can be used to complete pending assessments and perform reinforcement activities. Clear and consistent directions for administering and grading the assessments are included in the materials guidance for teachers.
- The materials include opportunities to formally assess students at least three times a year: beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). For instance, in grade 2, the students receive "*Evaluación de nivelación*" (Remediation assessment) in Unit 1, which evaluates students to determine their level of readiness for grade 2. In Unit 5, they are evaluated with "*Evaluación de mitad de año*" (MOY), which evaluates grade-level content taught mid-year. At the end of Unit 9, the students take "*Evaluación de fin de año*" (EOY) to evaluate grade-level content taught throughout the year. Additionally, every unit includes

middle and end-of-unit assessments to track student progress during the year. The materials provide additional explanation on the BOY, MOY, and EOY assessments in the online resources Section Program Level Resources, bullet Assessment Guide.

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 individual student progress to make appropriate instructional decisions to accelerate instruction. 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, anecdotal notes, and frameworks for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. For example, the *Registro de evaluación de fin de año*, offers charts and tables organized by skill "palabras escritas con c, k o qu." The progress monitoring tool offers teachers a brief and systematic process for tracking progress.
- The materials also include data-management tools to help teachers collect individual data regarding progress in oral language. 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 "*Registro de la evaluación de sonidos consonánticos con letras distintas.*" This chart includes student's name, 12 consonant sounds with different letters, such as rabbit and cherry, grades, and total points.
- The information gathered from the assessment tools helps teachers when planning differentiated instruction. For example, in the material's online tools, Section Program Level resources, bullet Corrective feedback planning tool functions as a structural framework that will allow the teachers to identify areas of opportunity, offer timely feedback, and track student progress over time, "*Esta herramienta funciona como un marco estructural que permitirá identificar áreas de oportunidad, ofrecer retroalimentación oportuna y dar seguimiento al progreso de los estudiantes a través del tiempo.*"

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

- The materials include data-management tools for tracking whole-class student progress and analyzing students' needs. For example, in *Lección 9: Registro de escritura de palabras con m antes de p y b*, teachers can assess their instruction and make adjustments when the data shows areas of need class wide. The materials also include teacher guidance when planning whole-class instruction based on data. For example, "*Hoja de evaluación de ortografía*" in Unit 1, Lesson 9, provides data for creating instructional groupings, including reteaching. As explained in "*Evaluación de ortografía*." To illustrate, "Use the spelling analysis instructions provided in the Teacher Resources to analyze students' spelling errors. This will help you understand patterns of errors that are beginning to develop within your classroom or that persist among some students." The assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension.
- The materials include data management tools, both digitally and hard copy, to enable teachers to document whole-class data regarding progress, as shown on material website, Section Program Level resources, bullet Corrective feedback planning tool, chart "*Tabla para planear la ayuda correctiva*," "*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*." 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.

- The materials guide teachers to monitor progress at a frequency appropriate for the age and for the skill development. For example, the grade 2 materials include in several lessons the section "*Verificar la comprensión*," to gather information over students' needs and how to support each student or group of students, as shown in Unit 2, *Guía del Maestro*. It says "*En las lecciones se designan varias actividades rápidas para Verificar la comprensión y evaluar el rendimiento en el salón de clase de una manera más informal. Prestar atención a esta información, recopilada diariamente, le permitirá a Ud. determinar con rapidez qué 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 evaluations, for example "*Evaluaciones de la Unidad 2, Verificar la comprensión, Lección 3, Lección 5,..*" to ensure the correct evaluation is being utilized.
- 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 the type of instructional needs, grouping, duration, intervention, frequency of monitoring, objectives, and next steps." To illustrate, "...a Tier 1 student needs high-quality universal intervention with the entire class, 40 minutes daily (depending on the instructional schedule), as needed. Progress assessment for this student must be done three times a year (beginning-of-the-year, mid-year, and end-of-the-year) with

the goal of 80% Objective achieved: continue with Level 1 Objective not achieved: Receive level 2. The same detailed and comprehensive guidance is provided for students in Nivel 2 and Nivel 1.

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. For example, 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. To illustrate, "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 as follows: "*Si un estudiante obtiene de 6 a 4 puntos en la Evaluación de gramática y 5 o menos puntos en la Evaluación de lectura, debe continuar la enseñanza después de la Unidad 5 con Grado 2, Unidad 6.*" The same detailed guidance is provided for the other possible scores, and additional resources are listed to address the possible gaps.
- Additionally, in Unit 5 of grade 2 materials, *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 "*Diagrama del orden de las evaluaciones Todos los estudiantes realizan la Evaluación de gramática y la Evaluación de lectura.*" See the diagram below to learn how to move forward with assessments based on student grades. Administer the Grammar Assessment and the Trip to the Aquarium Reading Assessment to the entire class. "If the student scores 0–4 points on the Reading Assessment...from Lesson 17, Apply the Word Reading Assessment, Apply the story reading assessment from An Important Project found in Lesson 18. Practice with activities of the Pause and reading of The Memory Notebook. Stop." This exemplifies the guidance provided as the student's scores are analyzed.

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 (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). For example, in grade 2, 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." The materials explain, "Establishing these norms at the beginning of the year is important to maximize the benefits of academic and social conversations in the classroom."
- Another opportunity for explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods can be found in Unit 1, Lesson 4, *lectura* "*La sorpresa*", where after students gather on the carpet or gathering place in the classroom the materials guide teacher to promote oral language as students answer in groups some

questions. To illustrate, "Have students turn to Activity Page 4.1 while you show them the digital version. Point to and read the chapter title. Remind them that the title gives an idea of what the chapter is about. Ask students to tell you, based on the title, what the chapter might be about." Then the guidance continues with the activity "*Pensar-Reunirse-Compartir*," where it says, "Ask students to talk with a partner and discuss the different activities that can be done at an arts festival. Encourage them to share their experiences at these types of events." Students are guided to activate prior experiences to connect with the upcoming text as they are also provided an opportunity for oral language development.

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 social and academic communication for different purposes and audiences. For example, in Unidad 1, Lección 1, in section "*Pensar-Reunirse-Compartir*." An opportunity for students to engage in social and academic communication to create a dynamic and engaging learning environment is evident in the following guide. "Have students sit down with a partner and brainstorm other examples of skills that, once learned, allow us to focus on something else. Then, ask students to share their ideas with the whole class. Some possible answers: Once a toddler learns to walk, they can focus on observing and interacting with his or her surroundings instead of thinking about taking each step." The materials also provide some sample answers for teachers to support and coach students to formulate their best answers.
- The materials include opportunities for students to engage in academic communication. For example, Unit 7, Lesson 1 guides students to read "*palabras con m antes de p como empezar y tiempo*" from a digital slide. The teacher models how to pronounce and segment the words into syllables before students use the words to write their own sentences. As explained in the lesson, "Invite students to choose a word from the list to think of a sentence with it and share it with a partner. Have students write their sentences on their dry-erase board, then pass it on to their partner to read. Listen to the sentences and correct them if necessary." Another example can be found in Unit 8, Lesson 1, in the Reading section. The teacher is guided to ask students if the prediction they made about what the story was going to be about was correct. The teacher then is prompted to ask How do you think Liam felt after spending the whole afternoon at the beach? Who would you invite to the beach? The teacher is guided to discuss this topic freely and to congratulate students for their work.
- The materials include opportunities for students to engage in social communication. For example, in grade Unit 8, *Guía del Maestro*, Lección 5 "Presentar el capítulo," the guidance states, "Ask students to go to the meeting point and locate the chapter All Aboard! in their Friends at Sea Reading Book. Tell students that a strategy that readers use to understand a text is to ask questions before, during, and after reading a text and that today they will follow that strategy." The guidance continues as follows: "Invite them to look at the illustrations, read the title, and anticipate the plot of the chapter before reading it. To do this, ask them: Where are the characters? What do they do? What could the chapter be about?" Having discussions about the upcoming text will help students make connections to personal experiences and

activate prior knowledge, as well as be orally exposed to new vocabulary to understand the selection better.

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. The materials include a discussion guide for each read-aloud throughout the units that include frameworks for structured academic and social conversations. For example, in grade 2, *Guía del Maestro*, Unit 9, *Lección 1*, includes conversation prompts and support, such as sentence stems for students to organize and share their thinking. For example, in "*Introducción a las leyendas*", the materials guide teachers to "Ask students to follow along while you read aloud the digital component [1.2], read a characteristic and its example. Invite them to participate, and after reading each characteristic and example, they can give another example of a legend they know." The guidance continues to support students' participation in Spanish as follows: "When you finish reading and explaining the digital component, ask students to turn to their partner next to them and discuss the following: What caught your attention the most about the legends? What legends do you know? How did you meet them?" Then, the materials set up the framework to answer the questions as follows: "Ask them to respond by completing the following sentences: "What catches my attention most about the legends is..." "I know the legend of..., which is about... and I know her because..." All discussion opportunities revolve around the readings in Spanish as students build understanding and personal connections.
- Materials include authentic opportunities in Spanish for students to engage in discussion, understand information, and share information and ideas with their peers. For instance, Unit 7, Lesson 1 guides students to engage in a discussion about text-to-text connections when comparing and contrasting fiction and informational texts. The students are asked to think about the previous fiction texts they have read and their characteristics. As explained in the lesson, "Explain that the book you will read now is different from what you have read because it is not a fiction or literary text, but rather an informative text with different elements that give us real data about a story. Invite students to turn to a partner to tell them the differences they have noticed (using sentence frames). For example: "I realize that the fictional text has...while the informational text...." "I see that the informational text uses... and the fiction text does not."
- 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 3*, where the teacher is guided to explain homographs to students, "palabras *homógrafas*." The guidance prompts teachers to ask students to raise their hands and share two examples of the different meanings of the word "*botón*." Students then select a word and must share with a classmate the use of the word in a sentence with one meaning and to a different classmate the word in a sentence with the second meaning. To finalize the discussion, the guidance says, "Finally, ask students if

they know any more homograph words, ask them to share an example, and write it on the board; help them define their different meanings as a group."

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)

- Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. The materials are designed in a sequence to follow the structural letter-sound transparency in Spanish; therefore, vowels are introduced before consonant letters, and their sounds, as established on grade 2 material, *Guía del Maestro*, Unit 1, section "Introducción" the materials explain the skills students learned in grade 1 as a prerequisite for the continuation of phonics development in Spanish as follows: "*Los estudiantes que completaron con éxito el programa de primer grado aprendieron la ortografía de todos los sonidos consonánticos al igual que los grupos consonánticos, o sílabas trabadas, como fl, br y pl y los dígrafos rr, ch y ll. En este segundo grado, los estudiantes también aprenderán los diptongos y los hiatos, y las sílabas gue, gui, güe y güi.*" In addition, the grade 2 online Year-at-a-Glance shows the progression that starts with reviewing "*diptongos e hiatos*" and "*sílabas gue, gui, güe güi,*" and continues with more complex decoding patterns such as "*palabras con el sonido /ks/ con letras distintas.*" For example, in Unit 2, the students focus on "*palabras con n y ñ, r y rr*" and review "*diptongos e hiatos acentuados y los sufijos -ito/-ita.*" Following the systematic progression, in

Unit 3, the students are introduced to more complex spelling patterns such as "*palabras con el sonido /ks/ con letras distintas (cc y x)*."

- The materials provide suggestions for reviewing letter-sound relationships in a sequence that facilitates basic decoding in Spanish. For instance, in Unit 2, Lesson 15, *Repaso de Palabras con la 'H' Muda*, the materials state: "Read the first sentence [Las hormigas son muy trabajadoras] and ask a student to identify and say the 'h' word out loud. Then, ask the class to read the remaining sentences [*Las hojas del árbol son verdes. El perro corrió tras su hueso. Me gusta el helado de fresa.*] and underline on the activity page all the words that contain 'h'. Ask: "*¿Dónde aparece la 'h' en estas palabras?*" This structured approach helps students apply letter-sound correspondence to enhance their decoding skills.

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)

- Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish with recommended explanatory feedback for students based on common errors and misconceptions. 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, e.g., grade 2 materials, *Guía del Maestro*, Unit 2, Lesson 2, *Palabras de vocabulario: "Rico y Perro"*. The teacher's guidance suggests bringing students to the classroom meeting point and explaining each part of each word according to the description provided. To illustrate the description, "*Palabra de vocabulario: rico. Fácil: La segunda sílaba, "co," presenta una correspondencia letra-sonido consistente: la letra c siempre representa el sonido /k/ delante de las vocales a, o y u. Complicado: En la primera sílaba la r inicial representa el sonido /rr/.*" Then, the guidance continues by asking students to write each word in their notebooks. Students are instructed to underline the letters pronounced as expected and circle those with a complicated pronunciation. Remind students that a digraph is two letters that function as one (like the digraph qu). The term intervocalic refers to a consonant found between two vowels."
- 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 common errors. For example, in Unit 3, Lesson 7, *Formar cadenas de palabras con el diptongo ua*. The Teacher's Guide provides support for observational feedback when connecting letters within words. "Explain that today they will form chains of words with the diphthong ua. These are the word strings you will be working with: 1. *actual > actuales > actualizar > actualizado > actualización* 2. *igual > iguala > iguales > igualito > igualar > igualado > igualización*. The guidance for teachers continues telling the teachers to begin by telling students that they will write the current word. Write it down and ask them to segment it orally into syllables. Note: You can create new words in the same word family by adding suffixes such as the diminutive *-ito/-ita*, the plural form of the word, or suffixes. The observational tool provides proactive feedback for students.

- The materials include information on common decoding mistakes and suggestions for teaching proactively. For instance, in Unit 2, Lesson 5, the teacher is provided with information about "*sonido fuerte /k/ y suave /s/ de la letra c*" and how to present it to the students: "Show students the illustration on the Bed (*cama*) Picture Card as an example of the letter c when it sounds like /k/. Then, turn it over and ask them to read the word aloud together. Ask them to discuss with each other how the word reads. If necessary, correct them. Then, show students the illustration on the Flowerpot (*maceta*) Picture Card as an example of the letter c when it sounds like /s/. Then, turn it over and ask students to read the word aloud and then. Ask them to discuss with their partner how they think that word is read... If any student has difficulty differentiating the sounds of the consonant c, you can show them more words to practice pronunciation, stopping at the syllable where that consonant is found. Explain. Students should pay attention to how it sounds with each vowel; that way, it will be much easier to know when /k/ is pronounced and when /s/ is pronounced."

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 multisyllable words. For example, in "Unit 1, Lesson 14, *Palabras de una, de dos y de tres sílabas con /g/.*" The materials provide a guide for teachers as follows: "Tell students that today they are going to read words with one, two, and three syllables. "Students must read the words by mixing the syllables." The guidance tells teachers to use "Digital Component 14.1 and to project or copy the word table that appears in Digital Component 14.1 on the board or poster board. Point to the word cat on the chart and demonstrate how to blend the syllables to read that word: "*diga la palabra de manera segmentada (/ga-to/) haciendo énfasis en cada sílaba mientras une los dedos índice y pulgar, y cerrando el puño al terminar. Repita este proceso con las siguientes palabras, excepto con amigo y manguera las palabras 1. gato 2. gol 3. amigo 4. liga 5. goma.*"
- 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 3, the students use a digital chart and "*tarjetas de fotos y letras*" to review "*dígrafo ch.*" As explained in the lesson, "*Diga a los estudiantes que el sonido /ch/ es representado por el dígrafo ch, y no por una sola letra. Explique que el sonido /ch/ siempre se pronuncia igual. Muestre a los estudiantes la tabla que preparó con anticipación o use la versión digital [Componente digital 3.1].*" After explaining to students that the sound /ch/ is a digraph composed of two letters, explain to students that the digraph ch is formed by the union of the letters c and h. Together, these two letters represent the /ch/ sound in Spanish. Using the Large Letter Card (*Tarjeta grande de letras*)... review the letter-sound correspondence of ch. Show the card and say the sound. Continue with the Image Card for the *ch* (*churros*). Show the image and then the back of the card with the focusing sound written on it. Next, instruct group members to share words

with each other that contain the /ch/ sound and to make a sentence with at least one of those words."

- The materials include a variety of activities for the application of letter-sound correspondence to decode one syllable and multisyllable words in decodable connected text. For example, grade 2 materials include decodable readers that include the sounds introduced and prior sounds learned. For example, in *Guía del Maestro*, Unit 2, Lesson 1, "Apoyo adicional" "Palabras, frases y oraciones decodificables" explains to teachers how to use a list of words, phrases, and sentences to extend the lesson. Then, it suggests using those words, phrases, or sentences for activities that could classify them as containing specific letters or as practice words within *Apoyo a la enseñanza* activity. To illustrate the guidance, "Use las siguientes listas de palabras, frases y oraciones para extender la lección. Puede usar las palabras, por ejemplo, para crear una actividad de clasificación de palabras de acuerdo con la presencia en ellas de la letra n o ñ. También puede usarlas en el Apoyo a la enseñanza de la actividad Practicar palabras con los sonidos /n/ y /ñ/. Palabras decodificables 1. baño 2. nube 3. noche 4. soñó Frases y oraciones 1. Mi hermano entró al baño. 2. una nube de tormenta 3. la noche oscura 4. José soñó con su mascota."

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)

- Grade 2 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, Lessons 1–12, includes an initial activity that allows students to revisit letter-sound correspondence and multisyllabic words. For example, in lesson 12, students read 2–3 syllable words like "calentar," "pica," "abanico," and "quiero," using previously introduced sound-spelling correlations. Unit 3 progresses to more complex patterns, such as "diptongos e hiatos." In lesson 8 of this unit, students apply syllable division rules to break down words like "ai-re" and "te-a-tro." As the curriculum advances, students encounter increasingly challenging patterns, including prefixes like "super-" and "red." To illustrate, in Unit 8, Lesson 2, students analyze base words and prefixes to determine new meanings, as explained in the lesson, "Si a la palabra mercado le agregamos el prefijo super-, ¿qué significado tiene?" (que es un mercado muy grande)." This progression demonstrates a systematic sequence within the materials based on grade-level expectations.

- Another example of how the materials provide a systematic sequence for introducing grade 2 sound-spelling patterns and syllable combinations to decode single-syllable words can be found in Unit 1, Lesson 3, "*Repasar palabras con las consonantes d y t*," the instructions are detailed, guiding the teacher and students step-by-step through the activity. Students work with syllable cards (e.g., *da, de, do, doc, dien*) to form words and practice associating specific syllables with corresponding sounds. Later in the lesson, students combine syllables to form words like "*dado*," "*dedo*," and "*diente*." The activity extends to forming new words using provided syllables, such as "*torta*," "*nata*," and "*dona*." The task involves forming and reading both single-syllable words (e.g., "*do*") and multi-syllable words (e.g., "*dado*," "*diente*"). This sample demonstrates a systematic approach to sound patterns and syllable combinations.

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 2 materials include guidance for the teacher to provide direct and explicit instruction for sound-spelling patterns. For example, in Unit 1, Lesson 13, section "*Palabras de vocabulario con el sonido /s/ y letras distintas*," the instructions provide step-by-step actions for the teacher to follow. These steps include holding up the card for "*sopa*," reading it aloud, using it in a sentence, and breaking down its syllables. The teacher pronounces the word and its syllables, making the sound-spelling pattern clear to the students. The focus on the sound /s/ in the word "*sopa*" is appropriate for the grade level, helping students understand how the letter "s" corresponds to the /s/ sound. By breaking down the word into its syllables and explaining the pronunciation of each syllable, students learn how sounds combine to form words. The sound-spelling pattern associated with the letter "s" in the word "*sopa*" makes it a fitting example of the evidence guide statement.
- The materials include traditional and digital multimodalities to assist teachers in delivering explicit instruction on grade-level sound-spelling patterns. In grade 2, the lessons include traditional methods such as using letter/picture cards and online embedded resources to introduce and reinforce sound-spelling correlations and syllable combinations. For example, Unit 2, Lesson 3 features both, a traditional routine to review "*dígrafo ch*," and a digital component to guide student discussion. The teacher uses letter and picture cards to review "*dígrafo ch*" as the digital component 3.1 is displayed to demonstrate how the /c/ and /h/ come together to make the sound /ch/. The students take turns to come up with words with ch and to write sentences. Lesson 3 also includes digital slides that provide visual aids for step-by-step explicit instruction as follows: "Show students the table you prepared in advance or use the digital version. Explain to students that the digraph *ch* is formed by the union of the letters c and h. Together, these two letters represent the /ch/ sound in Spanish. Using the Large Letter Card and the same lesson procedure above, review the letter-sound correspondence of *ch*. Show the card and pronounce the sound." Additionally, the grade 2 materials feature the interactive site Amplify Hub, where students can practice and reinforce sound-spelling patterns of all letters and digraphs previously taught.

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 2, lesson activities involve using letter and picture cards to introduce or conduct a cumulative review of sounds, digital components to provide a visual and explanation of the spelling pattern, 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 16, letter cards, digital components, and activity pages are used to conduct a cumulative review of the decoding of words with "sonido j y g." The teacher shows the letter card for "g" and explains the different sounds it makes. Then, the digital components 16.1–16.2 are displayed to show how the letter "g" changes its sound when it pairs up with different vowels. In the same lesson, students use "Página de actividades 16.1" to circle the letter j or g in each sentence and write the word in the column that corresponds to it according to the letter it has. In Unit 5, Lesson 6, picture cards, digital components, and activity pages are used again, but this time to review and practice "*palabras esdrújulas*," such as "*xilófono, murciélago*." These practices demonstrate a pattern within the materials that utilize various approaches and methods throughout the units to support student internalization and learning.
- The materials include various activities authentic to Spanish, designed to help students develop grade-level sound-spelling patterns. For example, in Unit 1, section "*Palabras de vocabulario con el sonido /s/ y letras distintas*," "*Apoyo adicional*," activities include reading and acting out sentences, identifying and pronouncing sounds, and engaging in kinesthetic activities. The example words and sentences (e.g., "*césped*," "*zapato*," "*siento*") focus on specific sound-spelling patterns like "se," "ce," "si," and "za," aligning with second-grade standards. The materials also provide ongoing review opportunities within Unit 1, such as repeatedly pronouncing sounds and identifying their positions in words.
- The materials include authentic activities and resources in Spanish to help students review and practice sound-spelling patterns skills through cumulative review. For example, The materials include decodable word lists and books that can be used to build fluency as students' knowledge of sound-spelling patterns progresses. E.g., grade 2 material, *Guía del Maestro*, Unit 2, Lesson 1, Primary Focus: Students will review the sounds/letters /n/ > n and /ñ/ > ñ. Order decodable sentences. Tell students that today they will learn to order sentences using the disordered sentences that you pasted on the board to form the sentence "Where is the little girl?" "The little girl is in the garden."

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)

- Grade 2 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 1, Lesson 12, students apply -knowledge of "sonido /k/ como en ca, co, cu, que, qui" by decoding and encoding words with spelling patterns learned in previous lessons such as "dígrafo qu pronunciado como el sonido /k/." The teacher displays "componente digital 12.4" to review letter-sound correspondence before presenting new sounds, for instance, "antes de enseñar la pronunciación /ke/ para que, recuerde que ya han aprendido que el dígrafo qu se pronuncia como el sonido /k/." The activity concludes by having students read and circle words that contain syllables with the /k/ sound.
- The materials offer a variety of activities in Spanish to help students decode and encode words that include taught syllable correlations within authentic Spanish decodable text, building on previous instruction. For example, in Unit 1, Lesson 14, the activities involve group participation and visual aids, such as picture cards, to decode and identify the /g/ sound in words while reading the words aloud. While practiced within the context of picture cards, the focus remains on the individual words, isolating the phoneme for focused practice. For example, students use the word "águila" to determine the position of the /g/ sound. This sample, focusing on isolated words, effectively supports decoding the /g/ sound. This activity builds a foundation for incorporating these words into more extensive connected text activities.
- The materials provide a variety of activities in Spanish to help students encode words, including taught syllable correlations within authentic Spanish decodable and encoding connected text, building on previous instruction (e.g., within sentences or decodable texts). For example, in Unit 1, Lesson 14, the instructions include several types of activities: digital displays, word lists, dictation, and writing exercises. Example activities include reading words, writing dictated words, and identifying syllables "ga," "go," "gu," "gue," and "gui." Students read words and identify sounds, write words based on dictated syllables, and engage in activities that involve individual words and syllable patterns without additional context to focus solely on the phonics being taught. For example, students write and identify words with specific syllable patterns like "ga," "go," and "gu." The materials provide a variety of resources in Spanish to support students in decoding words as well.

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 for students to reinforce skills in decoding multisyllabic words through cumulative review. For example, in Unit 5, Lesson 8, *Repaso de diphthongs au, ei, i.e., y pronombres posesivos*, the lesson includes group activities, large letter cards, and image cards. The instructions, "Hand out the large letter cards with the diphthongs *au, ei* and *ie*" offer a mix of visual and kinesthetic learning experiences. These activities review previously learned diphthongs "*au*," "*ei*," and "*ie*," allowing students to practice identifying them in words and reinforcing their understanding through group interaction. The provided sample helps students develop, practice, and reinforce decoding and encoding skills for multisyllabic words.
- Materials include resources in Spanish for students to develop, practice, and reinforce skills to decode multisyllabic words, through cumulative review. In grade 2, students participate in activities that connect to previously learned concepts. For instance, in Unit 5, Lesson 5, before introducing students to *Palabras esdrújulas*, the teacher reminds students that they already learned palabras *agudas y graves* and displays "*Componente digital 5. 1*" to review syllable segmenting and *sílaba tónica* which are key concepts to master these types of words (*agudas, graves, esdrújulas*). The digital slide provides 3 boxes labeled *antepenúltima sílaba, penúltima sílaba, and última sílaba*. The students understand that palabras *agudas, graves y esdrújulas* are classified according to their *tónica (última, penúltima, antepenúltima)* The decodable chapter *El juego de básquetbol* offers another opportunity for students to practice and reinforce skills to decode multisyllabic words through cumulative review. The text includes bolded syllables that signal "*palabras esdrújulas*" such as "*lágrimas, lástima*" which are words that follow the concepts that students have been taught. In addition, In grade 2, students participate in review activities that connect to previously learned concepts. For instance, in Unit 5, Pausa 1, one of the activities reinforces student knowledge of *palabras agudas, graves y esdrújulas* learned in the first half of the unit. The activity page P1.3 provides 4 words (*azúcar, además, sabía, camarón*) and boxes labeled as *antepenúltima sílaba, penúltima sílaba, última sílaba* for students to segment the words, write the syllables, and classify them according to the *sílaba tónica*.

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 2 materials include a scope and sequence section at the end of every unit in the teacher guides that list the lessons containing affixes, including *re-*, *pre-*, *-ción*, and *ísimo/ísima*. For instance, in Unit 3, Lesson 15, students are introduced to the suffix "-ísimo" and "ísima" with words like *sabrosísima* and *altísimo* and are guided to understand that the quality in such words has a higher degree of meaning. The systematic sequence for introducing grade-level morphemes continues in Unit 4, Lesson 5, where students learn the meaning of words with the prefix "super-" in words like *superhéroe* *supermodelo*. The unit also includes the following review lessons: lessons 6–8 and lessons 11–13 from Unit 4.

- The materials organize the introduction of grade-level morphemes from simple to complex, following a systematic sequence, as outlined in the Spanish language arts TEKS. For instance, Unit 4, Lesson 7 introduces words with prefix *in-*. Lesson 8, from the same unit, introduces *prefijo des-*. In both lessons, students are guided to discover how these prefixes change the meaning of the base word. For example, in lesson 8, the teacher points out that in past lessons, they learned the prefix *in-*, as in *incorrect*; the prefix *re-*, as in *reuse*; and the prefix *super-*, as in *supermercado*. The teacher is also guided to explain that the prefix *un-* changes the meaning of a word to the opposite, turns it into the opposite, that is, into its antonym.
- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes. For example, the materials in Units 8 and 9 follow a logical and structured sequence outlined in the Spanish language arts TEKS. The guided map outlines lessons and units that build progressively upon each other, ensuring a coherent learning path. Activities include *Dictado día 3: Palabras agudas con acento gráfico* and exercises for identifying syllable patterns, teaching students to recognize and apply the concept of syllable stress in multisyllabic words. The materials cover different types of words based on syllable stress. Additionally, the materials help students identify and understand the meaning of words with common affixes through lessons like *Repaso de prefijos super-, re-, Repaso de sufijos -ísimo/-ísima, and Repaso de los sufijos -ón/-ona*. The map provided outlines a comprehensive and systematic approach to teaching the skills necessary for decoding and encoding multisyllabic words in second grade.

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 teachers in offering explicit instruction in recognizing common morphemes in Spanish. For example, in Unit 8, Lesson 2, section *Identificación y Uso De Prefijos*, the text includes step-by-step instructions for conducting the lesson. These instructions cover introducing prefixes, guiding discussions, and explaining their meanings. The teacher explicitly explains the prefixes "*super-*" and "*re-*" and how they modify word meanings, using real examples and contexts from the Spanish language, such as *reorganizar* and *superpobladas*. Students learn to identify the prefixes "*re-*" and "*super-*" and understand their meanings. For instance, "*re-*" means to do again, and "*super-*" means above or beyond. By applying this knowledge, students can understand words like *reorganizar* and *superpobladas*. The lesson helps students use their understanding of morphemes to decode, spell, and comprehend texts. The materials also discuss how adding prefixes changes the meanings of words and how this helps in understanding sentences. The provided text effectively demonstrates how materials can include guidance for teachers to deliver direct and explicit instruction on recognizing and using common morphemes in second grade.
- Materials include guidance for the teacher to provide explicit instruction authentic to Spanish for supporting recognition and decoding of common morphemes. For example, in Unit 3, Lesson 15 provides explanations to deliver the morphological objective of the lesson. The teacher displays *Componente digital 15.1* with sentences like "The cookies are tasty

(*sabrosas*), The cookies are delicious (*sabrosísimas*) and asks, "What does it mean that the cookies are tasty (*sabrosas*)?... What do they taste: pleasant or unpleasant?... What does it mean that the cookies are delicious (*sabrosísimas*)?. What taste do they have: pleasant or very pleasant?" The teacher proceeds to write "*sabrosas y sabrosísimas*" on the board and explains the suffixes attached to the root. For example, "the endings -as... of tasty... indicate that the first word (-as) is in plural because it ends in -s... While the endings -ísimas, -ísimo indicate that the quality to which they refer is intensified." The students work on "*página de actividades 15.1*" to add "-ísimo, -ísima" to the words *caliente, hermosa, delgado*.

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 materials include a variety of activities in Spanish for students to develop grade-level morphological skills. For example, in Unit 8, Lesson 2, the text incorporates different exercises, such as using digital components, repeating words, and participating in class discussions. One digital component, Digital Component 2.1, provides examples of words using the prefixes *super-* and *re-* and includes interactive activities. These activities are designed to help students understand and use morphemes, specifically prefixes. Students practice applying prefixes to root words and forming new words, repeating after the teacher to form words like *supermercado* and *releer*. The lesson includes reviewing and reinforcing previously learned prefixes, ensuring ongoing practice. It involves reviewing the meanings of *super-* and *re-* and using them in different contexts. The lesson builds on previous lessons and includes review activities reinforcing earlier learning. The material demonstrates how various activities and resources in Spanish can develop, practice, and reinforce second-grade morphological skills. By using direct instruction and digital resources for review, the lesson ensures that students build a solid understanding of prefixes and how they modify the meanings of words.
- 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 2, Lesson 3, students learn suffixes *-ito/-ita* and practice writing two-syllable words with the suffix *-ito/-ita*. Then, the teacher guides a small group activity for students to find words with the suffix *-ito/-ita*. Next, students complete Activity page 3.1 within their groups, writing the suffix and its root word in separate columns. The section *Preparación previa* for Lesson 3 also includes "Recursos adicionales" which provides the teacher with a matching activity between root words and words with the suffix. In lesson 6, students use capital letters, punctuation, and the suffix *-ito/-ita* and pronouns. For practice, students complete Activity page 6.3, where they remove the suffix *-ito/-ita* from each word and write the new word. The spelling list in the lesson contains two words with the suffixes covered in the lesson as well.
- Materials include activities in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). For example, in Unit 7, Lesson 6, students complete a *dictado* of sentences focused on multisyllabic words with the suffix *-ción*. The teacher explains that the *dictado* contains a word with the "sufijo *-ción*." The teacher

uses the *dictado* routine to read the following sentences: "*David y sus amigos jugaban béisbol. La mayor ambición de David era ser un atleta profesional.*" As a whole group, students correct their own work.

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 materials include activities authentic to Spanish for students to encode words with morphemes in isolation. For example, in Unit 8, Lesson 5, section *Escribir Frases Con Palabras Con Los Sufijos -ísimo/-ísima* the materials describe different types of activities, including group work, digital resources, *Muestra el Componente digital 5.2*, and writing exercises. Using common suffixes like "-ísimo/-ísima" and explaining their grammatical rules. Students practice decoding and encoding words with specific morphemes, such as suffixes *grandísimo* and *preciosísimo* by adding the suffix "-ísimo/-ísima" to adjectives. The activity includes practice with individual words and morphemes without additional context. Choosing adjectives and modifying them with suffixes creates new words, e.g., *grande* to *grandísimo*. The sample demonstrates how materials can include various activities and resources that help students encode words with morphemes in isolation and within connected Spanish texts.
- Materials include a range of activities authentic to Spanish for students to decode and encode words with morphemes in decodable connected text. In grade 2, the materials include "*Rutina de dictado*" for students to practice and reinforce the targeted morphemes in the lesson. For example, in Unit 7, Lesson 6, students complete a *dictado* of sentences focused on multisyllabic words with the suffix *-ción*. The teacher explains that the *dictado* contains a word with the "*sufijo -ción.*" The teacher uses the *dictado* routine to read the following sentences: "*David y sus amigos jugaban béisbol*", *La mayor ambición de David era ser un atleta profesional.*" As a whole group, students correct their own work.