

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
Pacific Learning	<i>El próximo paso al éxito</i>
Subject	Grade Level
Spanish Phonics	1

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 204 / 270

IMRA Reviewers

Flags for Suitability Noncompliance 0

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

Flags for Suitability Compliance 0

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

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 0

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

Alleged Factual Errors 0

Public Comments 1

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	48 / 52
2. Progress Monitoring	24 / 28
3. Support for All Learners	23 / 30
4. Phonics Rule Compliance	28 / 36
5. Foundational Skills	81 / 124

Strengths

- 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.
- 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.
- 4.4 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.

- 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.

Challenges

- 1.1 Course-Level Design: Materials do not include suggested pacing to support effective implementation for various instructional calendars and do not include more than one resources for administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews

with background content knowledge and academic vocabulary.

- 2.1 Instructional Assessments: Materials do not include the definition for the types of instructional assessments or standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials do not include teacher guidance for differentiated instruction, do not provide scaffolded lessons for students below proficiency, lack pre-teaching supports for unfamiliar vocabulary, nor offer enrichment activities for students who have demonstrated proficiency.
- 3.2 Instructional Methods: Materials provide some teacher guidance and recommendations for lesson delivery using various instructional approaches. There is some support for practice and guidance on instructional approaches.
- 4.2 Daily Instructional Sequence and Routines: Materials provide some teacher guidance and recommendations for lesson delivery using various instructional approaches. There is some support for practice and guidance on instructional approaches.
- 4.3 Ongoing Practice Opportunities: Materials provide some teacher guidance and recommendations for lesson delivery using various instructional approaches.

There is some support for practice and guidance on instructional approaches.

- 4.5 Progress Monitoring and Student Support: Materials provide some teacher guidance and recommendations for lesson delivery using various instructional approaches. There is some support for practice and guidance on instructional approaches.
- 5.B.1 Oral Language Development: Materials do not include opportunities for social communication and there are not authentic opportunities for students to listen actively, ask questions, engage in discussion, and share information and ideas.
- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce decoding skills in authentic Spanish decodable connected text.
- 5.D.1 Phonological Awareness: Materials lack explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce these skills connected to grade-level Spanish TEKS.
- 5.D.2 Phonemic Awareness: Materials do not include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback based on common errors and misconceptions, and do not include a variety of activities and resources to reinforce phonemic awareness (through cumulative review).

- 5.E.1 Sound-Spelling Patterns: Materials do not include a variety of activities in Spanish to develop, practice, and reinforce these patterns, failing to support decoding and encoding in connected text.
- 5.E.3 Morphological Awareness: Materials do not include a systematic

sequence for introducing grade-level morphemes, lack explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, nor provide a variety of activities to practice and reinforce these skills in either isolation or connected text.

Summary

El Próximo Paso al Éxito is an early reading Spanish phonics program for first-grade students learning to read in Spanish. It provides systematic and sequenced instruction in phonics and foundational skills, offering explicit daily opportunities for skill practice, both in isolation and through decodable texts. The program provides a detailed and structured approach to lesson planning, incorporating daily objectives, questions, tasks, and necessary materials to meet content and language standards. The lessons include a comprehensive overview outlining suggested timing and the teacher and student resources required for effective delivery. Additionally, the materials Assessment tools are developmentally appropriate, with consistent directions for accurate administration and progress monitoring tools that measure students' acquisition of phonics skills throughout the school year.

Campus and district instructional leaders should consider the following:

- While the materials offer clear guidance for differentiated instruction and extension activities, support is needed for students who have yet to reach proficiency or need enrichment. The materials do not provide pre-teaching or embedded support for unfamiliar vocabulary and references in texts. Campus and district instructional leaders should consider the need for additional resources or professional development to support teachers in differentiating instruction for English learners, those with learning disabilities, and students who have not yet reached proficiency.
- Additionally, the program does not follow a systematic and authentic sequence for introducing grade-level morphemes and no guidance for teachers to provide explicit instruction in Spanish for recognizing and using common morphemes to support decoding and comprehension. The lack of systematic Spanish instruction for morphemes might require supplemental materials or training to ensure that students in dual-language programs are adequately supported.

Intentional Instructional Design

1.1	Course-Level Design	12/14
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).	1/2
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.	3/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials include suggested pacing to support effective implementation for a school calendar year but not for various instructional calendars. 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 one resource and guidance to support administrators and instructional coaches with implementing the materials as designed. Materials but do not include more than one resource to support administrators and instructional coaches.

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 the TEKS, concepts, and knowledge taught in the course. The document is *titled "Secuencia de actividades por volumen / TEKS-El próximo paso al éxito,"* organized with three headings: volume, activity or routine, and TEKS, with each volume and activity is aligned with the specific TEKS. To illustrate "Volume 1", Activity "*Leer sílabas y Leer palabras*" aligns with 1.2.B(vi) *decodificar palabras que tengan de tres a cuatro sílabas.* "Volume 4," Activity "*El nombre y sonido de la letra*" aligns to 1.2.B(i) *identificar y asociar sonidos con letras individuales.*
- The materials include a systematic scope and sequence found in each of the five volumes of the "*Manual del maestro,*" which details the knowledge, and concepts taught in the course. Each volume provides a suggested sequence, outlining how Spanish language arts concepts, knowledge, and topics are taught. Each of the five volumes has a unique scope and sequence. For example, twenty-four lessons are required in "Volume 1" to cover the specified concepts and knowledge. In "Volume 2," skills taught include learning the name and sound of letters, digraphs, blends, or diphthongs; the suggested timeline for "Volume 2" is September through

October. Each volume includes a detailed scope and sequence chart. The chart includes daily lessons, assessments, extension activities, and visual aids. The visual aids provide pictures to prompt students with initial sounds and initial syllables. Companion guides, specific to each volume, provide a complete scope and sequence at the end.

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).

- Materials include a suggested pacing calendar with a schedule that supports effective curriculum implementation. The pacing calendar is provided in each volume of the "*Manual del maestro*." Units are implemented within the time constraints of a school year, with the calendar starting in September and ending in May.
- Grade 1 materials do not include suggested pacing for various instructional calendars. The materials do not provide instructions on how the lessons should be implemented for specific instructional calendar days. They also do not include guidance, either online or in printed materials, to modify the curriculum and accommodate various instructional calendars, ensuring essential content is covered.

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

- Grade 1 materials include a curriculum summary, which explains the reason behind unit order and how the concepts align with the developmental stages of acquiring Spanish literacy skills. The "Pacing Guide" from the "*Manual del maestro*" explains the rationale for each unit. For example, "Volume 4" includes details of required skills that students must complete, including phonics, fluency, and phonemic awareness.
- The "*Manual del maestro*" explains the importance of the developmental stages in acquiring Spanish literacy skills: phonological awareness, phonic skills, and alphabetic principles. The materials state, "The students are individually taught the 27 letters of the Spanish alphabet, 3 digraphs, 13 blends, and 17 diphthongs. Each letter, digraph, blend, and diphthong is taught over a two-day period."
- The "*Manual del maestro*" explains the importance of the developmental stages in acquiring Spanish literacy skills. The materials state, "*El camino* follows the developmental stages of acquiring Spanish literacy skills. First, students complete various tasks that develop phonological awareness (learning that words are made up of sound units) and phonics skills (learning that letters represent sounds). Next, students work with the alphabetic principle (learning that letters and letter patterns represent spoken language and that letter-sound associations can be used to decode and read syllables). After that, students learn to read simple words, and finally, connect text in sentences."

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

- Materials provide teacher guidance and recommendations for using resources, including text, timing, and enrichment activities. Each lesson begins with a summary page listing the lesson objectives, activities, required materials, and suggested duration. For example, Lesson 73 has five activities, each requiring a specified number of minutes.
- The materials include a document titled "*Internalización del volumen*," including guidance for teachers to support in preparation for teaching the lessons. The guidance consists of questions such as "*¿Qué materiales se requieren? ¿Qué actividades haré para esta lección?*" The "*Internalización del volumen*" structures how the teacher can annotate and make notes for the volumes and lessons. Additionally, the materials include an intervention and differentiation guide to "provide teachers with strategies to help students who are having difficulty acquiring certain crucial skills in the development of literacy." This intervention guide includes a list of specific skills, such as *leer sílabas and escribir palabras*, as well as strategies to support instruction.
- "Dual Use of *El Camino*" provides a chart illustrating how to use materials in different settings: Tier 1 (small group Instruction) and Tier 2 (early reading intervention with timed lessons). For example, the "Summary of Curriculum" indicates that the lesson sequence should address phonological awareness, phonics, and the alphabetic principle. Then, students learn to read simple words and connect text in sentences.

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

- The grade 1 materials include a resource and guidance document support administrators and instructional coaches with implementing the materials as designed. The document is titled: "Implementation Guide for Administrators and Coaches," which provides guidance and a checklist of items and look-for for administrators and instructional coaches to support and help teachers implement the curriculum. This one-page guidance methodizes the implementation and provides clear direction to ensure the program's fidelity. Examples of included items are "Materials are ready before students arrive" and "Student participation: 80 to 100%." However, the materials do not include additional resources specifically for administrators and instructional coaches.
- Grade 1 materials offer a single document listing all necessary resources for teachers, such as a summary page preceding each lesson that lists the lesson objectives, daily activities, and required materials. The materials also include additional resources for implementation, such as embedded videos that equip teachers with the knowledge and skills to implement the phonics program effectively. For example, the materials provide an online professional development training and orientation video.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
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.	0/2
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 do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to teach the concepts effectively. Materials contain support for families in both Spanish and English for each unit with suggestions on supporting their student's progress.

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.

- Grade 1 materials include unit overviews that provide clear, focused, and logical progressions, sequencing each lesson. The unit overviews include skills, strategies, and foundational skills. However, more information is needed on why these skills and strategies are essential for literacy development. For example, "Volume 1" states, "Students learn the name and sound of, and how to write the 5 vowels and 7 consonants. They also engage in several highly specific and repetitive phonological awareness and phonics tasks that include the following: Learn the name and sound of the target letter, Recognize the upper- and lowercase forms of the target letter, Identify initial sounds of words and segment words into syllables." The materials do not provide the background knowledge necessary to teach the concepts in the unit.
- The "*Manual del maestro*" provides a synopsis of phonological awareness, phonics skills, and alphabetic principles, detailing the importance of literacy development. Materials do not include the academic vocabulary necessary to teach students concepts. For example, materials do not include a list of key terms and definitions that students must understand and use throughout the units.

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

- Grade 1 materials contain a parent letter (in Spanish and in English) for each volume, outlining the skills and concepts students learn throughout the curriculum. Materials include suggestions for home support, such as helping the student practice pronouncing and identifying the sounds of the newly introduced consonants. Parent letters offer suggestions and ways to support the student's progress; for example, they encourage the parent, letting the parent know they play a vital role in reinforcing the skills and concepts from school.

- Each unit provides a parent letter (*carta para los padres*) that includes an overview of the unit objectives and suggestions for specific strategies and activities for home support. For example, in "Volume 2," the letter encourages parents to help the child practice pronouncing and identifying sounds of newly introduced consonants and practice reading books and asking comprehension questions. Materials provide sample comprehension questions that parents ask their child: "*¿Encontraste palabras nuevas en el texto que no conocías? ¿De qué se trata el libro? ¿Cuál fue tu parte favorita y por qué? ¿Qué aprendiste de este libro?*"

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.

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.

- Materials provide lessons with precise and systematic instructional tasks aimed at developing grade-level skills. Tasks include instructional cues that allow students to participate actively by integrating kinesthetic skills with oral directions. For example, in Lesson 25, the teacher instructs students to listen to the syllable and identify the sounds in the syllable using a hand signal: *"Empuñe la mano derecha con la palma hacia usted y diga: la sílaba es /la/. Levante un dedo por cada sonido, empezando de izquierda a derecha desde la perspectiva de los alumnos: /lll/ /aaa/. Luego una rápidamente los dedos mientras dice la sílaba:/la/."*
- The teacher's guide includes a section titled "Components of *El camino*," listing all materials and supplies required throughout the course. Materials include teacher guides for all volumes, companion guides, comprehensive practice sheets, letter cards, student story books, and posters to reinforce the target sounds and syllables introduced.
- *The "Examiner's Test Booklet"* includes a structured assessment overview with instructions for administering placement tests and progress tests. *The "Folleto de pruebas del examinador"* provides instructions for teachers to test students individually and includes a place to record student test results. Although the materials include instructional assessments (e.g., the

placement test to determine the entry lesson for a new student and the progress test to evaluate a student upon completion of each volume).

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

- Grade 1 materials provide guidance and recommendations on the required time for lessons and activities. Each lesson includes four to seven activities ranging from twenty to thirty minutes, depending on the setting. It offers two options: adaptation for small group differentiated instruction (Tier 1) or early reading intervention (Tier 2).
- The lesson cycle is consistent and follows a similar format. For instance, each day, students learn a new letter and its corresponding sound, or they review the letter from the previous day. They also engage in several highly specific and repetitive phonological awareness and phonics tasks, allowing them to apply their knowledge.
- Every lesson includes a chart that guides teachers in managing the time for each component. Additionally, the chart details the activities for each lesson in each volume. For example, in Lesson 25, six activities total thirty minutes of instruction with an additional optional activity; the total time recommended for the lesson, including the optional activity.

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

- Grade 1 materials include an overview of the lesson's objectives, grade level, and necessary materials to ensure effective delivery of the lesson. For example, in Lesson 71 students learn the name and sound of the letter *y*. In the lesson activity, "*El nombre y el sonido de la letra*," the teacher needs the following materials to teach the lesson successfully: the *tarjeta clave y* and the *tarjeta de letras*.
- The materials include a list of teacher materials and supplies needed for each lesson. In "Volume 3", lesson 51, the summary page preceding the lesson lists the materials required for each task and activity. For this lesson, the teacher needs the Tarjeta clave 'pr.' that includes five activities to practice: review sound combination with /pr/, reading letters, syllables, words with /pr/, high-frequency words, and three sentences with the combination /pr/. The materials include a list of student materials needed for each lesson so the teacher can effectively teach the content. In "Volume 1", lesson 24, the summary page preceding the lesson indicates that the students need to have *Libros de trabajo 1* (one for each student) to complete activity 4. "*Leer los libros-segunda actividad*." All activities are numbered and described in each volume-specific scope and sequence, "*Manual del maestro*".

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

- Grade 1 materials include guidance on effectively using lesson materials for extended practice. In the "*Manual del maestro*," "Extension Activities" section provides teacher

guidance on effectively implementing skills practice that supports lesson objectives. The activities are intended to be used as reinforcement at learning centers or as targeted practice for one-on-one sessions. For example, one activity requires students to sort examples related to several lesson topics. Teachers place the category header cards, which name the lesson topics, at the top of columns in a pocket chart and place the example cards that belong in the categories in a stack. Students take turns sorting the cards and placing them under the appropriate headers.

- Materials provide flexible resources, allowing students to independently complete activities at their own pace. Additionally, the materials include "can-do" activities, which are optional and depend on student needs and the allotted time for small group instruction.
- Grade 1 materials support teachers by providing the resources to assign activities inside and outside of the school day that enrich the student's learning. For example, the "Extension and Activities" document includes sorting activities that allow students to extend practice. The directions state, "Students can practice sorting by beginning sound or by counting the number of syllables in the pictured words."

Progress Monitoring

2.1	Instructional Assessments	21/24
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.	1/2
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.	0/2

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 intended purpose for the types of instructional assessments included. Materials do not include the definition 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 do not 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.

- Grade 1 materials include diagnostic and summative assessments at the unit level. Placement tests in "The Examiner's Test Booklet" serve to "determine the entry lesson for a new student." These instructional assessments at the unit level identify students' performance levels and provide a variety of tasks, such as pointing to and reading words like *laguna*, *bonito*, *mundo*, *salta*, and *buscar*. Progress test in the same resource serve to "evaluate a student upon completion of each volume," with the final assessment providing summative data.
- Materials include progress tests that vary in types of tasks and questions and align with the objectives of each unit and lesson. For example, in Lesson 74, the first task is to have students read the student workbooks to review the sound combination /gr/. Then, students divide and join syllables before they read the Spanish syllables gri, sua, gro, and pri. Additionally, materials include formative assessments throughout the units in the form of "*Turnos individuales*," indicated by one or three smiley faces in the materials.

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

- Materials do not include definitions for the types of instructional assessments. The resources reviewed conclude that there are no definitions in "*Folleto de pruebas del examinador*" (FPE) or online resources.
- The "*Folleto de pruebas del examinador*" (FPE) includes guidelines for interpreting results and determining passing scores but not definitions for the types of instructional assessments. The FPE includes an assessment test overview section that lists and explains the intended purpose of two assessment tests: the placement test and the progress test. For example, the purpose of a placement test is to "determine the entry lesson for new students" and provide baseline data on foundational knowledge. The purpose of the progress test is "to evaluate a student upon completion of each volume." Teachers have the tools to evaluate students and plan more complex instruction within the curriculum. Additionally, the materials reference a type of assessment called "Choral Response," where students respond in unison to teacher prompts when reading sounds, syllables, and words.

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

- Grade 1 materials effectively support teachers in administering assessments consistently and accurately, enhancing the reliability and validity of the assessment process within the instructional framework. For example, "The Examiner's Test Booklet" provides comprehensive guidance to ensure accurate administration of instructional assessments. This user guide outlines the step-by-step assessment procedures, provides timeframes for each task, and supports understanding assessment benchmarks. This structured approach helps teachers administer assessments accurately and interpret results effectively to inform instructional decisions.
- The materials incorporate teacher guidance to ensure consistent administration of instructional assessments. "The Examiner's Test Booklet" contains clear scripts for administrators to follow verbatim during test administration. An example from a placement test includes scripted instructions such as, "*Aquí hay unas sílabas. Quiero que toques cada sílaba y que la leas. ¿Estás listo/a? Comienza.*" (Instructions include English translations.) Following the script ensures uniformity when assessing students.
- The material includes information to support the teacher in understanding the benchmarks. The "Examiner's Test Booklet" provides three charts with guidelines on interpreting the results, determining passing scores, and providing criteria to discontinue testing.

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

- Diagnostic assessment is provided at the program level. For example, in the "Placement Test Part 3," students are assessed on words like *laguna*, *bonito*, and *mundo*, which align with specific lesson objectives. The test directs where students should begin based on their performance, such as starting at Lesson 25 if they do not pass this part.
- Progressive or summative assessments align with the objectives of the unit or lesson. In "Volume 1" Test 1," the sounds of letters *i*, *e*, *o*, *a*, *u*, *m*, *p*, *s*, *t*, and *d* are assessed. These letters correspond directly to the objectives outlined in the lessons, ensuring that formative assessments are tied closely to what needs to be taught and evaluated. "Volume 2 Test 2" assesses letter sounds, which directly aligns with the objectives of the lessons focused on letter recognition and phonics skills. The summative assessment measures student proficiency against specific learning goals within each volume.
- The materials include the document *Secuencia de destrezas evaluadas por volumen / TEKS- El próximo paso al éxito* which identifies the TEKS assessed in each of the different volumes. For example, in Volumen 1, the materials assess letter sounds, initial sounds, syllables, and reading words aligned to TEKS 1.2.B(i), 1.2.A(ii) and 1.2.B(v). In "Volume 5," the materials assess letter sounds and letter combinations, reading syllables and reading whole words aligned with TEKS 1.2.B(i) and 1.2.B(ii)

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

- The materials include assessments that align with the standards but fail to include varying levels of complexity. Assessments primarily focus on discrete or isolated tasks, such as identifying letters and sounds without additional layers of difficulty. For example, the assessment for "Volume 5" tells the teacher to say, "*Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza.*"
- The materials do not include enough informal assessments to give teachers in-the-moment feedback on student learning. For example, in each lesson in *Turnos individuales*, the teacher asks students for answers, and the materials provide scenarios where students could answer incorrectly. However, they do not include other informal assessments such as exit tickets or demonstrations of learning.
- The instructional assessments do not have technology-enhanced items or other formats (e.g., hot text, inline choice) that would introduce higher complexity levels.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	3/4
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.	0/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not 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.

- Grade 1 materials include detailed guidance for interpreting student performance through tools like the placement test and volume tests in the "Examiner's Test Booklet." Specific instructions direct teachers to adjust instruction based on student outcomes, such as, "*Pare el examen si el alumno falla dos o más de las pruebas de esta parte.*"
- Materials offer clear scoring information with *Go* and *Stop* indicators to help teachers decide on the next steps based on test performance. For example, if a student passes both tests, the materials instruct the teacher to proceed to "Part 2"; if not, the teacher should begin instruction at "Lesson 1."
- The "Examiner's Test Booklet" provides charts with passing scores, allowing teachers to interpret whether students meet the criteria to discontinue testing or need to start in a specific lesson if a student fails certain parts of the assessment. For example, if students fail one portion, they may be directed to start at Lesson 97. Detailed instructions for progress monitoring are provided in "Instructions for Progress Monitoring Measures," which guide teachers on the frequency of assessments and how to implement progress tracking effectively.

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

- The materials explicitly guide tasks and activities in response to assessment outcomes. The "Examiner's Test Booklet" provides clear guidance for teachers as they make informed instructional decisions and determine the next instructional steps based on student

performance. For example, directions state, "*Pare el examen si el alumno falla dos o más de las pruebas de esta parte. El alumno va a regresar a la Lección 73.*"

- The materials provide extension activities in the ancillary materials to respond to students' assessment performance. For example, the activity "Card Sets" helps students who have not mastered letter sounds; the activity provides practice for differentiating letter sounds and syllables. Extension activities offer hands-on engagement and kinesthetic learning opportunities that support and reinforce classroom instruction based on assessment performance. For example, materials include game board activities that allow students to practice naming letters, counting syllables, and reading words tailored to their needs as determined by assessment results.
- "*Repaso y Evaluación del Progreso de Fluidez y Comprensión*" provides guidance for implementing progress monitoring measures. Materials provide the "*Gráfica de Puntajes*" to help teachers track and record students' fluency and comprehension progress over time, facilitating ongoing assessment and adjustment of instruction based on performance data.

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

- The materials do not provide tools, such as tracking charts or student data sheets for students to monitor their mastery of letter names and sounds or other areas of learning. The materials do not support students' tracking of assessment progress. There are no opportunities for self-assessment and reflection. Resources do not promote student ownership in self-tracking objectives and measuring personal growth throughout the program.

Supports for All Learners

3.1	Differentiation and Scaffolds	4/8
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.	2/3
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)	0/2
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.	2/3

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 do not provide teacher guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials do not 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 and extension activities. Materials do not include teacher guidance for enrichment 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.

- Materials include differentiated activities to provide instructional strategies for Tier 1 or Tier 2 intervention. For example, the supplementary materials offer extension activities such as sorting, game boards, and writing activities, reinforcing skills taught in each volume of lessons. The materials do not guide teachers in adapting and supporting these activities for students with varying learning needs. For example, general recommendations explain, "Lessons are 20 minutes and include 3–5 activities; marked activities are optional."
- Materials include differentiated activities in the "*Guía de intervención y diferenciación*." The guide is intended to provide teachers with guidance and strategies to support students who have not yet mastered the content. For example, when students are working on segmenting and blending syllables the intervention manual guides the teacher to tell the students to place their hand under their chin so that they are able to feel when their mouth opens and closes to identify a syllable in the word. The materials also include general guidance for differentiation in the teacher volumes. For example, general recommendations explain, "Lessons are 20 minutes and include 3–5 activities; marked activities are optional."
- Materials mention paired (scaffolded) lessons but provide no clear and specific guidance on the activities or strategies. Materials do not guide teachers in how to review lessons with

students to scaffold their learning; teachers have no guidance on how to adapt the lessons to meet the needs of students who have not yet reached proficiency.

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

- The materials do not include pre-teaching strategies for unfamiliar vocabulary, such as academic language, idioms, or figurative language. Embedded supports rely on rote reading instruction and do not integrate systematic strategies to pre-teach or support understanding unfamiliar vocabulary terms or concepts.
- Reading activities and lessons do not include evidence of embedded supports to assist students with unfamiliar vocabulary, such as glossaries, contextual clues, or explanations.
- The materials include opportunities for structured conversations or discussions among students to practice academic language and vocabulary related to the text, but these are inconsistent throughout the lessons.

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

- Grade 1 materials provide teacher guidance for differentiated instruction through extension activities in the unit's teacher guide. These activities allow for targeted support, such as one-on-one instruction and game board activities focusing on letter and syllable identification.
- The "Extension Activities" supplement in the materials is designed to support students who demonstrate proficiency in grade-level content and skills. It offers writing activities that reinforce learning and can be implemented in centers, focusing on skills like writing words using syllable chunks and constructing sentences.
- Materials offer structured teacher guidance for differentiated instruction and extension activities; however, they do not include dedicated enrichment activities beyond the core program to explore topics in greater depth or synthesize learning through research or creative projects.

Supports for All Learners

3.2	Instructional Methods	10/13
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.	2/4
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.	2/3

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 using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation, Materials do not support collaborative practice 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 explicit prompts for teachers to model concepts directly. For example, Lesson 3 guidance instructs the teacher to explicitly state that the word *escarabajo* begins with the /e/ sound, demonstrating clear communication of phonics concepts. Every lesson includes a detailed instructional routine with bolded text indicating the gradual release model: "*mi turno* (I do), *ahora ustedes* (we do), and *turnos individuales* (you do). The gradual release model is consistently used, offering explicit guidance for the teacher to model, explain, and communicate concepts directly.
- The materials include specific strategies for teaching phonics concepts and provide direct words in bold that help the teacher communicate explicitly what the teacher does and how the students respond. Each lesson contains verbatim scripts for teachers to explain concepts. For example, in Lesson 77, teachers are directed to show the *tarjeta clave de la q*. Together, the teacher and students practice syllables like /que/ and /qui/ with students, transitioning to independent practice (*turnos individuales*).
- The materials include guidance to support the teacher by modeling the concepts to be learned. For example, in Lesson 51, the teacher models a lesson about "*El sonido de la combinación*." The teacher script guides the lesson: "*Mi turno. El sonido de estas dos letras juntas es /pr/. Ahora ustedes. ¿Qué sonido hacen estas dos letras juntas? Dé la señal. /pr/.*"

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

- The materials provide explicit instructional routines for effective lesson delivery using a gradual release model (I do, we do, you do). Each lesson and activity begins with *Mi Turno* (teacher modeling), followed by *Ahora ustedes* (guided practice), and concludes with *Turnos individuales* (independent practice).
- The "Progress Monitoring Guide" includes directions for implementing specific instructional strategies, such as "*fluidez en el sonido inicial*" and "*fluidez en la lectura de sílabas*." These strategies guide teachers to assess and respond to student progress, adding another dimension to lesson facilitation.
- The materials provide structured guidance through explicit routines with a gradual release model: direct instruction, modeling, and guided practice. The materials do not guide teachers to use a variety of instructional approaches, including those that foster exploration or active student interaction beyond the provided framework.

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

- The materials support guided and independent practice. Each lesson includes structured activities ensuring varied engagement and learning styles: *Mi turno* (I do) for teacher modeling; *Ahora ustedes* (we do) for guided practice; and *Turnos individuales* (you do), for individual practice. For example, Lesson 77 includes whole group instruction, but also prompts the teacher to provide individual work for students who need more practice; "*Dé turnos individuales a los alumnos que necesitan más práctica*."
- The lessons are structured around whole-group instruction, where the teacher engages all students in learning concepts collectively with no opportunities for collaborative work. Each lesson and activity begins with *Mi Turno* (teacher modeling), followed by *Ahora ustedes* (guided practice), and concludes with *Turnos individuales* (independent practice).
- The materials do not include recommended structures for differentiated instruction and group-specific activities. They offer general guidance on whole-group and individual learning but do not provide specific guidance for effective implementation, like when to use whole-group versus individual learning for the lessons.

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 grade 1 materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The "Implementation Guide" document contains guidelines on how to use the program materials in different state-approved bilingual/ESL programs, including English as a Second Language, Transitional Bilingual Education, Early Exit and Late Exit, and Dual Language Immersion, One-Way or Two-Way. For example, the guidance for Transition Bilingual programs states, "*El camino and El próximo paso*" offers supplemental, differentiated instruction, and progress monitoring to ensure students are acquiring the necessary foundational skills in Spanish."
- The implementation guide includes specific methods to support oral language and vocabulary development, cross-linguistic connections, and Translanguaging. For example, to support cross-linguistic connections, the guidance includes strategies such as bringing attention to cognates, showcasing similarities and differences between both alphabetic languages, morphological analysis, and other skills.

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 grade 1 materials include guidance for teachers to support emergent bilingual students in developing academic vocabulary and increasing comprehension. For example, the evidence indicates that teachers can use the strategy "Emphasize student's understanding of academic vocabulary" when presenting new skills; teachers can enhance students' understanding of academic vocabulary by defining terms such as "sentence," "word," "syllable," "sound," and "phoneme" when introducing new concepts. Teachers can encourage students to use the Pair-Share strategy to improve comprehension skills.
- The materials included guidance for teachers to support building background knowledge and making cross-linguistic connections. Students are encouraged to share prior knowledge about topics, including asking questions and extending ideas to build prior knowledge, emphasizing cognates, identifying similarities and differences between both alphabetic languages, and highlighting pragmatics to make cross-linguistic connections. Most of the skills are embedded throughout the lessons in oral and written practice.

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

- The materials provide a solid foundation of activities that could be adapted for metalinguistic transfer, such as comparative activities and teacher annotations; however, these resources are not explicitly outlined. The materials do not provide specific guidance or activities designed to facilitate metalinguistic transfer, such as comparing phonological elements of both languages or incorporating activities like "*Conexiones Lingüísticas*" that promote metalinguistic awareness. The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language, specifically Spanish, as required for dual language immersion (DLI) programs.
- Materials include some foundational activities that could potentially support metalinguistic transfer if adapted, indicating a partial alignment with the criteria. However, they do not explicitly address metalinguistic transfer or provide embedded resources and strategies.

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.

- Grade 1 materials provide lessons that follow a logical sequence, progressing from foundational to advanced phonic skills throughout the year. For example, the instruction begins with letter names and sounds (Lesson 1), advances to more complex skills like digraphs (Lesson 50), and later adds diphthongs (Lesson 103).
- Materials systematically introduce phonemes and their corresponding graphemes through explicit, step-by-step instruction. For example, in Lesson 22, the phoneme /n/ is introduced with specific activities. Instructions say, "*Muestre la tarjeta clave de la n. Mi turno. El nombre de esta letra es n. El sonido de esta letra es /n/.*" This explicit instruction allows students to build a strong foundation in systematically recognizing and pronouncing letter sounds.
- Materials follow a logical sequence from simple to more complex phonetic skills. For example, "Volume 1" starts with vowels (*a, e, i, o, u*) and early consonants (*m, t, s, d, n, r*), and later volumes introduce digraphs, blends, and diphthongs. The lesson sequences demonstrate a clear progression in phonics instruction: learning the name and sound of new letters in the initial lessons followed by reading high-frequency words and sentences in subsequent lessons.
- Materials follow a systematic progression to teach foundational skills, including the systematic instruction of high-frequency words and sentence reading toward the end of "Volume 1." Each lesson builds on the previous one, systematically reinforcing and expanding the foundational skills needed for reading fluency and comprehension.

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

- Grade 1 materials provide direct, explicit, teacher-led phonics instruction through clear explanations, modeling, and practice. For example, in Lesson 88, the teacher instructions state, *"Vamos al número 1 y coloquen su dedo debajo de las letras. ¿Qué sonido hacen estas dos letras juntas? Dé la señal. /pl/. Ahora vamos a la caja del lado y coloquen su dedo debajo de las letras. ¿Qué sonido hacen estas dos letras juntas? Dé la señal. /pl/."* Clear and direct instruction provides a concrete example of how sounds correspond to specific letter combinations; instructions guide students through the process of identifying these sounds.
- Each lesson in the grade 1 materials includes activities that focus on the sound-symbol correspondence of phonics. For example, in Lesson 11, the teacher uses a key card to teach the sound of the letter *m* (/m/) and guide students to practice this sound through modeling and repetition: *"El sonido de esta letra es /m/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /m/."* Using key cards ensures that the instruction on letter sounds is explicit and directly targets sound-symbol correspondence.
- Materials incorporate consistent and daily phonics with intentional practice opportunities within each lesson. In Lesson 46, students practice the letter *j* through choral reading of words (e.g., *Fuji, jungla, dibujos*) and frequently used words (e.g., *abajo, junto, joven*). The lesson concludes with a reading practice activity where students read a story as a class, then with a partner, and again as a class, providing multiple daily opportunities to reinforce their phonics skills.
- Grade 1 materials intentionally integrate phonics practice into the daily routine. Each lesson provides specific guidance on the time allocated for phonics activities, ensuring intentional practice. For example, Lesson 49 plans include structured components such as digraph sounds (1 minute), reading books to review digraphs (7 minutes), supplementary materials for high-frequency words (5 minutes), reading sentences (9 minutes), and writing activities (8 minutes). Phonics skills are intentionally integrated into daily lessons through various activities. In "Lesson 6," daily activities like *"Buscar el dibujo"* and *"Repasar la letra"* are explicitly planned to provide practice in phonics. "Lesson 7" continues this practice with activities such as *"El nombre y el sonido de la letra"* and *"Actividad de escritura,"* ensuring consistent daily opportunities to practice sound-symbol correspondence.

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

- Grade 1 materials incorporate isolated practice of phonics skills, focusing on individual words, word lists, and sentences. For example, Lesson 49 instructs students to practice the digraph *ll* using specific scripted instructions: *"Ahora vamos al número 2 y ustedes van a decir los sonidos de unas letras y dígrafos. Coloquen su dedo debajo del primer dígrafo. Cada vez que yo dé esta señal (dé un golpecito en la mesa), ustedes van a decir el sonido de la letra o dígrafo y luego van a mover su dedo a la próxima letra o dígrafo."* This provides a structured

approach for students to isolate and practice the sounds of letters and digraphs systematically.

- The student workbooks offer consistent daily practice for phonics skills aligned with the lessons. Lesson 24 targets the letter *r* with practice lists containing words like *ramo*, *aroma*, *parada*, *ruta*, *rodado*, and *mira*. Additionally, sentences such as "*Patito es rápido y para al sapo*" are included to reinforce the phonics skills.
- Materials provide opportunities to practice phonics skills through decodable texts that contextualize the target sounds and letters. For example, Lesson 28 features the story "*El faro en la loma*," which uses connected text to reinforce phonics skills learned in the lesson. Words that have been previously taught are underlined in the story, helping students apply their phonics knowledge in a meaningful way. Although limited in length, the materials incorporate decodable sentences within lessons to practice phonics skills.

Materials include opportunities for cumulative review of previously taught skills.

- Grade 1 materials offer cumulative review opportunities. For example, Lesson 49, includes the *Turnos individuales* activity, where the teacher calls on each student in a random order and asks them to demonstrate how to divide and combine syllables, reinforcing previously taught phonics skills. Frequently used words are cumulatively reviewed throughout the lessons and student workbooks. For example, Lesson 51 focuses on the words *son*, *clase*, *también*, and *del*, while Lesson 52 reviews *clase*, *del*, *después*, and *doy*. Then Lesson 53 revisits *doy*, *después*, *del*, and *frío*. This overlapping practice helps solidify students' automaticity with high-frequency words. In Lesson 73, cumulative review is integrated by having students write frequently used words that the teacher dictates. Students are instructed to write the word *oye* on a designated line and check their spelling against a displayed version.
- The materials provide individual turns for additional practice. For example, In Lesson 5, the activity *Turnos individuales* allows for continuous reinforcement of previously taught skills: "*En la primera caja. toque cada dibujo y diga el nombre. Pida a los alumnos que repitan el nombre de cada dibujo. (Los nombres de los dibujos están en la caja de abajo). Mi turno. Yo voy a buscar cuál dibujo comienza con el sonido /iii/. Iglú. Iglú comienza con el sonido /iii/. Mueva su mano a la segunda caja de dibujos. Toque cada dibujo y diga el nombre del dibujo. Pida a los alumnos que repitan el nombre de cada dibujo. Ahora ustedes. ¿Cuál dibujo comienza con el sonido /iii/? Piensen. Deténgase mientras los alumnos piensan. Díganlo. Isla. Dé turnos individuales a los alumnos que necesitan más práctica.*"
- The materials feature a "Progress Monitoring Guide," which includes the "*Fluidez en el sonido inicial*" (FSI) test. This tool assesses phonological awareness by evaluating students' ability to identify and produce initial sounds of orally presented words. The test format ensures that instructions are clear and supportive, accommodating the developmental level of kindergarten students.

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	5/8
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.	2/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and corrective feedback. Daily lessons do not include opportunities for immediate feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning.

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 1 materials provide explicit and structured instruction; the teacher models the skill before asking students to practice it. Lessons contain clear instructions: scripting for teachers and directions for actions. For example, in Lesson 25, the teacher script says, "*Voy a decir una sílaba y ustedes van a decir los sonidos que forman la sílaba. Luego van a unir los sonidos y decir la sílaba. Mi turno. Empuñe la mano derecha con la palma hacia usted y diga: la sílaba es /la/. Levante un dedo por cada sonido, empezando de izquierda a derecha desde la perspectiva de los alumnos: /lll/ /aaa/. Luego una rápidamente los dedos mientras dice la sílaba: /la/. Ahora ustedes.*" Structured scripting supports teachers in delivering explicit instruction and modeling.
- The lessons use direct instruction and teacher modeling to reinforce learning. They also provide detailed guidance for teachers, ensuring consistent delivery. For example, in Lesson 99, the teacher explicitly instructs students to place their fingers under the letter combination and then knock on the table to say the sound of the diphthong /ai/. The lessons include activities where teachers model how to trace letters and associate them with their sounds. For example, in Lesson 5, the teacher traces the letter *i* saying, "*Una rayita con un punto. El sonido de la i es /iii/.*"

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

- Grade 1 materials at the lesson level consistently include explicit guided instruction where the teacher models a task, and students practice it. For example, in Lesson 49, the teacher models the lesson by saying, "*Mi turno. El nombre de esta letra es c. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. c.*" This direct modeling, followed by student repetition, is a clear example of explicit guided instruction.
- The materials also provide teacher directions, including words and actions that aid in the delivery of guided instruction. For example, in Lesson 25, the teacher says, "*Hoy voy a decir una sílaba y ustedes van a decir los sonidos que forman la sílaba. Luego van a unir los sonidos y a decir la sílaba. Mi turno. Empuñe la mano derecha con la palma hacia usted y diga: la sílaba es /ma/. Levante un dedo por cada sonido, empezando de izquierda a derecha desde la perspectiva de los alumnos: /mmm/ /aaa/. Luego una rápidamente los dedos mientras dice la sílaba: /ma/. Ahora ustedes.*" This structured script supports clear and explicit guided instruction.
- The materials include explicit corrective feedback strategies. *Corrección de errores* provides a procedure that tells the teacher exactly what to say if students incorrectly divide a word into syllables or if they say an incorrect letter sound. For example, in Lesson 3, after a student incorrectly says the sound, the teacher offers support with effective corrective feedback, saying, "*Mi turno. Comienza con el sonido /eee/. Ahora ustedes. ¿Con cuál sonido comienza ...? Piensen. (Pause while students think.) Díganlo. /eee/.*"
- While the lessons include explicit guided instruction and corrective feedback, they do not include detailed guidance for immediate feedback on specific student errors. For example, if a student writes *cesito* instead of *quesito*, teachers are provided no explicit instruction to address this error immediately, like recalling related words like *cesta* and *queja*. Specific guidance, which could help prevent misunderstandings, is missing, such as asking students, "*¿Recuerdas las palabras cesta y queja que estudiamos?*"

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

- Grade 1 materials provide daily lessons, including various opportunities for students to practice independently. For example, Lesson 49 includes *Turnos individuales*, which provides guidance to teachers for independent practice: "*Llame a cada alumno sin seguir un orden específico. Pídale que lea dos o tres letras.*" This activity offers students individual turns to practice reading letters, allowing for independent engagement and assessment.
- The lessons provide independent daily practice for students in naming and tracing letters, counting syllables, and reading words. Teachers model how to play the game and have students play independently at the learning center. For example, in Lesson 27, students trace the bolded letter *f* and then trace the lighter letter *f* twice. Students then write the letter *f* four times. This activity allows students to practice letter formation independently, reinforcing their writing skills. In Lesson 1 and Lesson 3, students trace and write the letter *a* multiple times

and independently match drawings with the initial sound /a/. These activities provide varied independent practice through tracing, writing, and letter-sound association.

- The materials do not implement structured collaborative learning strategies like think-pair-share, jigsaw activities, or group problem-solving tasks. The materials do not offer collaborative learning resources or activities for students to review and practice new phonics skills in small groups or with a partner. Materials provide limited opportunities for students to engage in meaningful peer interactions during daily lessons. For example, while there are individual turns for reading or identifying letters, there are no structured collaborative tasks using manipulatives or group discussions to reinforce learning.

Phonics Compliance

4.3	Ongoing Practice Opportunities	4/6
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.	0/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	1/2

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 do not incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation but not connected text.

Evidence includes, but is not limited to:

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

- Grade 1 materials incorporate a structured cumulative review of concepts previously covered in the lessons. The lessons systematically revisit earlier phonics concepts through daily examples, supporting continuous reinforcement of earlier learning objectives throughout the curriculum. For example, in Lesson 5, students revisit the sound /i/ and its corresponding letter *i* before progressing to new content. Daily writing activities reinforce the learning of letters and sounds. For example, in Lesson 5, students independently practice writing the letter *i* multiple times, solidifying their understanding and retention through repetitive writing practice. Additionally, the materials include intentional practice and review of phonics skills throughout the year. For example, Lesson 97 through Lesson 106 introduce diphthongs like *ui*, *ai*, *io*, *ay*, *uy*, *ey*, and *oy* and review them in subsequent lessons, while Lesson 116 through Lesson 119 continue with more complex diphthongs such as *oi* and *uo*.
- The student workbooks include cumulative practice activities. For example, Lesson 68, reviews frequently used words such as *deseo*, *durante*, *creo*, and *siempre* as part of a daily review routine, ensuring that students repeatedly engage with and reinforce previously learned material.

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

- In the grade 1 materials, each lesson begins by explicitly introducing a letter or sound immediately followed by practice activities. For example, in Lesson 22, the teacher introduces the letter *n* and its sound /nnn/ using a key card. Students then trace the letter and practice

the sound multiple times, ensuring that the practice is directly aligned with the skills taught in the lesson. In Lesson 63, students learn the digraph /rr/ sound by hearing the teacher model it. They then practice making the sound and connect it to writing the digraph *rr*, reinforcing their understanding through guided and independent practice.

- The materials incorporate cumulative review exercises where students apply only the phonics skills that have been explicitly taught. In Lesson 53, students practice reading books by focusing on words containing the digraph *ch* after explicitly being taught the digraph. In the *Actividades de Extensión y Refuerzo* writing activities, students practice frequently used words like *durante* and *creo* by tracing and then independently writing them, ensuring practice aligns with previously taught skills.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials provide decodable texts that contextualize the target sounds and letters. However, they do not offer specific instructions on incorporating decodable texts for cumulative review. For example, Lesson 28 features the story "*El faro en la loma*," which uses connected text to reinforce phonics skills learned in the lesson but does not extend past the lesson. Decodable texts do not incorporate cumulative practice of taught phonics skills.
- Materials provide no decodable texts that integrate these skills cumulatively within connected text, limiting the application of phonics skills to isolated words and sentence practice rather than contextual reading. The provided materials do not mention decodable texts in print or online formats.

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

- Grade 1 materials provide systematic instruction on letter-sound correspondence through isolated practice. For example, in Lesson 19, "*Vamos al número 1 y ustedes van a decir los sonidos de unas letras. Coloquen su dedo debajo de la primera letra. Cada vez que yo dé esta señal (dé un golpecito en la mesa), ustedes van a decir el sonido de la letra y luego van a mover su dedo a la próxima letra. ¿Listos? ¿Sonido? Enseguida dé un golpecito en la mesa. /d/. Dé un golpecito en la mesa por cada letra hasta que los alumnos hayan dicho el sonido de todas las letras.*" This method reinforces phonics skills by isolating and repeating each letter sound without integrating it into a larger reading context. The student workbook corresponding to each lesson allows for isolated practice of phonics skills. In Lesson 33, students practice the letter *c* by working with syllables and words like *comida*, *coco*, and *Camilo*. They also practice using these skills in sentences within the workbook, which reinforces the phonics lesson.
- The materials provide thorough practice in isolation but do not integrate reading activities that allow students to apply phonics skills in connected text. For example, in Lesson 19, although students practice the sound /d/ for the letter *d* by tracing the letter and saying it multiple times. They do not progress to reading passages or sentences where this sound is used within a broader context.

- The materials include word lists and sentences aligned with the scope and sequence of phonics instruction, and practice in decodable texts. For example, Lesson 50, introduces a decodable word bank with the *ll* digraph in isolated practice. Each skill taught in isolation in the lesson is paired with a connected text to obtain further practice. In Lesson 50, the *ll* is taught in isolation and is paired with the text, *La Llama*.

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.

- Grade 1 materials include a placement test designed to determine each student's starting point for instruction. It evaluates key early literacy skills, such as letter sound identification, beginning sounds, segmenting syllables, and reading syllables and words. The tasks are age-appropriate and tailored to the developmental level of the students. For example, in "Placement Test Part 1" (*Primera evaluación*) instructions are grade level appropriate for this assessment: *"Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas."* This activity assesses the ability to recognize and produce letter sounds, a fundamental skill in early literacy.
- The volume assessments within the material effectively measure phonological awareness and phonics skills. The assessment includes tasks like identifying letter sounds, syllables, and frequently used words, which are crucial for early literacy development. These age-appropriate assessments ensure they align with young learners' cognitive abilities and learning stages. They cover current learning objectives and build upon previously taught skills. For example, the "Volume 5" test begins by asking students for letter sounds. Next, the assessment focuses on syllables: *"Aquí hay unas sílabas. Quiero que toques cada sílaba y que la leas. ¿Estás listo/a? Comienza. Encierre las respuestas correctas. La respuesta está correcta sólo si el alumno lee la sílaba completa."* The third part of the test asks students to read high-frequency words, and the test culminates with students reading ten words, like *ruido, camiones, and hielo*.

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

- Grade 1 materials provide clear directions and emphasize consistency across various assessments. The "*Folleto de pruebas del examinador*" (FPE) differentiates between instructions that are read verbatim and those that direct teacher actions. An example of a teacher script includes, "*Aquí hay unas sílabas. Quiero que toques cada sílaba y que la leas. ¿Estás listo/a? Comienza.*" Providing consistency in language ensures uniform delivery of assessments to all students. This approach is maintained in the placement and volume tests, where similar, consistent instructions are provided. For example, the "Placement Test Part 1" provides clear, consistent instructions to teachers: "*Coloque el Folleto de pruebas del estudiante en la página 5 frente al alumno. Señale la caja con las letras. Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas.*" Consistency in instructions across different test sections helps maintain the reliability of the assessments when administered by different examiners or at different times.
- The materials provide clear and consistent directions for the accurate administration of assessments. The "Progress Monitoring Guide" offers explicit instructions on how to administer placement tests. For example, it directs the administrator to "place the "*Folleto de pruebas del estudiante,*" open to the correct probe, in front of the student" and to start the stopwatch when the student begins reading. This step-by-step guidance ensures clarity and consistency in assessment administration. The "*Folleto de pruebas*" enhances accuracy by aligning the correct page numbers with the student's booklet. "Chart 1," for example, indicates page numbers, facilitating accurate and systematic test administration: "The placement test begins on page 5, "Volume 1" begins on page 18."
- The materials support teachers' understanding of the assessments with detailed explanations of the tools and scoring procedures. The "Examiner's Test Booklet" provides a comprehensive overview of diagnostic tools and scoring methods, ensuring teachers can administer the assessments accurately.

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

- Grade 1 materials effectively incorporate progress monitoring tools that systematically and accurately measure students' acquisition of grade 1 phonics skills. The placement test includes routine and systematic assessment tools, such as the word reading exercise that states, "*Palabras: Señale el número 2. Aquí hay unas palabras: deuda, viajar, reina. Quiero que toques cada palabra y que la leas. ¿Estás listo/a? Comienza.*" This example illustrates a methodical approach to measuring students' ability to read words by breaking them down into syllables or reading them as whole words. The materials ensure that assessments are conducted regularly; assessments systematically track student progress over time by stopping the test if the student fails two tasks and directing them to start at a specific lesson (e.g., Lesson 73).

- The initial sounds assessment accurately measures students' phonics skills, emphasizing their growth. For example, the following instructions provide a clear, accurate method for assessing students' understanding of the initial sounds of words: *"Toque el dibujo de la mesa y diga: Esto es una mesa. Mesa. ¿Qué es esto? Mesa. Yo diré con cuál sonido comienza mesa. /mmm/. Mesa comienza con el sonido /mmm/. Ahora es tu turno."* By recording only the correctly identified sounds, the assessment precisely identifies students' proficiency and areas needing further instruction.
- The tests are administered at the end of each instructional volume, providing systematic tracking of progress. The tests assess phonics skills such as letter sounds, beginning sounds, segmenting syllables, and reading syllables. For example, the "Volume 1" test assesses letter sounds with instructions: *"Coloque el Folleto de pruebas del estudiante en la página 17 frente al alumno. Señale la caja con las letras. Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas."*

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

- The materials provide assessments systematically embedded across different components, such as placement tests, volume tests, and progress monitoring tools. The *"Examiner's Test Booklet"* details an assessment overview that spans the school year, covering essential phonics skills: identifying letter sounds, producing the initial sound of a word, segmenting a syllable into its sounds, reading syllables, and reading words. Placement tests are used at the beginning of the school year to establish a baseline for each student, ensuring they start at the appropriate instructional level. This early assessment helps place students accurately in the instructional sequence, facilitating tailored instruction.
- Progress monitoring tools are systematically used throughout the school year to assess student acquisition of phonics skills. According to the instructions for "Progress Monitoring Measures," progress monitoring is conducted weekly for students with intensive needs and every other week for other students. Tools like *"Fluidez en la lectura de sílabas"* (FLS) and *"Fluidez en la lectura oral"* (FLO) are introduced at key points in the curriculum, such as at the beginning and after Lesson 40. This ongoing monitoring allows teachers to promptly identify and address learning gaps, ensuring students receive the necessary support to achieve proficiency. Additionally, the materials guide formal assessments, recommending the use of progress tests five times per school year at the end of each volume.

Phonics Compliance

4.5	Progress Monitoring and Student Support	3/6
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.	0/2
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.	0/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials do not 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 do not 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.

- Grade 1 materials include comprehensive data-management tools that facilitate tracking individual student progress, supporting appropriate instructional decisions, and accelerating instruction. The "Examiner's Test Booklet" provides a passing scores chart for each placement test, specifying thresholds such as a "seven or greater" passing score for letter sounds. This chart enables teachers to analyze assessment data effectively, identify students' proficiency levels, and make informed decisions about instructional adjustments. The chart includes criteria for when to discontinue testing, guiding teachers to focus their efforts based on student needs.
- Materials incorporate a progress monitoring system, including a frequency tool in the "Progress Monitoring Guide." This tool outlines the recommended monitoring frequency: "Students with more intensive needs can be monitored as often as weekly, while other students may only need to be monitored every other week." By providing clear guidelines on monitoring frequency, the tool ensures that teachers can track progress systematically and adjust instruction based on individual student needs, facilitating timely interventions and support.
- Materials provide specific tools for recording and managing individual student data, such as the "*Fluidez en el sonido inicial (FSI) - Libro de puntaje*" (score sheet). This sheet allows teachers to track progress towards long-term goals by documenting individual scores in areas

like initial sounds. Each score sheet includes targets and a visual representation of progress across different evaluation points. Teachers can analyze student growth and identify trends that may require instructional changes.

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

- Materials include the "*Repaso y evaluación del progreso de fluidez y comprensión*" package which allows bi-weekly administration and includes guidelines for plotting individual scores on a progress monitoring graph. These features do not include whole-class data analyses. Drawing an aim line and plotting each score on a graph is focused on individual students, and there are no tools or methods for aggregating this data to analyze overall class performance trends. The grade 1 materials do not provide data-management tools or guidance for documenting and analyzing whole-class data to inform instruction.
- Materials offer data-management tools that allow teachers to record individual progress in phonics skills. The score sheets allow individual students to track progress on phonological awareness and phonics skills such as reading syllables. However, no system is in place to consolidate this information and provide a comprehensive view of the entire class's performance. The materials do not provide guidance or tools for teachers to analyze learning patterns or identify common areas of need across all students.
- The materials include passing scores and instructions for recording individual assessment results for each assessment a student completes. The materials do not include data-management tools for tracking whole-class student progress to analyze the patterns and needs of students.

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

- Grade 1 materials feature detailed processes for monitoring test frequency based on student strengths. The progress monitoring booklet advises teachers to plot the initial assessment data on a chart and draw a line to the target goal. If a student scores above this aim line three times or more, the teacher can evaluate whether less frequent monitoring is appropriate.
- The materials consistently provide structured assessments and clear criteria for individual and volume tests, ensuring teachers have a framework for progress monitoring based on student's strengths and needs. General guidelines suggest monitoring frequency, such as weekly for students with intensive needs and bi-weekly for others. They allow for teacher discretion based on specific assessment results; teachers tailor the frequency of monitoring to each student's requirements and learning pace.
- Materials guide teachers to use instructional settings to address different student needs, monitoring frequency. In *El camino* for Tier 1 (small group language arts instruction), teachers are encouraged to use learning centers or have paraprofessionals work with students in small groups, offering varied and additional practice opportunities. This structure supports differentiated instruction and helps monitor students based on their engagement and progress in these settings.

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

- Materials do not include sufficient guidance on accelerating learning based on progress monitoring data to help students reach mastery of specific concepts. Although the "Examiner's Test Booklet" shows a passing scores chart for each placement test at the lesson entry point and provides criteria to discontinue testing, it lacks explicit instructions or supplemental guidance on using this data to accelerate learning. There are no digital or print sections in the documents that outline how teachers can develop action plans based on progress monitoring data or specify activities to address identified gaps. The "Progress Monitoring Guide" includes guidance specifying which activities to assign to students when they have difficulty with progress monitoring assessments: "Begin testing for "*Fluidez en el sonido inicial*" (FSI) at the beginning of *El camino*. Continue for 4 to 5 months, or until the student reaches the goal of 30 sounds per minute for three or more testing probes." It does not offer enough data-management tools to enable teachers to document data or accelerate learning. The materials do not differentiate activities or offer suggestions for accelerated learning. The one-size-fits-all approach does not provide explicit instructions for addressing gaps in learning.

Foundational Skills

5.B.1	Oral Language Development	16/21
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)	2/4
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)	6/9

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 academic communication for different purposes and audiences; however, they do not include opportunities for students to engage in social 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; however, specific guidance for authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas is not provided.

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)

- Grade 1 materials include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, in Lesson 27, the teacher begins by modeling the sound of the letter *f* for the students, saying, "My turn. The sound of this letter is /fff/." The teacher then prompts the students to repeat the sound and gives the signal for the students to respond with /fff/. This interactive approach ensures that students hear and correctly produce the sound of the letter *f*, reinforcing their phonemic awareness. Students associate the correct sound with each letter through repeated practice and teacher guidance. In addition, the materials include explicit guidance on using audible signals to aid in developing oral language. In Lesson 74, the teacher taps on the table to pace fluency as students read "*Ogro el perro gruñón*" together. This technique helps students improve their vocabulary, fluency, and tone in spoken language with direct instructional guidance.
- Materials provide guided practice in developing oral language through repetition. For example, in Lesson 25, the teacher instructs students to make a fist with their right hand, palm facing them, and say, "The syllable is /la/." The teacher then raises one finger for each sound and

says, "/lll/ /aaa/." Finally, the teacher quickly brings the fingers together, saying "/la/." The explicit (direct) and systematic instructional guidance develops oral language and oracy.

- The materials provide instructions on how to improve oral language and communication skills through different methods, such as modeling, guided practice, and feedback. For instance, the Instructional Guidance document gives teachers directions on using grounding sentences for context, introducing vocabulary through images in advance, and highlighting the importance of understanding academic vocabulary.

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

- Grade 1 materials provide structured opportunities for students to engage in academic communication for different purposes. For example, in Lesson 54, the class reads a story, and the teacher arranges the students into pairs to answer the comprehension questions. The teacher states, "After each question, you will have time to think about the answer with your partner and find the sentence or sentences in the story that confirm your answer."
- Instructional materials incorporate activities where students present their answers and participate in academic discussions. For example, Lesson 27 provides an activity, "*Presente el nombre y el sonido de la letra,*" in which the teacher introduces the letter *f* to the students using a key card. The teacher starts by naming the letter, saying, "El nombre de esta letra es *f*." The students repeat the name of the letter. Next, the teacher models the sound of the letter, /fff/, and has the students practice making the sound. The teacher then explains when to use the uppercase letter *F*. "*Esta es la letra mayúscula. La letra *F* mayúscula se usa para comenzar un nombre propio o una oración.*" Finally, the teacher asks the students to identify the name and sound of the letter *f* to reinforce learning: "*¿Qué sonido hace esta letra? Dé la señal. /fff/. Toque la letra mayúscula. ¿Cuál es el nombre de esta letra? ¿Qué sonido hace?*"
- The grade 1 Implementation Guide document includes guidance for supporting teachers in how and when to present opportunities for students to engage in academic communication. For example, students can teach others about a new word through strategies such as Pair-Share to extend vocabulary development. However, the materials do not include opportunities for students to engage in social communication for different purposes. Opportunities for social communication are not detailed with prompts and clear directives for various purposes.

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)

- Grade 1 materials include authentic opportunities in Spanish for students to listen actively to understand information. For example, in Lesson 81, students are instructed to listen attentively to the teacher to hear the pronunciation of the letter *x*. The teacher models and prompts students to repeat, ensuring comprehension of the sound. "*La Tarjeta clave de la x. Mi turno. El nombre de esta letra es x. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. x.*"

- The materials include authentic opportunities in Spanish for students to engage in discussion and share information. For example, in Lesson 74, the activity, "*Leer los libros*," instructs students to read a story three times. The first time, the teacher and peers read the story together. The second time, the students read with a peer. The third time, students read the story and then are paired with a partner to answer the questions about the story. The materials promote active listening during lessons and engage students in discussions to share information. For example, Lesson 2 provides three questions to review students' listening and comprehension. "What do Alexa and Erika do every year? Why do they want to continue playing the saxophone and xylophone? What did they see in China?" Students discuss answers with peers, demonstrating reading comprehension.
- The grade 1 Implementation Guide document includes opportunities for students to listen and actively share information, such as teaching someone about a new vocabulary word. Students can listen, ask, and engage in conversations to share information. For example, during pair-share activities, students can speak, listen, and have conversations with peers. Additionally, students are encouraged to actively participate in discussions by using grounding sentences, which involve listening to an introduction to a topic and then sharing their prior knowledge or asking related questions. However, specific guidance is not provided, such as conversation prompts, or sentence stems that could help students ask questions to understand or share ideas and information.

Foundational Skills

5.C.2	Letter-Sound Correspondence	24/30
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)	0/2
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)	20/24

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 do not 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 but not in authentic Spanish decodable connected text.

Evidence includes, but is not limited to:

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

- The materials explicitly introduce letter-sound relationships in a carefully structured order, facilitating basic decoding and encoding in Spanish. For example, in Lesson 1, the vowel *a* is introduced with a systematic approach that includes identifying both the uppercase and lowercase forms of the letter and practicing the sound /aaa/. This explicit instruction ensures that students can immediately apply their knowledge to decoding words containing the letter *a*. Additionally, "Volume 1" uses the first ten lessons to systematically introduce each vowel (two lessons per vowel), developing a solid foundation for encoding and decoding skills. The materials continue this systematic progression by introducing consonants after the vowels, ensuring that letters that may be confused are taught separately. For example, the letter *m* is introduced in Lesson 11 and Lesson 12, while the letter *n* is taught later in Lesson 21 and Lesson 22. This order helps students avoid confusion and reinforces their ability to apply these letter-sound relationships in encoding words correctly. Similarly, the letter *d* is introduced in Lesson 19 and the letter *b* is introduced in Lesson 31, maintaining a structured approach that aids decoding and encoding.
- The materials also provide explicit scripts and guidance for teachers, further supporting the systematic introduction of letter-sound relationships. For example, in Lesson 5, the teacher

introduces the vowel *i* using specific prompts and activities, such as using the *i* key card and having students repeat the sound /iii/. This direct instruction and practice ensure that students can effectively decode and encode words involving the letter *i*. The materials demonstrate a clear progression from simple sounds to more complex combinations, as outlined in the scope and sequence document. This progression starts with vowels and then moves to consonants, such as *m*, *n*, *b*, *p*, *s*, *l*, *d*, *t*, and *f*, allowing students to decode and spell basic words early on. For instance, detailed instructions for introducing the letter *k* in "Lesson 81" exemplify how this structured approach is maintained throughout the curriculum.

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

- The materials do not guide the teacher in providing explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. While scripts are provided to help teachers teach phonemes and speech sounds, there is no support for addressing students' mispronunciations.
- The materials do not guide the teacher in providing explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions. The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words; however, they do not give any guidance in the lesson plans, teacher guides, or supplementary aids for explanatory feedback for students based on common 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. (PR.2.A & 2.A.3) (S)

- The materials include various Spanish activities for students to develop their ability to apply letter-sound correspondence to decode words in isolation. For example, in Lesson 25, students' progress through the lesson by reading the letter name and sound of *l*. They then practice syllables and read words in isolation, such as *lado*, *malo*, *paleta*, *Loma*, *Lupita*, *lupa*, *lote*, *maleta*, and *Lalo*. This ensures that students can practice decoding words effectively. The materials include activities in Spanish for students to practice their understanding of applying letter-sound correspondence to decode words in decodable connected text. In Lesson 34, the "*Leer los libros*" activity reviews the picture and definition for the words *locura*, *coco*, and *barato*. The following short story incorporates these multisyllabic words into practice and reinforcement: "*La mamá de Camilo pone coco en el taco. –¡Es una locura! ¿Taco con coco? –dice Camilo.*"

- The materials also include activities for students to reinforce their understanding of applying letter-sound correspondence to encode and decode one-syllable words in isolation. For example, in Lesson 117, students write words dictated by the teacher, practicing letter-sound correspondence in isolation and providing a clear method for reinforcing skills. In addition, the materials include a variety of activities in Spanish for students to develop their understanding of applying letter-sound correspondence to decode multisyllabic words in isolation. In Lesson 58, students practice reading syllables and words such as *tro*, *bru*, *chu*, and *bra*. Activities involve placing fingers under letters and syllables to practice sounds and reading in isolation, so students can decode more complex words.
- Resources provide practice for applying letter-sound correspondence to decode multisyllable words in decodable connected text. For example, in Lesson 58, the teacher manual provides specific exercises for reading multisyllabic words like *abrigos*, *obreros*, and *broches*. Students are guided to read syllables first and then combine them into words: *"Muestre la primera caja con las palabras en la página correspondiente a la Figura 58-1. Ahora vamos a leer en grupo unas palabras. Primero vamos a leer las sílabas de una palabra. Luego vamos a unir rápidamente las sílabas para leer la palabra."*
- The materials do not include specific activities for reinforcing (through cumulative review) the understanding of applying letter-sound correspondence to decode one-syllable words in decodable connected text. Additionally, the materials do not include sufficient activities for developing and practicing letter-sound correspondence in multisyllabic words or reinforcing this understanding through cumulative review in decodable connected text.

Foundational Skills

5.D.1	Phonological Awareness (K–1)	9/12
5.D.1a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.1c	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	5/6

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. Materials do not include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities, including the use of memory-building strategies in Spanish for students to develop and practice phonological awareness skills connected to grade-level Spanish TEKS. Materials do not include a variety of resources to reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- Grade 1 materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS, starting with simple skills and gradually transitioning to more complex skills. For instance, in "Volume 5," the curriculum summary outlines how students develop phonological awareness by learning the name and sound of the target letter, identifying initial sounds, and segmenting words into syllables. By the end of the volume, students advance to learning high-frequency words and reading sentences with previously learned words. This structured approach ensures that students build a strong foundation in phonological awareness before tackling more advanced

tasks. An example of this progression can be seen in Lesson 25, where the teacher says a syllable, and students say the individual sounds that make up the syllable, then join the sounds to say the syllable: "*la sílaba es /la/; /lll/ /aaa/; /la/.*" Similarly, in Lesson 5, the teacher introduces the letter sound /iii/, and students practice saying the sound /iii/. The lesson then advances to "*Unir sílabas en palabras,*" a more complex activity where the teacher guides students in blending syllables to form words. The teacher lifts a finger for each syllable and then closes their hand to indicate the blending of the syllables: */lon/ /che/ /ra/.* The students then say the complete word "*lonchera.*" The materials later transition from larger units of sound to smaller units, such as adding, deleting, and substituting syllables.

- Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with larger units of sound, such as recognizing spoken alliteration, and gradually transitioning to more complex skills. For example, while the materials include a progression of phonological awareness activities, such as learning the name and sound of the target letter, identifying initial sounds, and segmenting words into syllables, there is no evidence provided for activities related to identifying and producing rhyming words.

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

- Materials do not include recommended explanatory feedback for students based on common errors. For example, in Lesson 26, the teacher asks students to explain how a syllable is divided and combined. If a student makes an error, the teacher intervenes by saying, "My turn. The syllable is /../." The teacher then demonstrates the correct way to divide and combine the syllables. Afterward, the teacher prompts the students again and encourages them to divide and combine the syllables correctly by saying, "Now it is your turn. The syllable is /../." While this method provides direct instruction, it does not address misconceptions or common errors to help students understand why the mistake occurred.
- Materials do not include recommended explanatory feedback for students based on misconceptions. The materials feature a section titled "*Corrección de errores.*" However, this segment merely instructs the teacher to model the correct sound, letter, or word and have the student repeat it rather than addressing common misconceptions. For instance, in Lesson 98, when a student misreads a word, the teacher interrupts with "My turn" and then enunciates the syllables of the word clearly by saying, "The syllables are /../ /../. The word is..." After modeling the correct pronunciation, the teacher turns the task back to the students, saying, "Now it's your turn. Syllables? /../ /../. Word?" This includes corrective feedback by having students repeat the correct answer, but materials do not provide guidance to explain why students might incorrectly read the syllables and words.

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

- Materials provide a variety of activities in Spanish that align with grade-level TEKS for developing phonological awareness skills. For example, in Lesson 97, students blend sounds to form syllables: *"Voy a decir una sílaba y ustedes van a decir los sonidos que forman la sílaba. Luego van a unir los sonidos y a decir la sílaba. Mi turno. Empuñe la mano derecha con la palma hacia usted y diga: la sílaba es /tre/. Levante un dedo por cada sonido, empezando de izquierda a derecha desde la perspectiva de los alumnos: /ttt/ /rrr/ /eee/. Luego una rápidamente los dedos mientras dice la sílaba: /tre/."* This activity helps students develop the foundational skill of blending sounds to form syllables, which is essential for phonological awareness.
- Materials include a variety of activities in Spanish for students to practice phonological awareness skills connected to grade-level Spanish TEKS. For instance, in Lesson 97, students read syllables aloud, placing their fingers under the first syllable and silently reading it in their minds. The teacher cues the students with a tap on the table, prompting them to read the syllable aloud and proceed to the next one. For instance, the teacher might say, *"¿Listos? ¿Sílaba? Enseguida dé un golpecito en la mesa. /bui/."* This process continues sequentially for each syllable on the page, ensuring students practice and reinforce their ability to recognize and articulate syllables effectively. The structured nature of this activity integrates auditory, visual, and kinesthetic elements, fostering comprehensive phonological skill development among the students. Similarly, the materials include resources with memory-building strategies to develop phonological awareness. In Lesson 98, the activity *"Unir y dividir sílabas cerradas"* uses kinesthetic learning. The teacher says a syllable, and then students break it down into sounds, raising a finger for each sound as the teacher uses a fist to represent the syllable.
- Materials do not include a comprehensive approach to reinforcing phonological awareness skills connected to grade-level Spanish TEKS through cumulative review across subsequent lessons. While the materials offer a variety of activities and resources to develop phonological awareness skills in Spanish, including reading syllables and engaging with high-frequency words, they do not provide a systematic, cumulative review or integrate essential memory-building strategies.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	9/13
5.D.2a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR.2.A.1)	3/3
5.D.2b	Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2)(T)	0/2
5.D.2c	Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR.2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3)(S)	4/6

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and syllables, but do not include substituting syllables. Materials do not include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources in Spanish for students to develop and practice phonemic awareness skills. Materials do not include a variety of activities and resources in Spanish for students to reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials present a systematic and authentic Spanish sequence for introducing phonemic awareness activities, starting with phoneme identification. For instance, in "Volume 1," lesson 1 introduces phonemes through the vowel 'a' and progresses to blending the phonemes into syllables, such as identifying the initial sound in "*¿Cuál dibujo comienza con el sonido /aaa/?*" to which the students respond with "*abuelo.*"

- In "Volume 2," the materials provide a structured sequence for phonemic awareness, starting with identifying, blending, and segmenting phonemes. An example includes a lesson that begins with a review of the name and sound of a letter using a key card, followed by students splitting and joining sounds in syllables. However, the materials do not contain activities substituting phonemes.
- The grade 1 materials include tasks to help teachers and students transition from blending phonemes into syllables and words to more complex manipulation practices such as adding, deleting syllables. For example, in activities, "*Quitar la primera sílaba, Añadir una sílaba and Cambiar una sílabas,*" teachers are guided on how to add, delete, and substitute syllables to form multisyllabic words. To illustrate the task, "*Quitar la primera sílaba,*" guides the teacher to instruct students to say the word *subsuelo*. The teacher asks the student to delete the syllable /sub/ and to say the newly formed word *suelo*. Then, the activity provides other words to practice, including *increíble* and *desmanchar*. However, the materials do not contain activities for substituting phonemes

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

- Materials do not contain explicit instruction with recommended explanatory feedback for students based on common errors. For instance, in Lesson 24, when students incorrectly divide a word, the teacher says the word and raises a finger for each syllable. Students are instructed to repeat this action. This "*Corrección de errores*" section only directs the teacher to model the correct response and have the student repeat it without addressing why the mistake was made. Similarly, in Lesson 20, when students misidentify a drawing that starts with the /d/ sound, the teacher is instructed to select the correct drawing and have students repeat it. This method does not explain the error or provide guidance for understanding the mistake.
- Materials do not contain explicit instruction with recommended explanatory feedback for students based on common misconceptions. In Lesson 99, the instruction involves blending phonemes into syllables by saying: "*Empuñe la mano derecha con la palma hacia usted y diga: la sílaba es /bai/. Levante un dedo por cada sonido, empezando de izquierda a derecha desde la perspectiva de los alumnos: /b/ /a/ /i/. Luego una rápidamente los dedos mientras dice la sílaba: /bai/.*" While this helps students understand blending, there is no guidance on correcting misconceptions, such as when a student treats a diphthong as two separate sounds. Similarly, Lesson 109 provides systematic instruction for segmenting phonemes but does not include feedback for addressing misconceptions, leaving teachers without clear guidelines for correcting such errors.

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

- Grade 1 materials demonstrate explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, effectively supporting students in transitioning from oral language activities to basic decoding. For instance, in Lesson 24, the teacher directs students to connect phonemic awareness with the alphabetic principle by dividing and blending syllables. The lesson includes an oral activity where students practice the syllable /sa/ by uniting their fingers while saying the syllable aloud. This approach ensures that students directly connect the sounds they hear and the written symbols representing those sounds. Similarly, in Lesson 49, the activity "*El sonido del dígrafo*" involves direct instruction on the digraph *ll*, where the teacher demonstrates how the combined letters produce a single sound, guiding students through identifying and producing this sound, thus reinforcing their decoding skills.
- The materials explicitly guide application of phonemic awareness skills to the alphabetic principle to support basic encoding. In Lesson 35, the teacher dictates syllables, such as /na/, /de/, and /gu/, and students write these syllables in designated spaces. This activity helps students practice encoding by translating spoken syllables into written form, reinforcing their understanding of how sounds map to letters. Additionally, in Lesson 25, students use the alphabet principle to decode syllables shown in their workbooks. The teacher employs kinesthetic gestures to aid in decoding, guiding students to connect their phonemic awareness with the written text. These activities effectively support students in transitioning from recognizing sounds to encoding them in written form.

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

- The materials include activities in Spanish designed to develop students' phonemic awareness skills. In Lesson 35, the teacher uses kinesthetic methods to divide and join syllables. Students engage physically by raising their fingers for each sound and combining them to form a syllable, reinforcing their learning through action. The materials do not contain a variety of resources in Spanish for students to reinforce phonemic awareness skills through cumulative review.
- The materials provide varied activities for practicing phonemic awareness. For example, Lesson 53 engages students in segmenting and blending syllables, strengthening their phonemic awareness by having them break down and reconstruct syllables systematically. The activities provided primarily focus on the introduction and practice of new phonemic concepts, with fewer targeted exercises to revisit previously learned skills.
- The materials include a variety of resources to aid in the development of phonemic awareness skills. For instance, Lesson 52 involves students using workbooks to practice sounds of letters and digraphs like *pr* and then breaking apart sounds in syllables with different end sounds, such as *pru*, *pro*, *pre*, *pri*, and *pra*. This workbook-based resource provides structured

opportunities for skill development. In addition, Lesson 39 features resources like visual aids and kinesthetic prompts to help students understand that the letter *H* has no sound, thus supporting their phonemic awareness through various sensory experiences. The materials do not include a variety of activities or resources in Spanish for students to reinforce phonemic awareness skills through cumulative review.

Foundational Skills

5.E.1	Sound-Spelling Patterns	11/17
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)	4/6
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)	4/8

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 and practice grade-level sound-spelling patterns; however, materials do not include activities and resources to reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation (e.g., word lists), but not 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 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 1 materials include a systematic sequence for introducing sound-spelling patterns and syllable combinations to decode multisyllabic words, as outlined in the Spanish TEKS. As the activities progress, students read multisyllabic words like *lado*, *dice*, and *muletas*. In Lesson 29, the "Manual suplementario" and "Figura 29-1" ask students to decode multisyllabic words from a word list, including *goma*, *amigo*, *laguna*, and *soga*. In Lesson 14, a routine is followed where the teacher and students segment words into syllables using gestures to emphasize each syllable, as demonstrated with the word *usado*. These activities show a structured approach to teaching the decoding of multisyllabic words.
- Materials contain a systematic sequence for decoding single-syllable words. For example, in Lesson 25, the teacher initiates the activity by pronouncing the sounds for each grapheme in *la* and then blending the sounds to read the word.

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

- Grade 1 materials include detailed guidance for teachers to provide explicit instruction for sound-spelling patterns. For example, in Lesson 97, the script directs the teacher to lead a group word-reading activity. The teacher says, "Now we will read some words as a group. First, we are going to read the syllables of a word. Then we will quickly join the syllables to read the word *humo*." The teacher instructs the students to say the syllables in *humo* and then tap next to the word, prompting them to read it. The students slide their fingers quickly under the word to read it. This structured approach ensures that students receive clear, step-by-step guidance in decoding and understanding the sound-spelling patterns of the word. Another example of explicit instruction is found in Lesson 75 where students read frequently used words and then spell them as a whole group. From "Figura 75-1," the teacher reads each word aloud, providing a clear model for the students. The students repeat the word after the teacher gives a signal, focusing on the correct pronunciation. Next, the teacher and students spell the word together as a group, reinforcing the connection between the word's sounds and letters. Finally, the students read the word quickly.
- Materials also provide specific guidance for introducing letters and their sounds. For instance, in Lesson 1, the activity *Presentar el nombre y el sonido de la letra* includes detailed instructions. The teacher presents a key card with the letter *a* showing uppercase and lowercase forms. The teacher begins by stating, "Mi turno." The teacher then says, "El nombre de esta letra es a," to introduce the letter's name to the students. Next, the teacher prompts the students by saying, "Ahora ustedes. ¿Cuál es el nombre de esta letra?" Students are signaled to respond, at which point they say the letter name *a*. The teacher continues modeling the letter's sound, saying, "Mi turno. El sonido de esta letra es /aaa/." The teacher then prompts the students again with, "Ahora ustedes. ¿Qué sonido hace esta letra?" The teacher signals students to respond with the sound /aaa/.

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 variety of activities authentic to Spanish for students to develop and practice grade-level sound-spelling patterns. For example, in Lesson 73, students participate in an activity where they say the sounds of letters, diphthongs, digraphs, and letter combinations. Students place their fingers under the first letter and, with each tap from the teacher's table, say the sound before moving to the next. Additionally, students practice writing letter combinations. In the *Trazar la combinación* activity, students write the combination twice on provided lines, with the teacher ensuring correct formation. These structured activities are aligned with lesson objectives, helping students develop and practice sound-spelling patterns effectively.
- While the materials provide various activities to develop and practice sound-spelling patterns, they do not contain a variety of resources for ongoing reinforcement through cumulative

review. Although activities like *Repaso de letras* offer in-lesson reviews, the materials do not provide a structured approach for systematically revisiting previously learned patterns across multiple lessons. For instance, in Lesson 76, students write lowercase letters corresponding to uppercase ones. While this activity reinforces previously taught skills, it does not integrate content from earlier lessons into subsequent ones for cumulative practice.

- The materials contain activities authentic to Spanish for developing and practicing sound-spelling patterns but do not contain a variety of resources for reinforcing these patterns through cumulative review. In Lesson 94, students work with decodable word lists and connected texts, such as the story *La anciana de Asia*, which incorporates previously taught words like *Diana*, *anciana*, and *Asia*. Although this offers practice within a lesson, the materials do not contain resources for ongoing reinforcement over time.

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)

- The materials provide a variety of resources in Spanish to support students in decoding words, including syllable correlations taught in isolation. For example, in Lesson 98, the activity *Dividir y unir sílabas- actividad oral* involves students practicing the sounds of the syllable *gri* by saying the individual sounds /ggg/ /rrr/ /iii/ and then blending them to read the complete syllable *gri*. This activity allows students to practice decoding syllables in isolation. Similarly, in Lesson 27, students use "Figura 27-1" to practice reading syllables like *fa*, *la*, and *to*, then forming words such as *fama*, *farola*, and *foto*. These activities provide structured practice for decoding syllables and words in isolation, supporting the development of sound-spelling patterns.
- The materials do not contain a variety of resources in Spanish to support phonic decoding of words that include taught syllable correlations in authentic Spanish decodable connected text. While there are activities for decoding syllables in isolation, such as in Lesson 73, where students decode syllables like *yi* and *yo*, the decodable texts do not systematically build on previous instruction. Similarly, while the materials provide resources for encoding words with taught syllable correlations in isolation, they do not contain a variety of resources to support encoding in authentic Spanish decodable connected text. The activities, such as writing syllables and decoding isolated words, are well-supported in isolation but do not extend to authentic texts that integrate these skills into sentences or stories. For instance, the *Trazar la combinación* activity in "Volume 4" focuses on writing syllables like *gr*, but no corresponding connected text is provided where students can apply their encoding skills.

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 (sílabas tónicas), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobresdrújulas) 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 (sílabas tónicas), 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 to help students develop and practice skills for decoding and encoding 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 (sílabas tónicas), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobresdrújulas) 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 (sílabas tónicas), 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 and resources in Spanish for students to develop and practice skills to decode and encode multisyllabic words. For example, in Lesson 78- *Palabras de uso frecuente*, the teacher instructs students to read and spell frequently used words such as *todavía*. Additionally, Lesson 88 includes an activity in which students read words silently (*cumple, sopla, plumas*, etc), then aloud as a whole group, and finally within the context of a story.
- The materials also include a variety of activities and resources for students to develop and practice encoding multisyllabic words. For example, in Lesson 77, the activity *Leer los libritos* is followed by *Actividad de escritura*. Students write the first syllable of words like *gusano* and *galletas*. Similarly, Lesson 59 is an activity where students practice writing frequently used words dictated by the teacher. They hear the word, write it down, read it, and then check their spelling, with examples including *reir, pueden*, and *otros*.

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)	0/19
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)	0/1
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)	0/4
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)	0/6
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)	0/8

The materials do not include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Materials do not 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 do not include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials do not 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)

- The materials do not contain a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. The materials do not include lessons or activities in their scope and sequence that systematically teach grade-level morphemes. No dedicated segment within the lessons introduces and practices morphemes in a structured manner. The materials do not provide a comprehensive approach to teaching and reinforcing grade-level morphemes as mandated by the TEKS standards. For example, the materials do not include a scope and sequence section at the end of every unit that lists each of the lessons containing the identification of the meaning of words with affixes, including -s, -es, and -or.

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 do not guide the teacher in providing explicit instruction authentic to Spanish to support the recognition of common morphemes. There is no evidence of lessons or activities that support students in recognizing common morphemes, such as affixes and base words. For example, Lesson 99, focuses on reading and writing syllables including *gas*, *mi*, *mis*, and words including *gusta* and *ramas* without discussing their morphemic structure or meaning. In this activity, the teacher pronounces a syllable, and the students are instructed to identify and articulate the individual sounds (phonemes) that make up that syllable. This emphasis on phonetics overlooks morpheme identification and analysis.
- The materials do not guide the teacher to provide explicit instruction authentic to Spanish for using common morpheme meanings to support reading comprehension. For example, Lesson 98 includes dictation and word formation activities without mentioning morphemic instruction, focusing instead on phonetic aspects. This omission indicates that the materials emphasize phonetic decoding and encoding without focusing on morphemes and their role in supporting 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). (PR 2.A.1 & 2.A.3) (S)

- The materials do not contain a variety of activities in Spanish for students to develop grade-level morphological skills. The lessons focus on decoding and encoding syllables and words without exercises designed explicitly for morphological analysis or practice. Materials do not contain a variety of activities in Spanish for students to practice and reinforce grade-level morphological skills through cumulative review. The focus remains on phonetic aspects, such as syllables and diphthongs, with no explicit attention to morphemes or morphological analysis.
- The materials do not contain a variety of resources in Spanish for students to develop, practice, or reinforce grade-level morphological skills. No print or digital resources related to morphological awareness for teachers or students exist. The resources provided, such as syllable cards and word lists, aim to develop phonetic rather than morphological skills.

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 do not contain a variety of activities authentic to Spanish for students to decode and encode words with morphemes in authentic Spanish decodable connected text that builds on previous instruction. The connected text in the *Libros de trabajo* resource focuses on individual letter sounds, digraphs, and diphthongs without integrating morpheme instruction. For instance, Lesson 102, includes reading sentences and words but does not involve discussion of the meaning of morphemes within words.
- The materials do not contain various resources authentic to Spanish for students to decode and encode words with morphemes, either in isolation or within connected text contexts. Activities like "*Dividir y unir sílabas*" and "*Leer sílabas*" are centered on syllable decoding rather than morphemic analysis, indicating an absence of a systematic approach to teaching the importance of analyzing morphemes to determine meaning. While the materials include connected texts, they do not incorporate morphemic analysis in connected text, highlighting a focus on syllable and word-level practice.