American Reading Company Grade 2
Spanish Language Arts and Reading Program Summary

Section 1. Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Kindergarten	93.62%	96.43%	N/A	N/A
Grade 1	94.12%	95.00%	N/A	N/A
Grade 2	96.77%	96.77%	N/A	N/A

Section 2. Texts

- The kindergarten, first-, and second-grade materials include high-quality texts across text types and genres as required by the TEKS. The materials have books representing multicultural diversity.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The kindergarten, first-, and second-grade materials include a number of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literacy Practices and Text Interactions

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.
- The materials do not include practice for students to write legibly in cursive.
- The materials support students' listening and speaking about texts and engage students in productive teamwork and student-led discussions in a variety of settings.

- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice, and integrate Spanish literacy skills.

Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide explicit instruction in print concepts and opportunities for student practice (K–1 only).
- Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K–1 only).
- Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context.
- Materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody (Grades 1–2 only).

Section 5. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- The materials include frequent, embedded opportunities for monitoring progress.

Section 6. Supports for All Learners

- The materials include guidance, scaffolds, and supports for learners who have and learners who have not yet mastered content; materials include some extension activities that maximize learning potential for all students.
- The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for English Learners (EL) to meet grade-level learning expectations.

Section 7. Implementation

- The materials include year-long plans with practice and review opportunities that support instruction.

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- The materials include implementation support for teachers and administrators. The implementation includes guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide guidance on fostering connections between home and school.

Section 8. Bilingual Program Model Considerations

- The materials provide guidance specific to bilingual program models.
- The materials provide support to teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- The materials in Spanish are authentic and culturally relevant and include a mixture of transadaptations and translations.

Section 9. Additional Information

- The publisher submitted the technology, cost, professional learning, and additional language support worksheets.

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Indicator 2.1

Materials include high-quality texts for SLAR instruction and cover a range of student interests.
- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Texts include content that is engaging to K–1–2 students.
- Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.

Meets 4/4

The materials include high-quality texts for SLAR instruction and topics covering different student interests. Texts are represented by experts in various disciplines, with a heavy focus on science, and translated or transadapted into high-quality Spanish. The materials contain well-crafted and content-rich texts, written primarily as Spanish versions. There are also a number of complex traditional, contemporary, and classical texts and books emphasizing multicultural diversity.

Evidence includes but is not limited to:

Texts provided with "ARC Core en Español" are high quality, engaging, and diverse in genre, culture, and topic, with a heavy focus on science. The "Text Complexity & Title Selection" spreads for Units 1–4 showcases a breadth of diverse content featuring high-quality multicultural texts from diverse authors, including a wide range of Latin American authors. There are four units, each with a collection of books based on its topic: Unit 1 "Laboratorio de lectoescritura," Unit 2 "Bichos en sus ecosistemas," Unit 3 "Historias de animales," and Unit 4 "Profesiones en mi Comunidad." All four units contain texts that range in levels of complexity. The books for each unit include well-crafted and content-rich texts engaging to different student interests and emphasizing multicultural diversity. The independent reading collections include a thematically relevant library of books that are relevant to the core instruction. These independent reading texts follow the developmental reading taxonomy called ENIL or "Estructura para la Evaluación del nivel independiente de lectura," which is built on Texas Essential Knowledge and Skills (TEKS). The ENIL taxonomy is used to identify each student's independent reading at grade level in Spanish.

Unit 1 includes a Read Aloud Poetry collection with 20 titles, a Read Aloud Narratives collection with five titles, and a Read Aloud Immersion collection with 20 titles. These titles include content that is engaging and ranges in complexity for all students. Students read the core text, *A la rueda rueda*, a poetry anthology by Pedro Cerrillo that includes classical and traditional riddles, songs, rhymes, and tongue twisters from across Latin America. *Mi propio cuartito* by Amada Irma Pérez is a relatable text for children in big families; in the story, five little brothers, two parents, and a house full of visiting relatives make a young Mexican American girl feel very

crowded. *Gathering the Sun* by Alma Flor Ada is a book of poems about working in the fields; there is one poem for each letter of the Spanish alphabet.

In Unit 2, the book *Insectos y otras criaturas* by Penelope Arlon and Tori-Gordon Harris provides adequate content for close reading where students take a look at close-up images and facts about bugs. Additionally, Unit 2 texts are content-rich and offer the opportunity for students to see themselves and their own family structures reflected. For example, some students may be able to identify with books like *Hijas del sol* by Lucia Sanchez. This book is about the migration of the Monarch butterflies, a topic familiar to students from the west coast of California or mountainous sites in central Mexico where these migrations happen. Additional examples in Unit 2 of high-quality texts for SLAR instruction are included in the Core Text Exemplar Pack. For instance, *Zun-zuuun ¿qué toca ahora?* by Fer de la Cruz emphasizes the collective and optimizing for the whole, which are values that resonate with the cultural backgrounds of students in Latinx communities. In addition, the retelling of *Cucarachita Martina* by Alma Flor Ada is a Caribbean variant of the vain little mouse folktale that may be familiar to students with Cuban, Puerto Rican, and Dominican roots.

Unit 3 aims to "build routines for reading, writing, and thematic inquiry established in Units 1 and 2 while adding a new layer: thematic inquiry into a literacy genre." Students read five anchor texts in this unit: *Atentamente, Ricitos de Oro* by Alma Flor Ada; *La jirafa, el pelícano y el mono* by Roald Dahl; La *luna lleva un silencio* by Maria Cristina Ramos Guzman; *Muchos tipos de animales* by Bobbie Kalman; and *Si mi mamá fuera un ornitorrinco: Los bebés mamíferos y sus madres* by Dia L. Michels. These texts allow students to "embody an inquiry community as they read, write, question, debate, and create knowledge together." The unit has a heavier emphasis on independent reading with the goal of reading at least 30–60 minutes a day from self-selected texts.

In Unit 4, the materials include some multicultural diversity, authentic authors, and traditional texts that reflect Hispanic culture. For example, ENIL bookshelf levels 2V and 1AZ include *Puedo ser tantas cosas, ¿Que vemos?,* and *Puedes lograrlo*, which appear to be part of a series. The main characters are an African American dad and son. The books in this collection belong to different reading levels and target vocabulary that is increasingly complex. In addition, this unit includes mentor texts, which cover community workers and professions that provide inspiration to some children from different backgrounds and cultures.

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Indicator 2.2

Materials include a variety of text types and genres across content that meet the requirements of the SLAR TEKS for each grade level.
- Materials include opportunities for students to recognize characteristics and structures of literary and informational texts.
- Materials include opportunities for students to recognize characteristics of persuasive texts, (e.g., stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion).
- Materials include informational and persuasive texts that are connected to science and social studies topics in the TEKS for grades K–2.
- Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts.
- Materials include opportunities for students to recognize characteristics of multimodal and digital texts.

Meets 4/4

The materials include a number of text types and genres across content that meet the requirements of the SLAR TEKS. There are opportunities for students to recognize the characteristics and structures of literary and informational texts. The materials include appropriate connections to science and social studies topics, and there are many opportunities to analyze the use of print and graphics. Students have many opportunities to recognize the characteristics of multimodal and digital texts.

Evidence includes but is not limited to:

The "Text Complexity & Title Selection" for each unit provides an overview and description of the types of texts included to support each unit. In order to address fiction texts, teachers ask, for example, "¿Qué sucedió en la historia? [¿Cómo lo sabes?]" To address nonfiction texts, teachers ask, for example, "¿Qué aprendiste acerca de _? ¿Cómo te lo enseñaron el texto y los imágenes?]" To address poetry, teachers ask, for example, "¿De qué trata el poema? [¿Cómo lo sabes? ¿Qué piensas que hace que este texto sea un poema?]"

In Unit 2, there are some examples of different varieties of texts: *Dichos de bichos* (poetry), *Insectos que trabajan en equipo* (informational text), *La cucaracha Martina* (fiction), and *Insectos útiles y dañinos* (argumentative text). In the Unit 2 activity, "Tema, idea central y detalles claves," in the "Lectura detallada de textos informativos" section of the lesson, students read informational texts "para identificar el tema, la idea central del autor/a y los detalles clave." The materials do not include a parallel approach for students to recognize characteristics of persuasive texts, but there is a comprehensive emphasis on research and investigation where teachers demonstrate characteristics of informational texts.

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Unit 2 includes several science-heavy titles such as *Insectos y otras criaturas; Insectos que trabajan en equipo; Insectos útiles y dañinos; ¡Necesitamos los insectos!; De la oruga a la mariposa; Larvas de mariquita; Hormigas que son granjeras; La vida de un mosquito; Cómo clasificar bichos; ¿A quién le importan los insectos?; Portaderos de polen*. Unit 2 activities consistently explain that informational texts use graphic features: "Illustrations in nonfiction texts carry a lot of information about the subject of the book. It is important that your students notice and analyze how illustrations are used to supplement and augment textual information... ¿Qué tipo de imagen ayudaría a expresar las ideas de mi texto informativo…?" This unit also offers a variety of graphic organizers that support informational texts, such as: "Tarjeta de investigación" and "Rúbrica para un ensayo informativo." Students can use these tools as they develop drafts of their informational texts to make sure they incorporate characteristics of informational texts. Teachers are provided with the "Hoja de comprobación de fuentes" to check off text features such as the index, heading, bold print, and illustrations to help students evaluate their self-selected book, but there is no specific analysis of these features.

In Unit 4, Week 1, the text *Tu comunidad: Una guía completa* by Lucia M. Sánchez includes argumentative essays used as both "Mentor Texts" and "Points of Reference." These essays provide examples of fact and opinion as well as reason and evidence. Opportunities to study persuasive text are provided throughout the Unit 4 Argument Unit. Starting in Week 2 of the unit, students "desarrollan una competencia acerca de una preguntas de investigación (Día 1 y 2), formulan una opinión con base en evidencia (Día 3), crean un borrador para un artículo de opinión (Día 4), y revisan, editan, publican y presentan (Día 5)" so that "los artículos de opinión adquieren mayor sofisticación a medida que transcurren las semanas." In Week 8, the materials include the books *¡Achiss!* and *El gran capoquero* to teach "los géneros argumentativos." This unit is also equipped with a list of specific activities for use with informational texts: "1) Introduce el texto: Leí...por.... 2) Dato: Lo más interesante que aprendí fue... 3) Evidencia: Lo sé porque en el texto dice/la ilustración muestra…."

The materials feature digital and multimodal texts. Students have access to hundreds of e-books on the web, Android devices, iPad, iPhone, or iPod Touch to search for multimodal texts in Spanish.

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Indicator 2.3

Texts, including read-aloud texts in K–2 and shared reading in Grade 2, are appropriately challenging, and are at an appropriate level of complexity to support students at their grade level.

- Texts and the series of texts connected to them, including read-aloud and shared reading texts, are accompanied by a text complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.
- Read-aloud and shared reading texts are above the complexity level of what students can read independently.

Meets 4/4

The materials include read-aloud texts in K–2 and shared reading in grade 2 that are challenging and come accompanied by a text complexity analysis provided by the publisher. Texts are at the appropriate quantitative levels and have the appropriate qualitative features. Read-aloud and shared reading texts are above the complexity level of what students can read independently.

Evidence includes but is not limited to:

In the "Literacy Lab," Week 1, the materials include read-aloud and shared reading texts that are above the complexity level of what students can read independently. For example, *Biblioburro i*s a grade 2 text that has an "Evaluación del nivel independiente de lectura" (ENIL) level of grade 3 (TW). In Unit 2, the "Exemplary Text" *La colcha de parches de la naturaleza* by Mary Miché is at ENIL level grade 4 (NE). The "Guía de implementación" provides a text complexity analysis. In Unit 2, texts allow students to work on qualitative focuses, such as the author's message. For example, for *Trabajos de la comunidad: Una guía completa* by Lucia M. Sanchez, materials state: "Practice identifying the author's purpose for writing and using text evidence to support this analysis." In the "Anchor" and "Independent" libraries, the books include appropriate quantitative levels and qualitative features. The texts use the Lexile and ENIL systems to measure quantitative features of text complexity. *Insectos y otras criaturas* by Penelope Arlon and Tori Gordon-Harris includes qualitative features like key ideas and characteristics, which help teachers assess skills and help students build vocabulary and identify similarities and differences among insects.

In Unit 4, the materials include read-aloud and shared reading texts above the complexity level of what students can read independently. For example, in "¿De qué depende el éxito de una comunidad?" from *Tu comunidad: Una guía completa* by Lucía M. Sánchez, the materials use a combination of read-aloud, partner reading, or independent reading. Students practice asking questions and using evidence in a graphic organizer or a chart. Books are late grade 3 and grade

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4. For instance, *Sílbale a Willie* is a grade 3 text, and *Animales llamados mamíferos* by Bobbie Kalman is a grade 4 text.

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Indicator 3.A.1

Materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes.
- Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.
- Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension.
- Questions and activities grow students' understanding of topics and literacy skills over the course of each unit.
- Materials provide opportunities for students to evaluate and discuss information from multiple places within a text.
- Materials make connections to personal experiences, ideas in other texts, and society.

Meets 4/4

The materials provide text-dependent tasks and questions that build conceptual knowledge and help students synthesize new information. The materials also include formal and informal assignments that require close attention to the meaning, thus growing students' understanding of topics and literacy skills over the course of each unit. Materials provide opportunities for students to evaluate and discuss information by making connections to personal experiences, ideas in other texts, and society.

Evidence includes but is not limited to:

The materials provide activities that support meaning and inferences and guide students to read carefully and to reread. For example, in Unit 1, "Laboratorio de lectoescritura," questions and tasks elicit understanding by asking students to provide examples, classify items, summarize information, or draw inferences. Teachers ask questions to establish comprehension, such as: "¿De qué se trata esta sección? ¿Cómo lo sabes? ¿Qué aspecto te pareció gracioso, confuso, molesto, injusto/prejuicioso...?" Then, students fill out a "Character Study Chart." Open-ended questions challenge students to think and make connections to personal experiences, ideas in other texts, and society: "¿Quién aprendió algo realmente sorprendente o interesante? ¿Quién aprendió algo que ha cambiado su conocimiento sobre uno de los temas que está considerando investigar a fondo?" Both narrative and informational texts require students to think about how messages play a role in the world around them and in their own lives: "Dibuja y/o escribe una oración. Haz una conexión con tu propia vida. ¿A qué te recuerda este texto? Dibuja y/o escribe una oración." During shared reading, the teacher asks questions about the text, such as "¿Qué lección crees que debemos aprender en esta historia?" A writing task requires students to write about something they are an expert at to connect the lesson's theme with their own lives.

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In Unit 2, five different texts include text-dependent questions. They have different levels of depth, requiring students to understand key concepts, focus on vocabulary and text structure, as well as think and apply or speculate. Other questions require students to think about the main idea, compare and synthesize, connect with an essential question, and integrate knowledge and ideas. Examples of questions include "¿Cuál de estos bichos es un ciempiés? ¿Cuál es un milpiés? Apoya tu razonamiento con evidencia del texto. ¿Cuáles son las diferencias entre los ciempiés y los milpiés?" An extension activity states, "Make a Venn diagram comparing and contrasting centipedes and millipedes." In addition, the materials offer a rubric that provides specific elements of informative texts and "Preguntas de investigación," which are designed to promote discussion: "¿Qué clase de bicho es la más asqueros? ¿Qué bicho es el más útil en su ecosistema? ¿Cuál es el bicho más peligroso?" The unit supports inferencing: "Según el texto, ¿cómo puedes saber si un bicho es un insecto? Subraya las cosas que tienen los insectos. ¿Cuál es la diferencia entre los bichos y los insectos?" Students read another section with a partner and answer "¿Qué más aprendiste acerca de clasificar bichos? ¿Cuál de estos bichos es una araña? Apoya tu razonamiento con evidencia del texto." In the section "Preguntenme lo que quieras," students research and collect details and interesting facts about a selected bug. As suggested in "Que aprendiste," students share with their peers: "Cuéntale a tu pareja un dato nuevo que aprendiste del texto. Muéstrale la evidencia que demuestra que esta información es acertada." The materials also provide "Hoja de práctica del estudiante: Habilidades para responder," a form with questions that elicit understanding (e.g., "¿Qué ocurrió en el texto?)

Questions and activities grow students' understanding of topics and literacy skills over the course of each unit. For example, in Unit 2, Week 2, Day 1, the teacher models as follows: "Teacher: ¡Hola, Carlos! ¿Has encontrado ya algunas características físicas de las hormigas? Carlos: No, no puedo encontrar nada. Teacher: ¿Recuerdas cómo hablamos acerca de los rasgos textuales la semana pasada? ¿Hay una tabla de contenidos en este libro? Ah, bien...mirando la tabla de contenidos, ¿puedes adivinar en dónde podrías encontrar información acerca de las características físicas? Carlos: Quizás '¿Cómo se ven las hormigas?' Teacher: Buena idea. Inténtalo. Si no funciona, regresa a la tabla de contenidos e intenta buscar en otro lado." A set of sequenced questions promotes discussion. For example, "Si pudieras ser un bicho, ¿a qué clase preferirías pertenecer? ¿Por qué? ¿Cuál es la mayor amenaza a la supervivencia de los bichos? ¿Preferirías ser un insecto social o independiente? ¿Por qué? Menciona una cosa que las personas deberían comenzar a/o parar de hacer para proteger mejor a los bichos? ¿Por qué?" In this unit, students also have opportunities to evaluate and discuss information from multiple places within a text. They answer investigation questions following a rubric and complete a variety of charts and diagrams to organize information from the text. Questions and tasks require students to produce evidence from texts to support their claims. For example, the teacher works with students to complete "Temas de investigación posible." Once students have read and collected "detalles interesantes" in the graphic organizer, they share the information.

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In Unit 4, students evaluate and discuss information from multiple places within a text. Teachers provide questions, charts, and tables to help students conduct research about community helpers. During the research, students begin forming opinions or arguments about community helpers. They also collect information to support their claims with facts.

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Indicator 3.A.2

Materials contain questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts.
- Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
    - analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
    - compare and contrast the stated or implied purposes of different authors' writing on the same topic;
    - analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);
    - make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and
    - study the language within texts to support their understanding.

Meets 4/4

The materials contain questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts. In addition, materials support students in analyzing the literary/textual elements of texts.

Evidence includes but is not limited to:

The "Building Instruction in ARC Core: Reading, Writing, Thinking" section demonstrates that materials require students to evaluate individual texts. For example, "Questions Worth Asking" include "Text Dependent Questions," "Key Questions/Focus Standard Questions," and "Rubrics." Students evaluate the language, key ideas, details, craft, and structure of individual texts.

In Unit 1, teachers can ask the following comprehension questions for any of the suggested readings: "¿De qué trata esta historia? ¿Cómo lo sabes? ¿Qué parte de la historia te pareció más gracioso, confuso, molesto, injusto/prejuicioso? ¿Cuál es el problema de la historia? ¿Qué evidencia apoya tu opinión?" To identify the setting of the story, teachers ask, "¿Qué es lo más importante sobre el escenario? ¿Por qué?" In addition, questions and tasks support students' analysis of the literary/textual elements of texts. For example, in the "Laboratorio de lectoescritura," Week 1, students answer text analysis questions that are applicable to any of the reading selections, such as "¿Qué lección crees que debemos aprender acerca de esta historia? ¿Por qué? ¿Qué crees que el ilustrador intenta contarnos por medio de estas ilustraciones?" Students also compare and contrast the stated or implied purposes of different authors, using at least two suggested text selections (e.g., *La señora de los libros* by Heather

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Henson and *Biblioburro* by Jeanette Winter). The teacher asks questions to compare and contrast, such as "¿En qué se parecen *La señora de los libros* y Luis de *Biblioburro* (el cuento anterior)? ¿En qué se diferencian?"

In Unit 2, Week 1, tasks support students' analysis of literary texts. Teachers ask generic, text-dependent questions to establish comprehension and help students internalize basic questions that can be applied to any text. For instance: "En el párrafo…, el autor/a afirma que…." "De acuerdo con el texto…." "La lectura indica que…." Basándome en la información de la página…." "Este ejemplo corrobora que…." "De acuerdo con este diagrama (cuadro, gráfica, gráfico, imagen) en la página…." The book collection includes the following titles: *Del huevo a la mariposa, Mariposas, Mariquitas, Escarabajos, Arañas tejedoras, Las arañas, Hormiguitas pequeñitas, Hormigas, La vida de una abeja, Abejas.*

Also in this unit, "Preguntas dependientes, Paquete de textos ejemplares" includes investigation tasks. The assignment states: "Como investigador/a será tu tarea no tan solo aprender todo lo que puedas sobre tu tema, sino también darte cuenta cuando lo que aprendes no concuerda con lo que creías que ya sabías–cuando la nueva información hace que cambies tu comprensión o tu opinión de algo. Al final del día, podrás identificar el dato más sorprendente que has aprendido y explicar si contradice lo que pensabas que ya sabías." In addition, students evaluate if the text is a good source for their project using the "Hoja de comprobación de fuentes." Teachers support students' understanding: "Cuéntale a tu pareja una cosa que ya sabías que fue confirmada por el texto. Muéstrale a tu pareja la evidencia que demuestra que esta información es correcta. ¿Qué te hace pensar eso?"

Unit 4 includes more questions for investigation projects that can be applicable to any text or the suggested mentor text: *Tu comunidad: Una guía completa* by Lucía M Sánchez. For example, "¿Por qué es esta profesión importante para la comunidad? ¿Cuál de los trabajos que estamos investigando debería tener el mayor salario? ¿Por qué? ¿Qué hace que un trabajo sea importante para una comunidad? ¿Qué lo hace esencial?"

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Indicator 3.A.3

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.
- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

The materials include a year-long plan for building academic vocabulary and applying words in appropriate contexts. There are scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Evidence includes but is not limited to:

Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts. In Unit 1, Week 4, "Rúbricas/Mapas para pensar/Organizadores gráficos" support vocabulary development of terms such as "*Aliteración*: cuando un grupo de palabras comparten la primera letra o sonido (por ej., Carlos come carne)... *Rima… Líneas repetidas… Onomatopeya….*" In "Lectura/Escritura/Discusión de texto complejo, Juego de palabras," the materials provide prompts for teachers and students to practice the use of academic vocabulary words: "¿En donde notaste que el autor usó un juego de palabras? ¿Cómo lo sabes?, ¿Por qué crees que el autor/a usó (form of word play)? ¿De qué manera añadió ritmo/significado al texto?" Materials also provide strategies for new words (suffixes and prefixes). The teacher uses sentence stems such as "Necesito escribir la palabra…. ¿Qué palabra más pequeña encontraste en esta palabra? ¿Quién puede deletrear la primera parte? ¿Qué parte? ¿Qué parte de esta palabra significa...? ¿Cuántos segmentos hay en la palabra...?"

In Unit 2, Week 1, the materials model how to create a glossary: "Voy a anotar esta palabra en nuestro Glosario. La voy a definir con pocas palabras. Quiero asegurarme de usar mis propias palabras para probar que realmente comprendo este término. Creo que definiría esta palabra así… Glosario de los bichos: *insecto*—un bicho de tres partes (cabeza, tórax, y abdomen) y seis patas; *crisálida*—cascarón duro hecho por un insecto en donde crece antes de convertirse en adulto; *una pupa* es una crisálida; *depredador*—un animal que caza a otro animal; *presa*—un animal cazado por otro animal." In addition, the materials provide guidance for establishing rich routines for introducing target words, ongoing review of the words, and response to student confusion. For example, the materials include the "Cartel increíble" chart where new information is added every time students find a "WOW" regarding their topic .

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The materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners. For example, throughout the units, in "Laboratorio de investigación: Composición informativa," students are encouraged to self-select books to experience different levels of vocabulary. Under "Tarea del maestro," the teacher finds help for students that become disengaged or frustrated and need to refocus. In addition, the materials include different forms of tasks and assessments to determine whether or not students have learned new vocabulary. The materials also provide "Palabras con poder" in each color-coded level and a list of high-frequency words that support students in building a repertoire, while the teacher records all words learned to monitor vocabulary growth.

Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts. In Unit 4, the "Introduction" has an "Example Yearlong Scope and Sequence" that states: "Build Knowledge & Vocabulary Through Research: Students research in and write books on the same topic at a wide range of reading levels." In Week 1, vocabulary development includes directions as follows: "Choose vocabulary terms for students to learn strategically and create a context for repeating them many times." Key terms include *comunidad.* There are questions to support vocabulary development around the key term, such as "¿En qué consiste una comunidad? ¿Es tu vecindario una comunidad? Veo que Carlos piensa que nuestra escuela es una comunidad. Levanten la mano sí están de acuerdo. ¿Quién es parte de nuestra comunidad escolar?"

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Spanish Language Arts and Reading Program Summary

Indicator 3.A.4

Materials include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading.
- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

The materials include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. Materials provide adequate support for teachers through procedures or protocols along with a plan for students to self-select texts and to read independently. The materials also support students' accountability in achieving independent reading goals.

Evidence includes but is not limited to:

"Patrones de prática de lectura" shows the relationship between the number of minutes read per year and the number of words gained in vocabulary. This information is used to inform parents about the system of counting steps (15-minute periods of sustained reading), not books. "Reader Recognition" provides color-coded awards for completing milestones every 100 steps. Students also complete 15–30 minutes of self-selected reading in the "Laboratorio de investigación."

In Unit 2, the materials include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. For example, books are organized in blocks; each block offers a variety of texts for students to self-select. The "Rubrica para idea central" guides students to use strategies for independent reading; students use it to identify key details and central ideas. The rubric states: "Un punto = introduce el texto, un punto= identifica el tema, un punto =identifica la idea central, un punto =identifica los detalles claves que apoyan la idea central. Respuesta competente= 4 puntos."

In Unit 2, "Research Labs" baskets support students' accountability in achieving independent reading goals. Students select 3–5 books for investigation and follow a four-point rubric to show understanding of informational texts. Student reports must include the book title, author's name, the theme of the book, central idea, and key details that support the central idea. The materials offer guidance for the use of graphic organizers throughout the year to teach vocabulary. For example, a class-wide graphic organizer, "Aprendiendo de textos informativos," guides students to share about their books with a partner after reading. During

the routine "Intercambio de parejas," the teacher directs: "Cuéntale a tu pareja una cosa que aprendiste del texto que hizo que cambiara tu compresión sobre el tema. Muéstrale la evidencia que demuestra que esta información es correcta." At the end of each part of the routine, the teacher "strategically calls on a few students to share with the group."

Unit 3 includes a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. For example, in the introduction, "Building Instruction in ARC Core: Reading, Writing, Thinking," the "Reading Workshop" section suggests: "In-class and home reading practice occur daily… apply the day's focus on and their individual Power Goals in self-selected independent-level texts…." Materials also provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals. For example, in Week 5, "Escritura de opinión Lección/Mensaje," the teacher focuses on one-on-one and small group time in order to accelerate students' reading levels (agency, engagement, strategic instruction). Reading Workshop directions state: "Review rules for Independent Reading before students read for 15–30 minutes from self-selected books." In the "Tarea del maestro/a," the teacher ensures that all students are on task and working in success-level reading; the teacher checks individual students to assess their current proficiency.

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Indicator 3.B.1

Materials provide support for students to compose across text types for a variety of purposes and audiences.
- Materials provide students opportunities to write literary texts for multiple purposes and audiences:
    - Students dictate or write poetry using poetry elements (1–2).
    - Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K–2).
- Materials provide students opportunities to write informational texts (K–2):
    - Students dictate or write procedural texts (1–2).
    - Students dictate or write reports about a topic (2).
- Materials provide students opportunities to practice correspondence:
    - Students dictate or write thank you notes and letters (1–2).

Meets 4/4

The materials provide support for students to compose across text types. Students have opportunities to write literary texts, such as personal narratives and poetry, for multiple purposes and audiences. There are also opportunities to write informational texts and practice correspondence by dictating or writing thank–you notes and letters.

Evidence includes but is not limited to:

In Unit 1, students have opportunities to write literary texts for multiple purposes and audiences. For example, in Week 4, after each poetry lesson, students write their own poems. Fill-in sentences help students to choose the poem. Materials direct: "Students write a poem that mimics the style, structure of a poem you read together as a class. Model, think aloud every day before your students write. Teach them how to write poetry by writing your own poems as they watch." In the "Spanish-Writer Notebook" for Unit 1, the materials include guidance and directions for students to complete poetry assignments. To support narrative writing development, materials provide charts, graphic organizers, "Rúbrica para ensayo narrative competente," and the "Lenguaje de enlace" chart.

In Unit 2, there is guidance for teaching all the elements of the writing process. For example, teachers use the following rubrics to craft lessons based on students' performance: "Rubrica para idea central" and "Rúbrica para un texto informativo." Another tool the materials provide is the "Organizador del poyecto final." Students write informational texts. Elements that aid informational writing include "Mapa para pensar en la idea principal y detalles claves," "Edición de convenciones," "Rúbrica de práctica para discusión basada en evidencia," "Increíble" chart, "Aprendiendo con textos informativos," and a supplemental student notebook. Students write procedural texts; materials provide a teacher model of the sequence: "1. Identifying what you

want to teach and who you want to teach it to. 2. Breaking down the task's process into identifiable steps. 3. Putting those steps in a clear and correct order. 4. Using a tone appropriate for the intended readers and language clear enough that they can follow the instructions. 5. Formatting." In the "Escritura" section of the lessons, the materials offer a series of questions to induce conversation among students as well as writing prompts. Materials state: "Ahora, cada uno de ustedes escribirá la respuesta de 3 puntos que acaba de compartir con su pareja. Si quieren, pueden escribir más acerca de cómo eso que han aprendido ha cambiado su conocimiento sobre Bichos en sus ecosistemas.

In Unit 4, students practice correspondence. For example, in Week 3, Day 4, teachers model how to write persuasive letters. Students present their arguments to a newspaper, politician, or member of the community. They also use the "Esquema organizativo del proyecto final" to write an argumentative essay about one community helper.

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Indicator 3.B.2

Materials engage students in the writing process to develop text in oral, pictorial, or written form.
- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:
  ○ Students utilize drawing and brainstorming to generate drafts.
  ○ In K–1, students plan and organize their drafts by speaking, drawing, or writing.
  ○ In Grade 2, students organize drafts by writing based on an idea and details.
  ○ In Kindergarten, students edit drafts with adult assistance.

Meets 4/4

The materials offer explicit instruction in the writing process. Students are engaged in text development with opportunities to connect learning to their own writing. The materials also facilitate coherent use of the writing process elements (planning, drafting, revising, editing, and sharing/publishing).

Evidence includes but is not limited to:

In Unit 1, the materials offer explicit instruction in the writing process; students are engaged in text development with opportunities to connect learning to their own writing. For example, students write personal narratives using the guiding rubric "Rubrica para narrative competente." This rubric can be used together with the "Edición para narrativas personales" chart in order to help students check their progress. The rubric leads to writing a three-part answer: "1) Yo leí...por…. 2) El dato más interesante…. 3) Sé que esto es verdad porque en la página 9 dice."

In Unit 2, the materials facilitate students' coherent use of the writing process elements(planning, drafting, revising, editing, and sharing/publishing) to compose text. For example, in Week 4, Day 5, the materials provide teacher guidance: "Revisión: Think aloud as you model how you re-read and revise your writing using the 'Rúbrica para ensayo informativo competente.'" Using the entire rubric provides important information regarding various writing proficiencies. Revising with this rubric allows for students to earn points if their writing has a theme introduction, a central idea based around a theme, key details, and additional information/details.

The materials include instructions for editing, illustrating, and copywriting. For instance, during editing, materials state: "Ahora van a editar de una en una las distintas convenciones para asegurarse de que su audiencia es capaz de leer y comprender sus ideas. Have each student refer to his/her 'Edición Skills Card.'" For illustration, materials state: "Model planning and adding illustrations to enhance the strength of your informational piece. '¿Qué tipo de

elemento visual ayudaría a expresar las ideas de mi texto informativo?' For copywriting, materials state: "Model how to decide where to put the text on the page. Students may use a computer to print out their work, or they may copy it neatly by hand. Model acceptance as you draft. It does not need to be perfect: 'Necesito comunicar a mis lectores que... así que creo que voy a dibujar…. Voy a asegurarme de incluir…." Finally, for publication, materials state: "Decide how you want students to publish their informational pieces each week. Consider different formats as the weeks progress: digital book, blog entry, class/school website, submit to relevant periodical/newspaper, class newspaper/periodical/journal/portfolio, PowerPoint."

In Unit 2, Week 2, students learn the process for writing/citing sources. When revising, students work in pairs using a rubric. To edit, students check the use of quotation marks, proper citation style, and punctuation and capitalization. In Week 3, Day 3, during the "Escritura" block, a series of graphic organizers and rubrics guide students to complete their informational text (e.g., "Rúbrica para la idea central, Mapas para pensar para idea central y detalles clave, Rúbrica para un texto informativo competente"). Questions to support teachers in writing instruction include "¿Qué te gustó acerca de la forma en la que el autor/a comunicó su tema, idea central y detalles clave? ¿Cómo podrías imitar esto en tu propia escritura?"

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Indicator 3.B.3

Over the course of the year, students are provided opportunities to apply grade-level standard Spanish conventions to their writing.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context.

Partially Meets 2/4

The materials somewhat integrate writing with academic language and provide some ways for students to use conventions when speaking and writing. There are a few examples of punctuation, grammar, and usage being taught systematically, both in and out of context.

Evidence includes but is not limited to:

In Unit 1, Week 2, Day 1, the materials somewhat integrate writing with academic language and provide some ways for students to use conventions when speaking and writing. For example, materials state: "Coach students to apply what they know as readers as they write. Do not expect students' spelling abilities to exceed their phonics abilities. 1–3A and 1V Review: Initial letter/syllable sounds. Easy two-syllable words. Using environmental print. Correctly spelling Power Words. 2V: A variety of two-syllable words. Using environmental print. Correctly spelling Power Words. 1Az: three-syllable words. Common endings (inflections and suffixes). 2Az/1R/2R: Phonics-based spelling: using what they know to approximate the spelling of any word." Unit 1 also includes a few examples of teaching parts of speech during the "Morning Message." The teacher includes powerful or interesting verbs, adjectives, and descriptive adverbs. During "Independent Writing," students exchange ordinary words in their poems for appealing adjectives.

Unit 2 includes some examples of punctuation, grammar, and usage being taught systematically, both in and out of context. In Week 1, Day 1, "Students work in pairs to edit their papers. Students focus on editing ONLY for: Quotation marks indicate direct quotations. If quoting, proper citation is used. Proper punctuation (capitals, end marks)." In Week 2, Day 5, the materials suggest: "Use a student volunteer to model how a writer edits to make sure that: First-, second-, or third-person narrator is consistent. Verbs agree with nouns and pronouns. If appropriate, review the following: Nouns, pronouns, verbs, adjectives, adverbs."

All writing activities follow Spanish language conventions and rubrics or convention edition cards, but there are no grammar lessons within the "Writing Workshop." Materials do not provide lessons on Spanish orthographic and prosodic accent rules, Spanish punctuation, capitalization rules, adjectives, irregular verbs, or the difference between formal and informal

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Spanish. The materials lack instruction on using the knowledge of syllables to identify "palabras graves, agudas, llanas" and how to differentiate syllables with emphasis or accents.

Indicator 3.B.4

Materials include practice for students to write legibly in print (K–1) and cursive (Grade 2).
- Materials include instruction in print (K–1) and cursive (Grade 2) handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Does Not Meet 0/1

Materials do not provide any instruction in cursive handwriting nor a plan for procedures and supports for teachers to assess students' handwriting development.

Evidence includes but is not limited to:

There is no evidence that the materials offer varied activities to support instruction in print and cursive handwriting. Materials do not include any instruction for cursive handwriting.

The materials are missing instruction for students to be able to take ownership of their handwriting development. There is also no guidance for teachers to check students' handwriting development.

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Indicator 3.C.1

Materials support students' listening and speaking about texts.
- Materials provide opportunities for students to listen actively and to ask questions to understand information.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.

Meets 4/4

The materials include instruction and practice for the grade and grade-band-specific reading, writing, speaking, listening, and thinking skills. The materials provide opportunities for students to listen actively and to ask questions to understand information to deepen comprehension of texts and topics. Students use grade-level literacy skills to engage in discussions that require them to share information and ideas about the topics they are discussing.

Evidence includes but is not limited to:

In Unit 2, students have opportunities to listen actively and to ask questions to understand information. For example, in Week 1, Day 1, students are introduced to the "Know, Want to Know, Learned" chart. The teacher uses this chart to explore background knowledge and questions about the unit topic ("bichos"). Students practice active listening by completing the "class question chart." First, they "share orally everything they already know about this unit with a partner." Materials instruct teachers: "Attempt to generate questions about what students wonder about *Bichos en sus ecosistemas*. Model generating questions if necessary." Students apply grade-level literacy skills to engage in discussions that require them to share information and ideas about the topics they are discussing. For "Discussion," students share with a partner and refer back to the text as they discuss, for instance, "most interesting/surprising information" and "what confirms/contradicts the prior knowledge." In Week 2, Day 5, during "Author's Chair," students sit in a special chair to share their informational findings on a self-selected topic and answer questions from their peers. Under "Conversacion responsable," the materials guide teachers on how to conference with students and use the "Se busca" chart to ask questions such as "¿Quién encontró una introducción creativa para el tema? Escuchemosla. ¿Quién aprendió algo importante acerca de esta pregunta?)"

In Unit 3, Week 6, students have group discussions and compare texts with the same topic. The teacher circulates among groups of students, asking questions such as "¿Por qué? ¿Qué te hace pensar así? ¿Puedes encontrar evidencia del texto o de las ilustraciones que apoyan esta opinión? ¿Entonces qué? ¿Por qué importa?"

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In Unit 4, Week 5, students apply grade-level literacy skills to engage in discussions that require them to share information and ideas about the topics they are discussing. For example, after students compare how different authors approached a given topic, the teacher encourages them to think as historians: "¿Qué te sugiere esto? ¿Que preguntas se te ocurren ¿Especula sobre…?"

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Indicator 3.C.2

Materials engage students in collaborative discussions.
- Materials provide consistent opportunities for students to engage in discussion.
- Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of Spanish language.
- Materials provide opportunities for students to develop social communication skills that are appropriate to their grade level.

Meets 4/4

The materials include opportunities for students to engage in collaborative discussions. They provide protocols for students to practice speaking and listening using standard conventions of the Spanish language. In addition, the materials offer grade-level-appropriate opportunities for students to develop social communication skills.

Evidence includes but is not limited to:

In Unit 1, "Morning Message Considerations" include collaborative discussions. The teacher is guided to "ensure student participation using turn and talks…." In Week 3, during "Escritura colaborativa," the teacher introduces an anchor chart outlining the guidelines for peer feedback: "Comparte con tu pareja: Una cosa que dejaría es...porque…. Me pregunto qué ocurriría si quito/añado/cambio...porque…." During "Conversación responsable," "Intercambio de parejas," the teacher asks students: "Dile a tu pareja: El mejor libro que leíste hoy, incluyendo por qué te gustó? ¿Leíste poesía o prosa? ¿Cómo lo sabes?" The materials include opportunities for speaking and listening using standard conventions of the Spanish language. During "Accountable Talk," partners use "Conversation Starters" such as "Do you like to read? Why or why not? What's the last book you read for fun? What did you like about it? What are you good at/know a lot about? Tell me about that…."

In Unit 2, Week 1, the Conversación responsable focuses on the partner-share routine for daily participation. The materials instruct: "No matter how old your students are, explicit direction on how to share appropriately (e.g., mira a tu compañero/a, tomen turnos para hablar, escuchen atentamente y confirmen lo que han entendido, etc.) is important for making this run smoothly." The teacher guides students in conversation: "Establecer el enfoque todos los días para hablar con sus compañeros/as sobre lo que están leyendo, escribiendo y pensando. Hoy, mientras platiquen lo que han leído, practiquen usando esta rúbrica: 'Practice Rubric.'" In addition, the "!Increible chart!" and "Preguntas chart" help highlight concepts and vocabulary, which students share as teachers document in the graphic organizers. Also in this unit, students work in pairs to construct a "four-point answer" using "Rubrica para idea central." Students work in pairs to determine the topic of the text and "unpack and discuss" everything they learned from the text. Sentence stems facilitate conversations: "Hasta ahora el texto se trata

de…. Este es el tema. Algunas cosas que dice el texto sobre el tema son…. Eso me hace pensar que la idea central del autor es….” There are grade-level-appropriate opportunities for students to develop social communication skills. For Conversación responsable, questions facilitate conversations: “¿Quién aprendió algo importante acerca de esta pregunta de investigación o acerca de nuestra unidad?” For “Lectura/Discusion de texto complejo,” a rubric evaluates and guides the teacher to use conversation prompts appropriate to the students’ age and grade level (e.g., “Cómo se compara esto con lo que ya sabías o pensabas de...? ¿Cómo se relaciona esto con lo que han escrito otros autores sobre...? ¿Qué más te gustaría saber? ¿Qué preguntas se te ocurren?”)

In Unit 4, for “Pair-Share,” students work with a partner to answer questions such as “¿Quién ha aprendido algo realmente interesante?” The “Expert In Your Room” section provides grade-level-appropriate opportunities for students to develop social communication skills and use “Accountable Talk.” Listening, speaking, and discussion models use a partner-share routine that states, “Voltéate hacia tu pareja, una persona habla a la vez, escucha activamente.” In Week 9, a list of “Debate Games” includes “Debate en comunidad, debate en campaña, clasifica la evidencia, desafío de investigación, a favor o en contra, pasar la pelota, no podría estar menos de acuerdo, la contienda, cuatro esquinas, debate en pecera, debate de tres tarjetas and tenis de rebatida.” Provided sentence starters include “La persona más importante en nuestra comunidad es….”

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Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes for different purposes.
- Materials support instruction for students to ask and generate general questions for inquiry with adult assistance.
- Materials support instruction for students to generate and follow a research plan with adult assistance.
- Materials support students in identification of relevant sources based on their questions with adult assistance (K–1).
- Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K–1).

Meets 4/4

Materials provide support for students to deepen comprehension using both short-term and sustained recursive inquiry processes in order to be able to ask and generate general questions. The materials also include instruction for students to generate and follow a research plan.

Evidence includes but is not limited to:

In Unit 2, strategies deepen students' comprehension through both short-term and sustained recursive inquiry processes that lead students to ask and generate general questions. For example, in Week 1, the materials instruct: "Have students write, map out, or at least share orally everything they already know about this unit with a partner. Model generating questions if necessary." The "Cartel de preguntas" includes the questions "¿Hemos encontrado la respuesta a alguna de nuestras preguntas iniciales? ¿Qué otras preguntas se nos ocurren?" Later in Week 1, the "Rúbrica para un texto informativo competente" includes questions such as "¿Qué te gustó acerca de la forma en la que el autor/a comunicó su tema, idea central y detalles clave? ¿Cómo podrías imitar esto en tu propia escritura?" The "Lo que Sé, Quiero quiero saber, Aprendí (SQA)" chart prompts students to ask questions about what they want to know about an animal they are researching. In Unit 4, the teacher uses the same chart to help students generate questions about jobs.

In Unit 2, the materials also support generating and following a research plan. For example, the introduction provides a series of graphic organizers intended to "break down key concepts into smaller, manageable chunks." The research plan culminates in a product created with a specific purpose and audience in mind. In Week 1, Day 3, the "Tarjeta de investigación" research card lists important research questions to consider. The "Enfoque" section guides students to improve the quality of their questions (e.g., "¿Qué dice el autor/a acerca de la PI #3? ¿Cómo lo sabes? ¿Por qué esto importa para nuestro estudio de Bichos en sus ecosistemas?") Beginning-of-the-year research projects differ in rigor from those completed at the end of the year.

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Throughout the different themes inside a given unit, students find information in the "Research Library" to complete their final project; teachers provide explicit support for the use of the different graphic organizers. Materials instruct: "Listen in as students work to determine what (if anything) you need to clarify. Is there a common misunderstanding to address? What else do students need to learn from this text in order to master this concept?" In Unit 4 (and Unit 2), students learn about argument writing and use research to build knowledge and vocabulary. Students engage in a research plan using the numerous graphic organizers included in their workbooks.

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Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge.
- Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- • Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.

Meets 4/4

The materials contain interconnected tasks that build student knowledge and allow them to apply skills in reading, writing, speaking, listening, thinking, and language. The materials include components of vocabulary, comprehension, and syntax and provide opportunities for increased independence.

Evidence includes but is not limited to:

In Unit 1, students have opportunities to apply skills in reading, writing, speaking, listening, and thinking. For example, in Week 4, listen and speak as they discuss one of the suggested poems: *Las canciones de mi abuela, Oda al maíz,* or *Las palabras son pájaros y sueño.* Teachers ask, "¿De qué trata el poema? ¿Cómo lo sabes?" In order to build students' knowledge and apply language skills, the lesson also includes: "Aliteración y juegos de palabras." For increased independence, students read independently and write their own poem: "Option 1: Revisa un poema que ya hayas escrito, añadiendo juegos con palabras para mejorarlo. Option 2: Students write a poem that mimics the style structure of a poem you read together as a class. [sic]"

In Unit 2, Day 2, in an "Enfoque: Lectura de textos informativos" section, the materials offer opportunities for students to listen and respond by writing newly learned facts on sticky notes. Students collect facts while reading a self-selected book for 15–30 minutes. Students then discuss the facts with a peer. In addition, the "Rúbrica de práctica para discusión basada en evidencia" guides students' thinking: "Introduce el texto[sic]: Yo lei...de….(1 pt.) Opinión: Lo más interesante y sorprendente que lei es….(1 pt.) Evidencia: Se que esto es cierto porque….(1 pt.)" Students can earn up to three points while demonstrating increased independence. On Day 3, Enfoque de investigación, "Cartel de Temas posible [sic]" offers practice in key vocabulary; students exchange ideas while suggesting a variety of research topics.

In Unit 4, Week 1, Day 1, materials introduce jobs in the community. A KWL chart is first co-created as a whole group activity; the class then discusses what they already know and why people have jobs in communities. The teacher then reads aloud *Tu comunidad, una guia completa* by Lucia M. Sanchez, while students follow along. After learning a wide variety of job facts, students use "Cartel Increible" to share the most interesting fact they learned about the

unit. Students then practice reading on their own while thinking about a fact from the "Cartel Increible"; they also answer a question about jobs. The teacher then models how to plan, draw, and write about these interesting facts from the reading.

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Indicator 3.E.2

Materials provide spiraling and scaffolded practice.
- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

The materials provide distributed practice over the course of the year. The design includes some scaffolds for students to demonstrate the integration of Spanish literacy skills.

Evidence includes but is not limited to:

The materials provide spiraling and scaffolded practice. The practice of literacy skills begins on the first day of instruction and continues consistently throughout the entire year. There are scaffolding strategies in place, such as the opportunity for students to write at their own level using scribbling and drawing along with teacher modeling. These strategies support student growth throughout the unit. Daily opportunities are in place for students to engage in distributed practice with built-in scaffolds to demonstrate the integration of spiraled literacy skills. Scaffolds are strategies that the teacher uses to support students when first introduced to new skills. Scaffolding opportunities (e.g., activating prior knowledge, modeling thought processes, using a think-aloud) are built into the components of the daily instructional framework with guidance provided for the teacher in all units throughout the school year. Many of the routines built early in the school year continue so that students know and understand the level of support they can receive. This consistency of routine establishes the expectations for their individual work: to listen, speak, think, read, and write throughout the day and across all units during the course of the school year.

The "SLAR TEKS Foundational Skills Scope & Sequence" shows how the complexity in phonological and phonemic awareness increases across the Developmental Reading Taxonomy of the "Estructura para la Evaluación del nivel independiente de lectura" (ENIL). Students advance from one level to another in ENIL as follows: "Nivel Amarillo" begins with print awareness letter recognition and open syllables. "Nivel 2 Verde" includes 25 "Palabras con Poder" along with decoding syllables with inflectional endings, digraphs, and beginning consonant clusters. By the end of the year, in "Nivel 2 Rojo," students decode three- and four-syllable words and are expected to use accent marks accurately. The syllables reviewed include—inflectional endings, digraphs, and beginning consonant clusters and align with the linguistic characteristics of the Spanish language.

In Unit 1, suggested read-alouds include *Rondas, Poemas y jugarretas,* and *Cosas que odio y otras exageraciones*. These are followed by "Experiencia seguida del texto." The materials provide spiraling and scaffolded practice, including teacher modeling of discussions. Another

example of distributed practice is found under "Conferencing," which includes teacher and peer feedback and enables students to practice listening, speaking, writing, and thinking.

In Unit 2, in the "Instrucción a nivel del grado" section, the materials show a difference between the beginning of the year and the end of the year. Students complete a series of graphic organizers known as "Preguntas informativas" 1–6 to produce a final project. Other activities—the "Teacher Think-Aloud," "Teacher Read-Aloud," "Conversación responsable," and "Practica guiada"—demonstrate integration of some literacy skills. For example, in Week 2, Day 3, during "Prelectura," students follow the "Rubrica para idea central" as guidance for discussions. It integrates literacy skills, such as "Comparar/Sintetizar a través de textos[sic]." The teacher asks questions like "¿Cómo se compara esto con lo que ya sabías/pensabas de…? ¿Cómo se relaciona esto con lo que han escrito otros autores sobre...? Pensando como científicos/as o historiadores."

In Unit 3, the goal for student learning is to improve the structure of students' opinions about the message or lesson of the unit. Students can demonstrate the integration of some literacy skills. For example, in Week 4, Day 1, teachers read *Muchos tipos de animales* and *Si mi mam*á *fuera un ornitorrinco* in order to help students make connections between informational texts and fiction stories. Distributed practice can be found as students receive support from either the teacher or their classmates in order to engage in whole group discussion, partner chat, and independent reading and writing.

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Indicator 4.1

Materials provide explicit instruction in print concepts and opportunities for student practice (K–1 only).
- Materials provide explicit instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to connect print awareness knowledge to texts.

Not Scored

Indicator 4.2

Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K–1 only).

- Materials provide opportunities for students to practice oral language activities.
- Materials provide explicit instruction in each newly taught sound and sound pattern.
- Materials provide opportunities for students to practice each newly taught sound/phoneme and syllable pattern.
- Materials provide opportunities for students to practice blending spoken phonemes to form syllables and syllables to form multisyllabic words.
- Materials provide opportunities for students to practice segmenting spoken words into individual syllables and to manipulate syllables to form new words.

Not Scored

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Indicator 4.3

Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context (K–2).
- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns as addressed in the SLAR TEKS for grades K–2.
- Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks.
- Materials include building spelling knowledge as identified in the SLAR TEKS.

Meets 4/4

The materials include a research-based sequence of grade-level foundational skills instruction and opportunities to practice and achieve grade-level mastery. In addition, the materials systematically develop knowledge of grade-level phonics patterns as addressed in the SLAR TEKS for grades K–2. Students apply grade-level phonetic knowledge to connected texts. Materials include spelling goals as identified in the SLAR TEKS.

Evidence includes but is not limited to:

The "Herramientas para el desarrollo de Destrezas fundamentales" include a research-based sequence of grade-level foundational skills instruction and opportunities to practice and achieve grade-level mastery. For example, on pages XVIII and XIX, a chart shows the sequence of grade-level foundational skills instruction, including all the content and foundational skills taught in the leveled books. The "SLAR TEKS Foundational Language Skills Scope & Sequence," found in the introduction of every unit, provides a research-based sequence of grade-level foundational skills. For example, at ENIL Level 1R ("Rojo"), students decode multisyllabic words, SLAR TEKS 2.2(A)(i)(ii)(iii); decode words with prefixes and suffixes SLAR TEKS 2.2A(vi); decode four- and five-syllable words with common suffixes *-mente, -ísimo, -miento, -dad, -ción, -sión*, common prefixes *re-, des-, pre-, in-/im-*, and less common consonant clusters; and decode words with diaeresis and accent marks. For example, in Unit 1, Week 2, during the "Morning Message," the teacher presents the learning goal: "Vamos a examinar varias estrategias que pueden usar cuando se encuentran con una palabra nueva que no entienden. ¿Qué estrategias ya saben usar para llegar a entender una palabra nueva?" Students use "decoding multisyllabic words familiar from speech in order to read and write." They take turns to point out what they notice in the message: "Necesito escribir la palabra…. ¿Qué palabra más pequeña encontraste en esta palabra? ¿Quién puede deletrear la primera parte? ¿Qué parte de esta palabra significa…?" At ENIL Level 2R (Rojo), students decode almost any word familiar from everyday speech (SLAR TEKS 2.2 [A]), including words with complex structures, pronouns, common abbreviations, stress patterns, and accent marks.

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The materials systematically develop students' knowledge of grade-level phonics in "Estructura para la Evaluación del nivel independiente de lectura" (ENIL). For example, materials state: "2R readers are able to try various vowel/consonant sounds in unfamiliar words until they recognize the word from everyday speech. 2R books are full of irregularly spelled words, multisyllabic words, and special vowel spellings, but all of the words in 2R books should be familiar to readers from their oral language (e.g., *gigantic, scientist*). Their use of decoding and context clues allows the 2R readers to get close enough to the pronunciation of any word so that as they try different possible pronunciations, they recognize one. Expect 2R readers to be able to approximate pronunciation of difficult names." ENIL provides opportunities for students to apply grade-level phonetic knowledge to connected texts. For example, in Herramientas 2R, Lesson 2, "Decodificación flexible, Multiples pronombres," the "Fonética/Estudio de palabras" section has opportunities for students to practice grade-level vocabulary words: "Pronombres enclíticos: En español es posible añadir múltiples pronombres al final de ciertos verbos. Por ejemplo: 'Estaba mostrándoselos.' (Escriba la oración en una tarjeta o pizarra)." Also, in the Herramientas resource, there are opportunities for students to apply word knowledge in context during "Trabajo con palabras." In Section 3, students use the text *El planeta azul* by Lucia M. Sanchez, Matt Reher, and Tracy Dibble to recognize words with multiple pronouns, prefixes, and suffixes, and "vocabulario robusto." For example, materials instruct: "Brevemente, discutan un par de palabras interesantes. Si la palabra tiene apoyos en el texto que pueden ayudar a revelar su significado, anime a los estudiantes a identificar esos apoyos y compartirlos con el grupo. Si no, introduzca esa palabra usando el protocolo común (escriba, diga, defina/dé un ejemplo, pregunte." ENIL offers 24 "Hoja de práctica del estudiante" to help students build spelling goals as identified in the SLAR TEKS. For example, materials instruct teachers to use index cards for the following activity: "Escriban la palabra más larga que se les ocurra (si es posible, con prefijos/sufijos). Deles solo 20 segundos. Pasen la tarjeta a su compañero/a de la derecha. Miren la palabra. Repito esto 2–3 veces. Recoja todas las tarjetas y analicen como grupo algún ejemplo que valga la pena discutir o repasar juntos."

In "Herramientas para el desarrollo de Destrezas fundamentales," 2R, the materials include spelling goals as identified in the SLAR TEKS. For example, in "Leccion 9: Patrones acentuales y la tilde," activities help students practice their spelling and pronunciation. For instance, "Conciencia fonológica, Manipulación de sílabas y fonemas (Repaso)" includes practice for "Segmentar palabras en sílabas": "Digan *antropóloga*. ¿Qué sílabas escuchan en *antropóloga*? (/*an-tro-po-lo-ga*/) Digan *antropología*. ¿Qué sílabas escuchan en *antropología*? (/*an-tro-po-lo-gi-a*/) Las vocales en *gía*, ¿forman diptongo o hiato (misma sílaba o sílabas diferentes)? (hiato) Aislar la sílaba tónica: Digan *antropóloga*. ¿Cuál es la sílaba tónica en *antroPÓloga*? (/*po*/) ¿Qué posición ocupa esta sílaba, última, penúltima, o antepenúltima? (*antepenúltima*)." "Dictado/Escritura" also includes word practice: "Cada estudiante escribe una palabra/oración que usted dicta, y pasa su hoja al compañero de la derecha, que escribe allí la segunda. Haga 4–

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5 turnos de esta manera. Deje tiempo para que cada uno revise la hoja que tiene entre manos con la ayuda del libro y/o de su pareja. Comparen sus listas."

In Units 2–4, there is no evidence of opportunities to practice phonological awareness, decoding, and encoding skills. The skills are taught and practiced in small groups using ENIL. These three units emphasize listening, speaking, discussion, and thinking while working on projects. Throughout the projects, the units promote the development and application of newly acquired vocabulary (SLAR TEKS 2.3). For example, in Unit 3, Week 5, the teacher reads a new story (the materials do not include a specific title) about animals to practice forming opinions about the lesson or message the author wants to teach. Students share their thinking in "Intercambio de Parejas: Ensayo Oral. [sic]" The teacher tells the students "Trabaja con tu pareja para determinar una [sic] lección lección/mensaje para [sic] esta historia. Empiecen con: En la historia...el mensaje del autor/a es…. Pienso esto porque…."

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Indicator 4.4

Materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1–2 only)
- Materials include explicit instruction in fluency, including rate, accuracy, and prosody.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

Meets 4/4

The materials include explicit instruction in fluency, including rate, accuracy, and prosody. There are opportunities and routines for teachers to monitor and offer corrective feedback regularly.

Evidence includes but is not limited to:

The "Estructura de Evaluación del nivel independiente de lectura" (ENIL), 1R, includes explicit instruction in fluency, including rate, accuracy, and prosody. For example, in Lesson 2, students are reading *El planeta azul.* For "Decodificación/Práctica de fluidez," "Automaticidad (Trabajo con palabras)," materials state: "Repase algunas páginas pidiendo a los estudiantes que señalen las palabras en las que tuvieron que detener para resolver. ¿Qué palabras fueron algo más difíciles?" The teacher reminds students of the "estrategias de decodificación para resolverla [palabra difícil]": "Leerla varias veces hasta que suene como al hablar...y después usar pistas en el texto y en los rasgos textuales para tener una idea de lo que esa palabra significa." In addition, ENIL provides routines for teachers to regularly monitor and offer corrective feedback. For example, the "Destrezas fundamentales del lenguaje," 1Az, states: "Fluidez… Leer en voz alta los textos 1 Az con fluidez apropiada (velocidad, precisión y prosodia) y comprensión en una primera lectura. SLAR TEKS 1.4." The teacher records "si o no" whether the student can read words with 98–100% precision. The teacher also records "si or no" whether the student "no comete más de 2 errores sin corregirse" in 100 words. Materials instruct: "Para y vuelve a comenzar si algo no parece correcto, no suena bien o no tiene sentido. Corregir por sí mismo/a TODOS los errores que intervienen con el significado. Si la respuesta a una de esas preguntas es 'No,' PARE LA PRUEBA y cambie al/la estudiante a un nivel más fácil. Si la respuesta a ambas preguntas es 'Si,' continúe con los estándares de lectura…." The ENIL "1Az Registro continuo" ("Running Record") allows teachers to monitor using "Analisis de errores/fallos." There are three columns for skills to reinforce: "Necesita trabajar en esta destreza de fonética," "Necesita aprender esta palabra con poder, or "No es parte de sus conocimientos previos." There is also a checklist to mark observations about "Lectura activa," "Fonética (Diptongos, Sufijos e inflexiones, La mayoría de palabras de 3 sílabas)," as well as space to write the new "Metas con poder."

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In "Herramientas para el desarrollo de Destrezas fundamentales," "Level Rojo 2r," there are routines for teachers to regularly monitor and offer corrective feedback. For example, in Lesson 3, *El planeta azul*, Section 2 includes a lesson on "Prosodia," which states: "La práctica lleva a la perfección. Escoge la página(s) que te pareció más difícil hasta ahora. Practica leyendo esta página hasta que la puedas leer con tanta facilidad como cuando hablas. Demuestre/Apoye a los estudiantes a practicar leyendo de una forma que ayude a mejorar su fluidez. Los estudiantes pueden hacer esta actividad individualmente o con una pareja." The teacher prompts students: "Practica una y otra vez hasta que puedas leerlo fácilmente." "Una vez que hayas practicado todas las palabras difíciles, regresa al principio de la página y lee hasta que pases la primera palabra difícil."

In Unit 1, Week 3 offers explicit instruction in fluency, including rate, accuracy, and prosody. Tips for "Reading Poetry and Differentiation" state, "Give the Multilingual Learners...and other students reading below grade level the option to choose a poem from the library that they like and have them practice reading it out loud with a partner. This is an excellent way to practice pronunciation and fluency and even learn a few words in context."

All units include a "Lectura en voz alta interactiva," in which the teacher always chooses a book aligned to the theme presented and has the opportunity to model reading with expression, accuracy, and prosody. The materials state: "Select a Read-Aloud that provides an engaging introduction to the Unit. Read aloud the text once through, giving students enough time to think and absorb, but without interrupting the flow with too many comments/clarifications." Daily lessons like the "Morning Message" provide fluency practice as students hear how the teacher (a fluent reader) models before students read aloud.

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Indicator 5.1

Materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress.

- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for SLAR K–2, as outlined in the SLAR TEKS.

Meets 2/2

The materials include developmentally appropriate diagnostic tools and provide guidance to ensure consistent and accurate administration. In addition, students can track their own progress and growth in all content and process skills for SLAR K–2, as outlined in the SLAR TEKS.

Evidence includes but is not limited to:

The "Evaluación del nivel independiente de lectura (ENIL) Formative Assessment" handbook includes developmentally appropriate diagnostic tools. For example, in grade 2, the assessment is used to evaluate students' independent reading levels. In "Level Red, 1R," students decode multisyllabic words. This ongoing assessment of each student's reading level throughout the year provides data about phonics, word recognition, vocabulary, fluency, and comprehension. Guidance ensures consistent and accurate administration of the ENIL tool and appears in the "ENIL User Guide." This section gives an overview of the assessment, outlines the time to administer each task, provides step-by-step guidance for administering each measure, and supports the teacher with guides to evaluate foundational literacy skills. In "How to use the ENIL: Modifications for Spanish Learners," the materials point out "what to look for" when observing students, for instance, in order to identify adequate reading and writing skills before placing students in the next level (ENIL, pp.XXXIII-XXXVI). "Cómo usar el ENIL" also includes the "Protocolo para la evaluación inicial," which explains baskets: "Introduc[e] [los] niveles ENIL ('tallas' de los libros)." These sets are used to find the highest ENIL level at which the student can read independently. Materials show how to choose a book from each level and how to help students form their own collection. The teacher "kidwatches" while students complete sheet "C": "Cada uno de ustedes van a 'probar' libros…para ver qué nivel 'les queda' bien." Materials instruct: "Van a 'probar' cada color leyendo uno de los libros en esa canasta. Si pueden leer ese libro con comodidad y pueden entender las ideas, van a poner un círculo en ese nivel." Students continue this process until they reach a color of book that becomes very difficult or requires a lot of effort to read. All SLAR content and process skills are outlined in the grade 2

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SLAR TEKS, where each assessment-recommended goal is matched to the outcome desired. For example, in the ENIL handbook, the materials include the specific TEKS that the assessment for "Rojo Level 1R" measures in alignment with SLAR TEKS Focus standards: "Multiple genres (K. 2.9(D)(F)), Author's purpose (2.10(C)), and Composition (2.12(B)." The assessment measures also include grade-level readiness skills aligned to SLAR TEKS. For example, some phonics tasks include "Decode [four-syllable] words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns." "Decode three- to four-syllable words." "Decode [four-syllable] words...with suffixes."

In the ENIL handbook, the "1Az Requisitos de entrada: Registro de lectura en frío" section offers guidance to ensure consistent and accurate administration. For example, in the "1Az Destrezas fundamentales del lenguaje" and "1Az Habilidades de comprensión," the materials provide the teacher with a baseline understanding as well as progress monitoring measures that can be conducted multiple times per year. The "Pre-, Mid-, and Post-Assessment: Reading" is a table with ENIL reading levels of "Proficient (2R), At-Risk (1R), Emergency (2Az)." This table is intended to be used with the school district's scope and sequence.

In Unit 1, students can track their own progress and growth. For example, in Week 1, Day 1, the materials include guidance on keeping track of students' writing skills using the "Status of the Class" informal tool: "Collect student writing as evidence of students' learning. Use the 'Status of the Class Chart' to record which students were able to answer the Writing Prompt proficiently." The "Conferencias y evaluación formativa" section includes a "Conference Record Form" for teachers to keep track of the students' "Power Goal" along with information about how to support students to achieve these goals.

In Unit 2, developmentally appropriate diagnostic tools include a new component called "Thematic Inquiry into a Science Topic." The unit goal is "3+ months of ENIL growth"; there is also a writing goal to publish a "well-researched informational text for a meaningful audience." The materials provide multiple research cards, the "Organizador del proyecto final," and informational "Writing Cards" with rubrics in order to support the completion of the unit's final product.

In Unit 3, the "Instructional Framework" includes other examples of developmentally appropriate tools for observational, anecdotal, formal, and informal evaluation. For example, in "1Az Nivel de lectura independiente: Visión general 1.30–1.59," the materials offer explicit support for teachers to be able to place students in a level via specific "Requisitos de entrada" and "Requisitos de salida." The "Rúbrica para relatar una historia" awards points as follows: "One point for each part of the sequence of the story, 1 point: El/la protagonista es...y es…, and 1 point: Al final, el problema se resuelve al…."

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Indicator 5.2

Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data.

Meets 2/2

The materials include guidance and support for teachers to respond to individual students' needs in all domains, based on appropriate measures for their developmental level. Diagnostic tools yield meaningful information for teachers to use when planning. A variety of resources and teacher guidance support leveraging different activities. The materials also provide guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

The "Estructura para la Evaluación del nivel independiente de lectura (ENIL)" handbook includes guidance and support for teachers to respond to individual students' needs in all domains, based on measures appropriate for their developmental level. For example, the "Registros" section includes a series of reports by level, which help to identify students' individual needs and can be used for communication with families. The assessment results can also enhance overall knowledge of student development and improve educational programs for students while supporting continuity across grades and settings. ENIL offers reports that are customizable and allow teachers to see developmental gaps at the student and class level. Teachers can find instructions in the "Coaching Moves" section, which contains instructional strategies to assist students whose data demonstrated a need for more one-on-one support.

The electronic ENIL "SchoolPace" platform provides diagnostic tools that yield meaningful information for teachers to use when planning. For example, results in SchoolPace are color-coded to support efficient and effective data analysis: "4-Engaged" (green), "3-Compliant" (yellow), "2-Resistant" (orange), and "1-Challenged" (red). Teachers plan instruction based on results. For example, Level 1R needs to move to 2R to be on target, so the teacher discusses a "Power Goal" that involves teacher coaching and "1R Immersion": "Read a complete basket of 1R books in 2 days. Read them all, fiction and nonfiction. Take home and read at least 3 books a

night." The goal is for the reader to read the books within two days. The teacher can provide 15 minutes of daily reading from a 1R basket with peers in a small group (optional). In addition, there are 15 minutes of daily reading with an "Adult Reading Coach" one on one in order to monitor comprehension, fluency, and decoding skills.

The materials provide guidance for administrators to support teachers in analyzing and responding to data. For example, under the "Leadership Learning Series: Leading for Equity and Excellence," there are professional development "Phases for Implementation," such as "ARC Core Virtual Professional Learning" and the "Data-Driven Decision Making Webinar." The "School Dashboard" allows administrators to monitor students' performance data.

In ENIL, the separate "Herramientas para el desarrollo de Destrezas fundamentales" offers a variety of resources and teacher guidance to leverage different activities. For example, under "What You Get," teachers can find all resources that can be used to reinforce the development of the literacy skills students need to improve at each level. In addition, after an informal assessment of students' ability to identify two-syllable words, the materials offer support for students who have not yet mastered this skill under "Sugerencias para Carteles de estudio de palabras 1Az" and "Bananagramas."

Together, ENIL and Unit 1 offer a variety of resources and teacher guidance to leverage different activities. For example, ENIL assessment results can be utilized to understand the learning of specific student groups. In Week 1, under "Introduccion," the materials provide a form to record "Listening, Speaking, Reading, and Writing" measures utilizing a color-coded system. Skills required for each level are aligned to SLAR TEKS and other systems using "Correlation with Other Leveling Systems" guidance, which includes Lexile levels, Fountas and Pinnel levels, EDLS2, and Accelerated Reader reading levels. ENIL and Unit 2 support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level. For example, in Week 1, the "Conversacion responsable" rubric states: "The 'Rúbrica de práctica para discusión basada en evidencia' provides sentence frames to support oracy development and successful academic interaction from the start."

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Indicator 5.3

Materials include frequent, embedded opportunities for monitoring progress.
- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

Meets 2/2

The materials include frequent, embedded opportunities for routine and systematic monitoring that accurately measures and tracks student progress and is appropriate for the age and content skill.

Evidence includes but is not limited to:

The "Estructura para la evaluación del nivel independiente de lectura" (ENIL) toolkit resource includes frequent, embedded opportunities for routine and systematic progress monitoring. For example, the teacher is prompted to create "Power Goals" for each student. The teacher follows ENIL's protocol to monitor reading growth as follows: "Every student receives a 1:1 conference in each 2–3 week cycle to assess a student's Independent Reading Level and to determine appropriate Power Goals." Systematic monitoring includes "2Az Evaluación del nivel independiente de lectura" as well as specific skills in alignment with SLAR TEKS (e.g., "Fonética SLAR TEKS 1.2(B)(ii)(vi)(viii) 3.2(A)(v). Decodificar palabras de 3 y 4 sílabas. Decodificar palabras de 3 y 4 sílabas (incluyendo aquellas con inflexiones y sufijos comunes), al separar las palabras en sílabas o trozos"). Materials thus provide frequent progress monitoring that is appropriate for the age and content skill.

In Unit 1, Week 1, progress monitoring opportunities accurately measure and track student progress. The "Status of the Class" observational chart system allows teachers to collect reading behavior observations while circulating as students work. The "2Az Destrezas fundamentales del language" assessment instrument includes embedded progress monitoring opportunities and explains that students experience incredible growth and learning at an uneven and sometimes unpredictable pace. Grade-level expectations include "1.2(B) Fonetica: Acentuación; Leer correctamente palabras con tilde. Usar el contexto para confirmar o autocorregir la primera lectura, volviendo a leer conforme sea necesario." This unit contains other examples of frequent, embedded opportunities for routine and systematic monitoring. For example, teachers perform ENIL conferences with each student every two to three weeks. During Weeks 4–6, progress monitoring is to "Review Writing Samples": "Determine and research the full continuum of each student's reading spectrum, from independent to instructional to frustration levels." Teachers record daily formal and anecdotal information in "SchoolPace," which is a tool that shows color-coded graphics with the status of the class and guides the teacher to find the right Power Goals for the following weeks.

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All units in the program include a connection to the ENIL toolkit, which measures and tracks student progress frequently through embedded opportunities for monitoring progress. For example, at the end of every week of instruction, the "Friday Reflection" section provides a chart aligned to ENIL levels. It states: "Use everything you've learned from student reading, writing, speaking, and listening so far (see Status of the Class and ENIL Conference Notes) to organize and plan interventions for the start of the next week." Teachers use the "Class Action Planner Conference Schedule" tool to track progress in an ongoing and observational manner by recording "Power Goals" for each student: "What common Power Goals do you see among the students in your class? Pick one group of Emergency students with a common Power Goal. Plan small-group instruction for them. (Small groups should be 1–4 students). Repeat. Plan one-on-one instruction for all Emergency students who don't share their Power Goal(s) with others)." The tool provides frequent, embedded opportunities for routine and systematic monitoring that accurately measures and tracks student progress and growth in reading and writing skills.

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Indicator 6.1

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- Materials provide recommended targeted instruction and activities for students who have not yet mastered the content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

Meets 2/2

The materials contain guidance, scaffolds, supports, and some extensions that maximize student learning potential for students who have not yet mastered content and students who have mastered content. A greater emphasis is placed on small group instruction, strategic grouping, and intervention support for students who have not yet mastered the content. The materials provide some enrichment activities for all level learners.

Evidence includes, but is not limited to:

In Unit 1, the "ARC Core en español" provides evidence of a strong emphasis on intensive individual interventions beginning with the first week of the Unit, which offers directions for developing Action Plans that support students reading below level. It also includes "500-Book Kid Read-Aloud Immersion," "Student Read-Aloud Coaches," "Adult Coordinators," and "Student Skills Card" to further support struggling readers.

Additionally, Unit 1 provides some extension activities for students to maximize their learning potential. For example, a suggested re-reading text, *Bebés animales en peligro*, offers animal stories that can be used to integrate writing objectives with the use of sentence stems and prompts to help write ideas. Vocabulary activities that include prefixes and suffixes are offered with the purpose of understanding new words. Although extension opportunities are provided throughout materials in a similar manner, specific teacher guidance to support students in various learning levels is not explicitly shared.

In Units 2 and 4, Research Labs for nonfiction texts offer an approach based on inquiry through apprenticeship. The approach allows for an embedded differentiation based on students' needs by providing guidance on investigation topics that require additional research outside of the provided texts. The materials provide recommended targeted instruction and activities for students who have not yet mastered or have mastered the content by including evaluation rubrics that help to identify the following groups for reading assessment: Proficient, At Risk and Emergent as well as the writing assessment competent levels: "Proficient, Almost proficient, Developing, and Emergency." Strategies for differentiation are embedded into the organization

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and structure of each component of the literacy block, intentional groupings, and active participation techniques in Reading Complex Texts. These units focus on interdependent reading and accountable talk, offering mentor texts, mini-lessons, teacher writing demonstrations, rubrics, graphic organizers, and peer editing.

The ENIL handbook provides additional support for students in different reading levels. However, ENIL activities starting on level Purple makes reference to ELAR objectives instead of SLAR objectives under the subheading: "Requisitos de salida." More ELAR TEKS are referenced after the subheading "Transición a 1Br" with a disclaimer explaining that SLAR TEKS are not available. However, since 2019, Spanish Language Arts and Reading and English as a Second Language Texas Essential Knowledge and Skills (TEKS) do include current and revised TEKS to be implemented in K–8 beginning with the school year 2019–2020 and in grades 9–12 beginning with the school year 2020–2021.

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Indicator 6.2

Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate multimodal instructional strategies (e.g., visual, auditory, kinesthetic, tactile, etc.)
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

Meets 2/2

The materials include various instructional approaches to engage students in achieving mastery while promoting the use of developmentally appropriate multimodal strategies. There are also opportunities to support flexible grouping and multiple practices with guidance and structures to achieve effective implementation.

Evidence includes but is not limited to:

In Unit 1, the materials promote the use of developmentally appropriate multimodal strategies. In the Interactive Read Aloud activity: "Bienvenidos a segundo grado," a target focus is placed on vocabulary and figurative language. The teacher uses an anchor chart with strategies to use context clues. Students make the visual "Caza de palabras interesantes," and share their work. The read-aloud activities provide attention to the meaning, structure, and context clues of the text, supporting developmentally appropriate strategies that can be used with any other book from the "Read-Aloud Collection."

In Unit 2, "Bichos en sus ecosistemas," the materials use multiple instructional approaches to engage students. These approaches include a variation between explicit instruction, hands-on, or collaborative discovery approaches appropriate to the skill. They also include a variety of graphic organizers for new learning applications. The materials provide opportunities to support flexible grouping. For example, the lesson structure aligns with the gradual release model by starting with a whole group, followed by a small group activity, and ending with independent exploration. The lessons are divided into three sections: "Lectura/Discusión del texto complejo," "Taller de lectura," and "Escritura." The three sections include instruction that moves from teacher-led to independence, specifically on the topics presented using a rubric to guide their new knowledge. In Week 2, the lesson "Lectura en Voz alta" can be used as a whole group activity. Small group activities can be found under the subheading "Pair/Share: Have students work in pairs to answer the questions below based on the text. ¿Qué dice el autor/a acerca de la PI #1? ¿Cómo lo sabes? ¿Qué importancia tiene estudiar Bichos en sus

ecosistemas?" In the section "Lectura/Discusión de texto complejo," the materials include opportunities for individual exploration as the questions provided lead to student reflection about their knowledge about the topic. The materials suggest teachers shift from "coverage" and "lecture-mode" to a student-centered approach in which students learn through reading, research, and discussion, as opposed to through teacher instruction. For example, in *"Cartel ¡INCREIBLE!"* students are guided to find facts. Students generate questions about the topic and develop a glossary using vocabulary learned thus far in the unit. Teachers are guided to "Put students into the text with a great question or graphic organizer and to watch and coach as they work," and "Use students to teach each other."

In Unit 4, the materials include multiple practice types, starting with an introduction that assesses prior knowledge using KWL charts (What I know, What I want to know, What I learned) to evaluate knowledge. The materials include a variety of instructional approaches to engage students. For example, the lesson includes read-aloud, think-aloud, and discussion and provides research questions such as "*Asuntos de actualidad y _____,*" where students can become experts in reading complex texts.

In the resource, "Guiding Discussion About Texts: Teaching Moves" by Sara Michaels, Mary Catherine O'Connor, Megan Wiliams Hall, and Lauren B. Resnick, teachers are recommended to use the following conversational strategies: "Marking: 'That is an important point.' Challenging: 'What do you think.' Keeping the channels open: 'Did everyone hear that?' Keeping everyone together: 'Who can repeat?' and Linking contributions: 'Who wants to add on…?'"

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Indicator 6.3

Materials include supports for English Learners (ELs) to meet grade-level learning expectations.
- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Not Scored

The materials do not include accommodations for various levels of English language proficiency and lack suggestions to encourage the use of students' primary language to develop skills in the target language.

Evidence includes but is not limited to:

In Unit 2, "Bichos en sus ecosistemas," the materials offer teachers guidance to support students of different language levels in Spanish. However, the curriculum is specifically for Spanish Language Arts and Reading and does not include any practice for students with different English proficiency levels. In the "Trabajo con estudiantes multilingües" section, the materials guide the teacher to support multilingual students: "Tome un momento para asegurar que los estudiantes multilingües en el grupo conocen el significado de todas estas palabras. Ofrezca oraciones cortas para aclarar su significado." However, this guidance is intended for students who are learning Spanish.

In Theme 1, the materials include additional components for the English and Spanish connections. The materials include a graphic organizer, "Conexiones entre Inglés y Español," which includes three columns identifying cognates in each language: "Cognado en Español, Cognado en Inglés, Mis notas." The notes are for spelling, pronunciation, meaning, and word parts. However, this type of support is intended for students who are Spanish learners.

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Indicator 7.1

Materials include year-long plans with practice and review opportunities that support instruction.
- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Meets 2/2

The materials include a cohesive, year-long plan to build students' literacy concept development by providing spiraled review and practice of knowledge and skills in the curriculum.

Evidence includes but is not limited to:

The materials include a cohesive, year-long plan to build students' literacy concept development in "Estructura para la Evaluación del nivel independiente de Lectura (ENIL)." For example, the "ENIL Developmental Reading Taxonomy" includes all color-coded levels corresponding to the different grades from Kindergarten to Grade 2. In "1 Azul Palabras de tres sílabas," learning goals focus on outlining opportunities for review and practice, including the name of the texts suggested covering the goals proposed. For example, in lessons 1–6, the materials include the text "Una cabra nada mas." Some of the goals covered in the lessons are as follows: "chunking and blending three-syllable words, patterns in three-syllable words, "estrategias para resolver palabras," and "estrategias para leer comprendiendo." (Herramientas para el desarrollo de Destrezas fundamentales, pp. xviii-xix). ENIL also provides spiraled review and practice of knowledge and skills in the curriculum by highlighting the connections within and across units. For example, in "Lección 3: "Patrones en palabras de tres sílabas, Parte 1, the materials provide activities to support practice under the subheading: "Práctica guiada," which includes: "¿Quién hace qué? practice cards," "palabra de poder'' with three syllables, and a "Dictado'' to practice the three-syllable words as follows: "Ese guiso parece rico. Quiero _____(probarlo/olerlo." Under the subheading: "Discusión: Conciencia metalingüística: Estudio de la palabra" other activities included are: " Estrategias para resolver palabras" and "Bananagramas"

In Unit 1, "Laboratorio de Lectoescritura," the materials include a cohesive, year-long plan to build students' literacy concept development. For example, in Week 2, the teacher introduces or reviews suffixes as a strategy for decoding words and establishing the meaning of unknown words. In the same way, in Week 4, during the poetry mini-lesson, the teacher reviews wordplay types frequently found in poetry.

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All units use the ENIL handbook as a year-long plan to build students' literacy concept development. This handbook provides a unit overview of content, goals, and lessons under the following sections: "Guide to Lesson Plan Decision-Making In an Apprenticeship Model," "A Literacy Block Model Designed to Effectively Support ALL Learners," and the "Laboratorio de Género Literario: PLC Plan." Also, the materials provide spiraled review and practice of knowledge and skills in the curriculum by highlighting the scope and sequence "SLAR TEKS," which offers the structure, characteristics, and purpose of the literary genres presented in 4 quarters of the school year. For example, in Quarter 1, "las primeras 6–8 semanas," students learn various skills. In Quarter 3, "aproximadamente las semanas 18–26," when the literary genres appear again, students are given an opportunity to review skills: "A través de contenido más complejo de textos literarios." Since the same structure is used in grades Kindergarten to Grade 2, reading concepts are vertically aligned throughout the curriculum's span.

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Indicator 7.2

Materials include implementation support for teachers and administrators.
- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

Meets 2/2

A SLAR TEKS-aligned scope and sequence accompany the materials, and it includes support to help teachers implement the materials. The materials also provide resources and guidance to help administrators support teachers with a school year's worth of instruction, including realistic pacing guidance and routines.

Evidence includes but is not limited to:

In the introduction to each of the four units, the materials are accompanied by a SLAR TEKS-aligned scope and sequence: "Example Yearlong Scope & Sequence." This section includes the units' "Focus Standards," outlining the essential knowledge and skills taught in the program. The document is divided into columns, and each column includes the unit title or quarter (Q) along with the suggested time (in weeks) to teach each unit. For example, the first quarter (Q1) takes between 6–8 school weeks. Q2 is implemented during weeks 9–17, while Q3 is for weeks 18–26, and Q4 for weeks 27–36. In order to support and help teachers with implementation, this scope and sequence is divided into eight rows as follows: "Múltiples géneros, Destrezas fundamentales del lenguaje, Composición, Habilidades de comprensión, Habilidades para responder, Propósito y arte del autor, and Indagación e investigación."

In the "ENIL Reading Growth, Reading Culture, and Lesson Plans," teachers find a handbook that includes a series of questions that invite teachers to analyze the state of the class, including the reading levels and progress in the writing of each student in order to make an action plan for each unit. For example, under the heading: "Estructura para la Evaluación del nivel de independencia de lectura (ENIL)" and "Como usar el ENIL," guidance is provided on how to use the ENIL, including protocols for assessing growth such as "metas con poder." The materials also include additional support for teachers to be able to implement the scope and sequence under the sections called: "Usar el ENIL para enseñar/entrenar," "Usar el ENIL para guiar su selección de Metas con poder," and "Instrucción en grupos pequeños flexibles (en lugar de la lectura guiada tradicional)." These sections highlight how to use the materials with

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appropriate instructional practices such as: "Introducción, Lectura/Discusión de texto complejo, Taller de lectura, y Apoyo diferenciado."

Using this scope and sequence along with the ENIL Handbook, the materials provide resources and guidance to help administrators support teachers with a school year's worth of instruction, including realistic pacing guidance and routines as established by each unit. For example, in Unit 1, "Laboratorio de Lectoescritura," the materials include an overview at the beginning of each week (or thematic topic of instruction). This overview emphasizes the purpose of the lessons and the activities planned, such as Week 1, which offers: "Bibliotecas del salón, planificación de la semana, supplies, and centers."

In Unit 2, "Bichos en Sus Ecosistemas," under the subheading: "Guia de Planificación," the materials include a scope and sequence for instruction: "Example Yearlong Scope and Sequence." In "SLAR TEKS Grado 2," the materials outline the progression of literacy skills as disclosed in the following sections: "Stages of Implementation, as Measured by Outcomes" and "Building Instruction in ARC Core: Reading, Writing, Thinking." In this same unit, under the theme: "Historias de Animales y Animales," the materials provide resources and guidance to help administrators support teachers. For example, reading Pre-, Mid-, and Post-Assessments are included to confirm the reading levels, evaluate students' proficiency, and determine when students are at risk, as well as in emergency levels. According to these results, administrators and teachers can adjust instruction, including whole-group, small-group, and intensive individual interventions. Also, under the "Criteria for Success in ARC Core Unit 2: Informational Research Labs," there are specific instructions under the sections: "Stages of Implementation, as Measured by Outcomes," "8 Decisions for Planning a Lesson," and "5 Conditions for an Effective Lesson," which include materials, the structure of lessons, and recommendations. Also included is a visual map outlining the recommended implementation sequence.

In Unit 3, the materials include other examples of the school year's worth of instruction, including realistic pacing guidance and routines as established by each unit. For example, under the theme: "Historias de los Animales, teachers have access to templates for the projects, rubrics, organizational charts, and graphic organizers. Templates such as "Estudio del personaje," "Escenario físico en _____," and "Trama: Problema/Solución," among others. In addition, under the "ARC Core Laboratorio de género literario: Guia de implementacion Grado 2," the materials provide a pacing guide for the unit. This resource contains an implementation guide that provides a visual map outlining the recommended sequence of lesson implementation. The materials include other resources and guidance to help administrators support teachers. For example, in the "SchoolPace" and specifically in "School Dashboard," there are feedback templates to assist administrators in providing effective feedback to classroom teachers that aligns explicitly to the implementation of the publisher's materials by including detailed student performance information per classroom.

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Indicator 7.3

Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.
- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Meets 2/2

The materials offer a programmatic design that follows a sequence of content taught in a specific developmental progression. The materials also incorporate the curriculum into district, campus, and teacher using scheduling considerations.

Evidence includes but is not limited to:

In Unit 1, "Laboratorio de Lectoescritura," the materials offer a programmatic design that follows a sequence of content that must be taught in a specific developmental progression. For example, in the ARC core, under the heading "Introduction," a chart includes a content sequence taught according to the TEKS across the whole year. This chart indicates that adjustments should be made in order to align with district curriculum frameworks. The materials help incorporate the curriculum into a district-view, campus-view, and teacher-view using scheduling considerations; adjustments can be made to increase or decrease pace according to the student's needs by providing a goal for each unit.

In Unit 2, "Bichos," the materials offer a programmatic design that follows a sequence of content for foundational literacy skills: first, "elementos literarios de textos literarios tradicionales, contemporáneos, clásicos y diversos," then in the same unit, "características y estructuras del texto informativo," followed by the study of "textos narrativos and "textos argumentativos." The materials include resources, "Herramientas para el desarrollo de destrezas fundamentales" and "Stages of Implementation as Measured by Outcomes," that present the order in which foundational literacy skills must be taught in alignment with the progression of the content.

In Unit 3, "Historias de Animales," the materials include a sequence of content that must be taught according to the TEKS. For example, the materials include the resource "Building Instruction in ARC Core: Reading, Writing, Thinking." This resource is used to establish the order of the components of the unit's lessons, such as: "Unit Level, Read Complex Texts, Reader's Workshop: Independent Reading Levels/ENIL, Writing, and Collaborative Writing/Peer Review." In the subheading: "Secuencia de instrucción," which provides the alignment to Grade 2 SLAR

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TEKS states: "Destrezas fundamentales del lenguaje, Habilidades de comprensión, Habilidades para responder, Habilidades de comprensión, y Indagación e investigación."

The materials guide how to incorporate the curriculum into district, campus, and teacher programmatic design in all four units. For example, in SchoolPace, there are dashboards for the district, school, and class levels that allow the district to set goals while using the report graphics to stay informed about the percent of students on target, in need of support, and advancing. This resource also includes six different pedagogical practice categories to support the acquisition of Spanish as a second language called "The Expert in Your Room," thus guiding to meet variability in programmatic design and scheduling considerations.

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Indicator 7.4

Materials provide guidance on fostering connections between home and school.
- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

Meets 2/2

The materials support connections between teachers and families and include specific activities for use at home to support students' learning and development.

Evidence includes but is not limited to:

In Unit 1, the materials offer connections between teachers and families. The section "Establish Home Reading Routines" is paired with the teacher's version, "Classroom Routines to Support Academically Successful Home Routines." Also, "Cultura de lectura" includes activities like the 100 book challenge, back–to-school night, family workshops, parents and families as volunteers, and a rubric to help parents know expectations of specific reading levels. An example of specific activities for use at home can be found in the support cards, which contain graphic organizers, diagrams, a glossary for poetry, such as: "Lenguage Figurativo," "Técnicas Sonoras," and "Interroga al autor." Routines, schedules, classroom culture, and expectations established in Unit 1 are done so with the intent to be carried throughout the school year. Markers to remind teachers placed across the subsequent units are intended to serve as reference and reminder of these routines.

Communication between school and home is fostered and supported by "ARC Core en Español" through a variety of ways. Primarily, parent letters in each unit framework introduce the topic and provide talking points and questions that can be used at home. ENIL "Home Updates" provide parents with up-to-date progress information on demand. "Coaching Records" support parents in understanding student power goals and ways to support them at home. ENIL "Skills Cards" assist families in engaging in dialogue about the text to foster deep comprehension as well as practice with key Foundational Language skills at each level. For example, Unit 2 includes a parent letter that is available in both English and Spanish. The letter includes questions such as, "¿Sabía que existen unas 360,000 especies diferentes de escarabajos, 20,000 especies de saltamontes y 120,000 de moscas?" and "¿Sabían que todavía hay miles de especies por descubrir? Los bichos son el grupo más diverso y numeroso de animales del planeta." The letter explains the components of the program and it ends by giving thanks for helping students in a "fantástica aventura." However, it is unclear if parents are given Spanish instructions to access the ARC Bookshelf. In Unit 3, the materials include a specific activity for use at home to support student learning and development in the letter "Carta a las familias." This letter is used to explain the purpose of the unit and the unit research project. In "Conexión

con el hogar," there is a chart to have family members involved in developing characters for student essays and ideas such as "¡Hablemos durante la Cena!" with dinner conversation starters to talk about the theme of the unit.

The materials provide a home-school connection translated from the English product, such as the "Reading Log" charts available in four languages—English, Spanish, Chinese, and Arabic. The Spanish letter to parents says, "¿Cuánto deben leer nuestros hijos en casa?" to help determine student reading habits. The materials include sample letters to send home, such as "Enlisting Volunteers" and "Volunteer Reading Coaches: Making it Fun and Easy."

There are activities and guidance provided to parents in the ENIL Handbook. Parents receive a chart with timed activities such as "Lectura en voz alta" for 10 minutes and "Practica de Destrezas," for five minutes. Parents are suggested to practice skills according to the child's reading level. Also, in the ENIL Toolkit 2Az, under the "Herramientas para el desarrollo de destrezas fundamentales" section, it says "Lectura en casa: Considere mandar este libro a casa para que los estudiantes lean con sus entrenadores en casa. (También podrían acceder la versión electrónica del libro a través de ARC Bookshelf, si la tienen disponible)."

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Indicator 7.5

The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.
- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The materials offer a visual design with appropriate use of white space, thus avoiding distraction from student learning. Also, the pictures and graphics are supportive of student learning and engagement.

Evidence includes but is not limited to:

In Unit 1, "Laboratorio de Lectoescritura," the materials offer a visual design with appropriate use of white space, thus avoiding distraction from student learning. For example, the unit begins with a blank page, and the content uses repeated topics like "Mensaje de la Mañana" shaded in grey. Another panel on the right uses the same shaded color, providing a design pattern to locate important information like when to read aloud the core text or suggested poems. In the section "Herramientas para el desarrollo de destrezas fundamentales - 1R," the materials include quality pictures and visuals that depict the type of activity to be completed, such as picture cards that match up to vocabulary words in order for students to make connections easily.

All units include a "Teacher's Guide" with a visual design that appropriately uses white spaces, helping teachers locate important lesson planning and implementation information. This section uses tables, charts, and visuals that are concise and clearly state their intent.

In Unit 2, "Bichos en sus ecosistemas, Paquete de Textos Ejemplares," the materials include pictures and graphics that are supportive of student learning and engagement. For example, the "Edition para estudiantes" features six textbooks with colorful pictures, maps, and diagrams. The design of the pages is neat and appealing to children and adults because it is well organized and without the clutter of print and graphic features.

In Unit 4, "Profesiones en mi comunidad," there are also good examples of pictures and graphics that are supportive of student learning and engagement. For example, in the introduction, the materials include a graphic organizer, "Hecho y Opinión," which provides blank spaces for students to write collected information.

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Indicator 8.1

Materials provide clear guidance specific to bilingual program model.
- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

Not Scored

The materials provide clear guidance on how they could be applied within a particular bilingual program model. The materials cite current , relevant research on Spanish literacy development and second language development and acquisition is present.

Evidence includes but is not limited to:

In "Herramientas para el desarrollo de destrezas fundamentales," the materials provide current, relevant research on Spanish literacy development. For example, "Ciencia de la lectura en un idioma con ortografía transparente," describes the rationale for teaching "conciencia fonológica" and "instrucción de la conciencia fonológica: ¿fonemas, sílabas, o ambos?" These excerpts of research-based information include the following:
- "Existe evidencia creciente de la estrecha relación entre la conciencia de los sonidos del habla y la adquisición de lectura en idiomas alfabéticos, incluyendo el español y el inglés" (Yopp and Stapleton, 2008).
- "Niveles altos de conciencia fonológica en español podrían apoyar el desarrollo de destrezas de conciencia fonológica en inglés, y parecen facilitar el éxito en aprender a leer palabras en inglés" (Denton et al., 2000; Goldenberg et al., 2014).
- 2V ENIL Herramientas framework, "Carteles de estudio de palabras," (adapted from Beeman and Urow, Teaching for Biliteracy, 2013).

This same section mentions second language development and acquisition. For example, "What Do We Know About Multilingual Learners?" by Dr. Jim Cummins provides guidance and rationale for the Guide to IRLA Coaching with Multilingual Learners, not the Herramientas ENIL

The Guide to IRLA Coaching with Multilingual Learners' main body comprises tables that address individual High-Leverage Power Goals for MLLs identified for each color level. Each of these High-Leverage Power Goals for MLLs is organized as a table divided into the following sections: WHO (this power goal is appropriate for), DO THIS, HOW, WHY, and WHAT THE RESEARCH SAYS. In other words, each individual High-Leverage Power Goals for MLLs described in this Guide incorporates a reference to the research behind it. This guide highlights the positive relationship between a bilingual student's two languages and how a student's home language represents a positive force in their academic development.

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In Unit 1, "Laboratorio de Lectoescritura," the materials include a section called: "A Systematic Phonics Program." This section explains their approach and cites the American Reading Panel (2000) as follows: "The term systematic phonics instruction refers to the explicit, organized, unintentionally sequenced teaching of basic spelling patterns in service of fluent reading for meaning." The research "emphasized that phonics should be taught systematically and clarified that synthetic and analytic approaches are equally effective." This explanation is followed by current, relevant research on Spanish literacy development that states: "American Reading Company's systematic phonics instructions is used primarily as a synthetic approach in Spanish, building student's knowledge of syllables and syllable structures and how they combine to form words." The materials include a quote from "Biliteracy from the Start" that says: "Approaches to literacy instruction in alphabetic languages focus on analytic (whole to part) and synthetic (part to whole) approaches. Across languages, analytic approaches are very similar, while synthetic approaches are distinct from one language to another. Researchers have helped identify specific ways in which scientific approaches to teaching reading in Spanish, particularly with regard to teaching decoding skills, differ from synthetic approaches to teaching reading in English. Authentic literacy instruction, particularly related to synthetic teaching approaches, needs to be grounded in the language's internal structure." (Escamilla, K. et al., 2014).

In the "2019 REVISED Sample DL Literacy Block," the materials provide a document called: "BILINGUAL SAMPLE LITERACY," which includes the "90/10 Model: Sample schedule," "80/20 Model: Sample schedule," and "50/50 Model: Sample schedule." This document is provided as an example of the specific guidance for how to allocate time to the different components of the ARC Core and ARC Core en español literacy block across both languages, which components are to be prioritized, and which others can be adjusted, and how, based on the current model (90/10, 80/20, or 50/50) by grade level in a given implementation.

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Indicator 8.2

Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages (i.e., skills that transfer)

Not Scored

The materials offer support for teachers to understand the content presented in each language by highlighting opportunities for students to make cross-linguistic connections. The materials provide teacher and student opportunities for the application of language connections.

Evidence includes but is not limited to:

In the "Guide to IRLA Coaching with Multilingual Learners (MLLs)," the materials offer support for teachers to make cross-linguistic connections. For example, this section states: "to reject a child's language in the school is to reject the child. Take the necessary steps to include the student's home language and culture in the life of the classroom." The materials support the use of the home language as an essential pillar in classroom goals.

The "Guide to IRLA Coaching with Multilingual Learners (MLLs)" states: "In English, many affixes take different forms depending on what words they are attached to (e.g., *-s/-es, -able/-ible, -est/-iest*). For words common in everyday speech, proficient English speakers can produce the correct combinations without even thinking about it—they know the words. This is not the case for MLLs. Refining their mastery of this complex system will take time and trial and error. Many of their mistakes will be smart applications of certain rules in instances where they do not apply (e.g., *acter* for *actor*, or *Spanishes* for *Spanish people*). Encourage MLLs to find patterns and take risks in applying them. This is a necessary step toward language mastery." These recommendations of teacher and student opportunities for the application of language connections are specific to research-based instructional practices for students who are learning to read in both English and Spanish. The same can be said about the "Guide to IRLA Coaching with Multilingual Learners (MLLs)" explanations regarding cognates. It states: "Loanwords vs. Cognates: Loanwords are words adopted from other languages with little or no modification. They tend to be relatively recent adoptions in response to new realities and concepts. Cognates are words that share the same origin. Typically, they have been fully incorporated and have evolved to show each specific language's morphological and phonetic characteristics. Do not worry about introducing the difference between cognates and loanwords. The goal for students is to recognize similarities between their languages and English on their own."

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In Unit 1, "ARC Laboratorio de Lectoescritura," the Spanish materials can be reviewed for quality and quantity of resources. For example, the materials suggest the read-aloud text: "*A la rueda, rueda, Las canciones de mi abuela, Oda al maíz,*" which are traditional poems relevant to children's linguistic and cultural backgrounds.

Most units in the material highlight a number of opportunities for students to make cross-linguistic connections through the use of cognates. For example, in Unit 2, Bichos, there is a section entitled: "Conexiones entre inglés y español." In this section, students fill a three-column chart to complete the activity. The first column is for "Cognado en español." The second column is for "Cognado en inglés," and the third "Mis notas (Ortografía, pronunciación. Significado. Partes de la palabra.) and it states: "mira a la raíz de las palabras *specialized y especializada*. Haz una lista de otras palabras en Inglés y en Español que comparten la misma raíz." The materials suggest: "Key Concepts and Literacy Development: When possible, have students identify cognates in their home language that connect to content learned in Spanish (e.g., classification/clasificación, characteristics/características, abdomen/abdomen; thorax/tórax; plague/plaga"). In Unit 4, Profesiones, there is a "Technical Vocabulary and Literacy Development," section with similar instructions as follows: "Where possible, have students identify cognates in their home languages that connect to content learned in Spanish (e.g., *profession/profesión, mechanic/mecánico, veterinarian/veterinaria*)."

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Indicator 8.3

Materials in Spanish are authentic and culturally relevant.
- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Not Scored

The materials include a mixture of authentic and academic Spanish, transadaptations and translations. The materials also attempt to develop socio-cultural competence and include representation of the rich diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

In the "ENIL Herramientas para el desarrollo de destrezas fundamentales" corresponding to the ENIL 1Rojo level, the materials include authentic and academic Spanish.

On the ARC Bookshelf, there are some examples of low-quality transadaptations or literal translations. For example, a translation from English to Spanish is the book: "*Los 10 hechos más asquerosos acerca del cuerpo humano.*" The text title translation could have used a better word choice than the word "asquerosos" (desagradables - feos).

In Unit 1, "Laboratorio de Lectoescritura," the materials include some representation of the rich diversity of the Spanish language and Hispanic culture. For example, in Week 3, the materials suggest traditional materials from different countries for read-alouds: "*A la rueda, rueda,*" a collection of books from Argentina, Paraguay, Colombia, and Peru. In the same unit, there are also some examples of low-quality trans-adaptations or translations. For example, the read aloud text, "*La señorita de los libros*" by Heather Henson presents translations and transadaptions that go well with questions such as: "¿Qué crees que la motiva a llevarle libros a la familia de Cal? ¿Cuándo crees que Cal comienza a cambiar su forma de pensar sobre los libros y la lectura? ¿Qué ocurrió? ¿Qué evidencia del texto/ilustraciones apoya tu respuesta?" An example of improper use of the Spanish language is in the last question as follows: "¿Quién (más) cambiar su forma de pensar en esta historia?"

In Unit 2, "Bichos en sus ecosistemas," there are some examples of low-quality trans-adaptations or translations. The materials do not explain words that may have different meanings in various Spanish dialects or countries. For example, the word "Bichos" used not only as the unit title but throughout the entire unit needs to be paired up with other substitute

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words like "sabandija" for critters or use the scientific word insectos. The word "bicho" has an inappropriate connotation in some Caribbean Spanish-speaking islands, and Central America. In this same unit, the materials include some representation of the rich diversity of the Spanish language and Hispanic culture. For example, the materials include stories from well-known authors such as Cuban-born Alma Flor Ada with the story "*Cucarachita Martina"* and *"Zun-zuuun? ¿Qué toca ahora?"* written by Fer de la Cruz, a Mexican author. Other examples are found in Unit 3, "Historias de Familias y Familias," where there is a text called: "*La Luna Lleva un Silencio"* by María Cristina Ramos Guzmán from Argentina and "*El Oso, El Mejor Amigo del Hombre"* by María Fernanda Heredia, writer and illustrator from Ecuador.

In Unit 4, "Profesiones en mi Comunidad," the materials include some representation of the rich diversity of the Spanish language and Hispanic culture. The main text in this unit is "*Tu Comunidad: Una Guía Completa"* by Alma Lucía Sánchez. The book integrates the Social Studies TEKS for second grade, and it makes connections with the cultural heritage of immigrants in the U.S.