Houghton-Mifflin Harcourt Grade 1
Spanish Phonics Program Summary

Section 1. Spanish Phonics-Related Texas Essential Knowledge and Skills (TEKS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	Not Reviewed
Grade 1	100%	100%	Not Reviewed	Not Reviewed
Grade 2	100%	100%	Not Reviewed	Not Reviewed
Grade 3	100%	100%	Not Reviewed	Not Reviewed

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level Spanish phonics skills within and across lessons.
- The materials include detailed guidance that supports teacher's delivery of instruction in Spanish.
- The materials include frequent and distributed review of Spanish phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide some systematic and direct (explicit) Spanish instruction, practice, and review related to the alphabetic principle.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish diptongos, hiatos, and word types (i.e., agudas, graves, esdrújulas, and sobreesdrújulas) and the rules of accent marks for each word part or word type, as outlined in the Spanish TEKS.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness in Spanish.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

- The materials include developmentally appropriate and authentic Spanish diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated Spanish progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for multilingual learners to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year.	M
3	Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single-syllable words before multisyllabic words).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials vertically align with the progression of skill development from year to year. Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

> **Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.**

- Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The sequence of instruction document includes a side-by-side view of the week, the Spanish TEKS, a concise skill description, and components of foundational skills taught throughout the weeks and the school year. The materials include a *Week at a Glance* in the introductory part of the week of each module that outlines the TEKS taught that week.
- In Module 1, week 1, the *Fonética* sequence is *vowels a, e, i, o,* and *u*. The materials list the correlating TEKS 1.2A(iv), 1.2B(i), 1,2C(ii). For *Conciencia fonológica*, the material target is identifying the beginning sound TEK 1.2A(ii). In week 2, the *Fonética* sequence is syllables with *m* and *p*, correlated to TEKS 1.2A(iv), 1.2B(i), 1.2C(i), 1.2C(ii). For *Conciencia fonológica*, the material target is dividing words into syllables TEK 1.2A(iv) and identifying the beginning syllable TEK 1.2A(ii). In Module 9, week 1, the *Fonética* sequence is *combinaciones* with *pr* and *gr,* TEKS 1.2A(iv), 1.2B(i), 1.2B(ii), and CCVC words TEKS 1.2A(iv), 1.2B(i), 1.2B(ii). For *Conciencia fonológica*, the materials target deleting syllables TEKS 1.2A(iii) and changing syllables in a word TEKS 1.2A(iii), 1.2A(vii). In week 2, the *Fonética* sequence is c*ombinaciones with fr, cr,* and *dr* TEKS 1.2A(iv), 1.2B(i), 1.2C(i), 1.2C(ii). For *Conciencia fonológica*, the materials target is making words and combining words into a sentence TEK 1.2A(iv), 1.2B(i), 1.2C(i), 1.2C(ii). In week 3, the *Fonética* sequence continues with *combinaciones with cl, bl, pl.* TEKS 1.2A(iv), 1.2B(i), 1.2C(i),

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1.2C(ii). For *Conciencia fonológica*, the materials target dividing words into syllables and deleting syllables TEKS 1.2A(iii & iv).

- The materials include a section at the beginning of each module titled *Vistazo a la Semana* (*Week at a Glance*) that includes a breakdown of the TEKS, materials, and activities covered during each week/lesson. In Module 2, week 2, *Vistazo a la Semana,* the materials include *Conciencia fonológica: reconocer la sílaba inicial y generar rimas*. The materials list the correlating TEKS 1.2A(ii), 1.2A(iv), 1.2A(i). The next foundational skill listed is *Fonética: sílabas con d /d/ y t/t/ y mas sílabas* with the correlating TEKS 1.2A(iv), 1.2B(i), 1.2C(i), 1.2C(ii). In *Ortografía: palabras con d y t,* the correlating TEKS includes TEKS 1.2B(i), 1.2C(i), 1.2C(ii), 1.2F. The materials list the decodable text and the skills that align with that week's phonics patterns *Tito y Tato, Dos Ositos.*

Materials clearly demonstrate vertical alignment and that shows the progression of skill development in Spanish from year to year.

- The materials demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year, with the beginning of the year modules starting with where the previous grade level left off. A vertical alignment document that shows the progression of skills from year to year is not evident.
- The materials include a sequence of instruction document that specifies which skills should be mastered at each grade level and the order in which they should be covered. For example, the phonemic awareness sequence and phonics include *discrimination auditiva, aliteración, rimas, conciencia silábica,* and *conciencia fonémica,*
- In kindergarten's Module 9, the phonics lessons end the year by creating new words by adding, deleting, or changing syllables, and with knowledge of the alphabet, review of *sílabas ka, ke, ki, ko,* and *ku.* The first grade materials include twelve modules. In grade 1, Module 1, the first grade phonics lessons begin by reviewing vowels, syllables, *ma, me, mi, mo, mu,* and *pa, pe, pi, po, pu,* and emphasize reading and spelling new words through syllable manipulation. In Module 12, the first grade phonics lessons end the year with a review of reading, combining, decoding, and comparing words with prefixes and suffixes like *des-, -oso, -osa, -mente, -ido, -ida, -ado,* and *-ada*. The second grade materials and modules begin with the review of skills taught in first grade, like the alphabetic principle, open/closed syllables, reviewing syllables with similar sounds, and simple blends.
- In Module 1, the materials in *Conciencia fonológica* begin by identifying the beginning sound. In Module 6, the *Conciencia fonológica* focus is on comparing and ordering syllables. In Module 9, the *Conciencia fonológica* ends the first grade year by diving into syllables and deleting syllables. The materials in *Conciencia fonológica* vertically align to second grade by starting in grade 2, Module 1, with diving into syllables.
- In Module 1, the material's phonics objectives begin with vowels *o, i, a, u,* and *e.* In Module 6, week 2, the phonics objective focuses on *sílabas con h mas sílabas con m /m/.* In Module 9, week 3, the phonics focus ends the first grade year with *Combinaciones cl, bl, pl.* The materials in phonics vertically align second grade by starting in grade 2, Module 1, week 1, with *el abecedario.*

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Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCVCV words and single-syllable words before multisyllabic words).

- The materials follow a developmentally appropriate, systematic approach with simple to more complex foundational literacy concepts that span throughout the curriculum. For example, the first grade *Conciencia fonológica* lesson objectives begin with a review of vowels and syllables that were taught in kindergarten. The lesson objectives progress from simple to complex from module to module.
- In Module 1, the objectives for the first grade's *Conciencia fonológica* lessons begin by identifying initial sounds, dividing words into syllables, and identifying initial syllables as outlined in Spanish TEKS. By the end of Module 12, Lesson 15, the lesson objectives for the *Conciencia fonológica* section include concepts of dividing words into syllables and phonemes.
- First grade, Module 1, Lesson 1, *Fonética* objectives include activities to master letters, name-sound correspondence, and identifying and matching the common sounds that letters represent, such as *tarjetas de sílabas y ortografía*. For Module 1, Lesson 1, *Vocales a, e, i., o, u,* the activities include *tarjeta de sílabas y ortografía oso, águila, elefante, uvas, iglu*. In grade 2, Module 1, Lesson 3, *sílabas abiertas y cerradas includes* activities that use *tarjeta de sílabas y ortografía cactus, dado, jirafa, pintor*.
- The first grade materials and phonics lesson objectives from Modules 1-3 review vowels and decoding and encoding words with simple syllables taught in kindergarten. The lessons in Modules 4-11 transition into decoding and encoding words with syllables and blends and move into CV, CVC words before words with CCVC, *diphthongs,* and *hiatos*. The second grade materials and modules begin with a review of skills taught in first grade, like the alphabetic principle, open/closed syllables, and reviewing syllables with similar sounds and simple blends.

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Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level Spanish phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level Spanish phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release model. Materials contain a teacher edition with ample Spanish annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility model.

- The lessons include specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction to model new phonics skills and contain detailed guidance for each component of the gradual release model. For example, in Module 1, Lesson 1, in the *I Do* section, the teacher shows the *tarjetas de sílabas y ortografía oso* and explains that the beginning sound is */o/*. The teacher shows the *tarjetas de sílabas y ortigrafia* and asks students to say *oso*. The teacher explains that *oso* begins with */o/*. The teacher continues with the routine using the word*s iglú, águila, uvas,* and *elefante.* The teacher says a sentence and asks students to identify the words that start with *o.* The teacher repeats the routine with the rest of the words. In the *We Do* section, the teacher uses *tarjetas de letras* to model how to read words. The teacher shows the letter cards and slides the letters to make a syllable and then blends them into a word, such as *u-n-a*. The teacher puts syllables together to make the word *una*. In the *You Do* (*Tu turno*) section, students read words independently. The words include but are not limited to *ocho, anillo,* and *iguana*.
- In Module 1, Lesson 12, and throughout the materials, each component of the phonics lesson is clearly labeled with the titles *Mi turno, Nuestro turno, Tu turno.* Each section provides a detailed description of the corresponding activity, such as building words with letter cards during *Mi turno,* reading words from the *Mostrar y motivar: Pistas de palabras del cuento 1.9* slide during *Nuestro turno,* and finally, building words with letter cards independently and completing the *Aprende y demuestra p. 27* during the independent *Tu turno* portion.
- In Module 4, Lesson 1, students practice dividing words into syllables. The teacher says a word, and the students say the syllables in the word. The teacher explains that they will do the word first and asks them to listen to the word *maniquí, ma-ni-quí.* The teacher says that the syllables are *ma-ni-quí* and asks the students to repeat them. The same process is repeated with other

words, including *raqueta, banquete,* and *panqueque.*

- In Module 7, Lesson 1, the *I Do* section (*Mi turno*), the teacher uses *tarjetas de sílabas y ortografía cebra*, explains that the beginning sound is */s/,* and asks students to say the word. The teacher says the word *cebra a*nd states that the word starts with the consonant *c /s/.* The teacher reads the syllables in the lower part of the card, points at them, and asks the students to repeat them. The teacher says the sentence: "*La cebra tiene raya.*" The teacher asks students to divide the words into syllables and asks questions to guide them to determine what the first syllable is. The teacher reminds students that the syllables *ce, ci* make the */s/* sound. The teacher repeats the routine with other words that include *cebolla, cocina,* and *cena*. In the *We Do* section, the teacher uses *tarjetas de letras* to model how to read words. The teacher shows the letter cards and slides the letters to make a syllable and then blends them into a word. The teacher shows the letters and slides the letters to make syllables *ce* and *ro*. The teacher models how to blend syllables. The teacher asks the students to read the word. In the *You Do* (*Tu turno*) section, students read words independently. The words include *cesped, ceja,* and *cima.*

Materials contain a teacher edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials.

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, in Module 2, Lesson 1, the teacher edition includes *Conexión con la Enseñanza con grupos pequeños*, which gives suggestions for additional ways to support teachers in facilitating instruction. The box guides the teacher to reinforce *destrezas fundamentales* using the decodable book *La paloma Nina*, written by Javier Carrillo and illustrated by Caroline Attia, to review or reinforce fluency with *n*.
- In Module 4, Lesson 8, there is a section entitled *Corregir y Encausar* after the independent practice. This section gives teachers guidance on what they can do if they see students are not mastering the recently practiced skill. For example, in this lesson, the materials state, *Si un niño se equivoca al leer una sílaba con v o con b, vuelva a mostrarle la Tarjeta de sílabas y ortografía. Señale si la sílaba tiene v o b. Use la rutina de combinación de sílabas para leer la palabra y pida al niño que repita los pasos después de usted.* In the same lesson, there is a sidebar entitled *Consejos para la enseñanza.* In this lesson, the materials suggest that the teacher tell students how the meaning of a word can help them determine if it is spelled with *v* or *b*. *Por ejemplo, la última sílaba de las palabras que hablan de algo que hice en el pasado, se escriben con b, como miraba, escuchaba, pensaba.*
- In Module 11, Lesson 1, the teacher edition includes *Conexión con la Enseñanza con grupos pequeños*, which gives suggestions for additional ways to support teachers in facilitating instruction. The box guides the teacher to reinforce *destrezas fundamentales* using the decodable book *El Rey de los animales,* written by Maria Silva, illustrated by Stevie Mahardhika to identify words with *ay, oy, ey,* and *uy.*

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Indicator 2.3

Materials include **detailed guidance** that supports teacher's **delivery of instruction in Spanish**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include detailed guidance that supports teacher's delivery of instruction in Spanish.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common misconceptions and guiding principles related to specific Spanish phonics skills.

- Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills. For example, in Module 3, Lesson 1, under *Fonética*, the teacher models how to identify and pronounce syllables with *fl, gl,* and *tl*. The teacher reads the poem *Los globos* and asks the students to raise their hand if they hear words with *fl, gl,* and *tl*. Words include *inflado, jungla, regla,* and *Atlántico.* Under *Ortografía*, the lesson includes simultaneous instruction on the letter name and correct formation. The teacher demonstrates how to write the uppercase and lowercase *r* step by step. The teacher shows how to write uppercase *R*. The teacher provides the following instructions in Spanish: Start at the top and draw a straight line down. Return to the top and draw a circle in front and a diagonal line down towards the right. The teacher shows how to write the lowercase *r*: Start in the middle and draw a straight line down. Then draw a straight line up and a short curved line towards the front. The students write the letters using the *Página imprimible: Rr*

manuscrita page. The teacher demonstrates how to write some *Palabras de ortografía* and some sentences, which include *ranas, "Las ranas nadan;" reman, "Ellos reman en el río."*

- In Module 5, Lesson 13, students learn and compare syllables with *y /y/* and *ll/y/*. The teacher tells students that they will be saying words with *ya, ye, yo, yu* and *lla, lle, lli, llo, llu*. Students listen to the word *yogur, yo-gur* and its first syllable *yo*. Students repeat */yo/*. The materials guide the teacher to ask students if they notice anything different between the initial syllables in *yogur* and *lloro*. The teacher explains that even though these syllables may have the same sound, they are spelled with different letters. The teacher repeats the same process with words that include *yeso/llena* and *yuyo/lluvia*.

- In Module 10, Lesson 1, under *Ortografía*, the lesson includes simultaneous instruction on the letter name, sound, and correct formation of letters *Ff, Gg,* and *Tt*. The teacher demonstrates how to write capital *F*: start on top, straight line down. At the top again, draw a straight line to the right, and at the middle, draw a short line to the right. The teacher models how to write lowercase *f* step by step: Start almost at the top, draw a backwards curve and a straight line to the bottom. In the middle, draw a small straight line to the right. The students write the letter using the *Páginas imprimibles: Ff manuscrita, Gg manuscrita, Tt manuscrita y Ll manuscrita*. The teacher demonstrates how to write some *Palabras de ortografía* and some sentences, which include *flaco El perro está flaco, flecha La flecha es roja, flores Las flores son bonitas*.

Guidance for teachers provides detailed, specific instructional strategies for teaching each Spanish phonics skill.

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For example, in Module 4, Lesson 7, students identify syllables with *v /b/.* The lesson materials include letter cards and syllable cards with the word *vela*. The teacher says the sentence: "*Valeria vino a buscar su maleta verde.*" The teacher writes *Valeria* on the board and underlines the syllable *Va*. The teacher uses the letter cards and the syllable blending routine to model the reading of the word *Valeria*. The teacher shows the letter cards *V a l e r i a.* The teacher slides the second letter next to the first letter to form the first syllable *Va*. Teacher repeats with the syllables *le* and *ria.* The teacher blends all the syllables together and reads the word, *Va-le-ria, Valeria.*

- In Module 7, Lesson 1, the students learn the syllables *ce* and *ci*. The teacher reads the poem *La carrera del circo,* which includes words with the syllables *ce* and *ci,* such as *carrera, circo, Cesar, Cecilia, Cerapio,* and *cerditos.* The students raise their hand when they hear */se/* or */si/* in a word. The teacher and the students separate the words into syllables. The activity is repeated in the lesson after the teacher explicitly explains the rule for when the letter *c* makes the */s/* sound. The students practice independently reading words with *ce* and *ci* syllables.

- In Module 10, Lesson 1, the teacher shows *Tarjeta de sílabas y ortografía flecha.* The teacher writes the word *flecha* and asks the students to read it aloud together. The teacher separates the word into syllables and tells the students that they will separate the syllables in the word *flecha, fle-cha.* The teacher explains that the first syllable is *fle* and asks the students to repeat what the first syllable is. The teacher points to the syllable in the card and asks the students to read it chorally. The students act out words with *fl, gl,* and *tl.* The teacher encourages the students to do the actions and gestures that are described in the sentences. The sentences include "*En el parque hay un globo,"* and *"Está corriendo un atleta."*

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Materials include specific guidance for providing students with immediate, corrective feedback.

- Materials include specific guidance for providing students with immediate, corrective feedback. For example, in Module 2, Lesson 11, students identify syllables with *f/f/* and *b/b/*. During the guided portion of the lesson, the teacher asks students to read words using the combination of syllable routine to read the words that include *boda, filo, enfado,* and *bife.* The lesson includes guidance for the teacher to correct and redirect *Corregir y Encauzar.* If a student mispronounces a word during the *Blending* practice, the materials indicate that the teacher should have them point to each syllable and read again. The materials tell the teacher that if a student blends the syllables incorrectly, cover the word and blend them together as the teacher uncovers one syllable at a time, and then have the student blend the syllables and read the word.
- If the students make an error while removing a syllable in Module 8, Lesson 9, the teacher repeats the instructions and focuses on the syllable position they have to remove. For example, the teacher says the word *salame.* The teacher explains that they have to take the first syllable from *salame.* The teacher states that the syllables for *salame* are *sa-la-me.* The teacher says that they will remove the first syllable and asks, "*¿Cuál es la primera sílaba de salame?*" *sa.* The teacher says that if they remove *sa* from *salame,* what remains is *lame.*
- In Module 10, Lesson 1 guides the teacher on what to do if the students fail to read the words included in the *Práctica de lectura de palabras fl, gl, tl* section. If the students read the word incorrectly, the teacher asks the student to read each syllable and say the word again. The words include *globo, arreglo, flota, moflete, atlas,* and *atleta.* If the student fails to read a word, the teacher shows the *Tarjetas de sílabas y ortografía* one more time. The teacher uses the blending syllables strategy and asks the student to repeat the steps.

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- Materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, in Module 4, Lesson 3, the students learn to compare *que, qui*, and *ca, co, cu*. In the *Mi Turno* section, the teacher shows the syllable card with *caballo* and explains the word starts with the sound */k/.* The teacher reads syllables in the card and asks the students to repeat them chorally. The teacher repeats the activity with the syllable card of the word *queso.* The teacher reminds students that the letter *q* is always followed by *u,* that it is only used before the letters *e* and *i,* and that the letter *c* has the sound */k/* before the letters *a, o, u.* The teacher continues to model using sentences. The sentences include "*Ana comió caramelos."* The teacher explains that the first syllable in *comió es co,* and that the syllable *co* starts with */k/* and is written with the letter *c. Juan quiso queso.* The teacher explains that the first syllable in *quiso* is *qui,* that the syllable *qui* starts with */k/,* and is written with the letter *q.*
- In Module 8, Lesson 6, the *Ortografía* routine for *Dictado* begins with spiraling back to the previous phonics objective with 4 review words: *cepillo, ceja, tocino,* and *circo*. The teacher says the spelling word and the sentence, and the students write the word. The teacher writes the words and waits for students to check their answers. The materials include the suggestion to use the words as needed and if students did well to move on to the advanced words.
- In Module 10, Lesson 4, students create new words by adding the endings *-oso, -osa,* and *-mente*. The teacher reminds students that they can create new words based on words they already know just by adding the endings *-oso, -osa,* and *-mente.* The teacher has index cards

with words that include *fama, famosa, aceitoso, total,* and *totalmente*. The teacher asks the students to sit in a circle and choose two cards. If the cards are a word plus a suffix, they can keep the cards, if not, they can place the cards face down again. The teacher explains that words that end in *-mente* mean that something is done in that way. The teacher explains that if they say, *Ana estaba solamente comiendo,* it means that she was eating and nothing more.

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- Materials include clear guidance on how to pace each lesson, but it does not include specific time suggestions for each component of the gradual release model. For example, in Module 1, Lesson 13, the phonemic awareness and phonics lesson includes a clock icon that indicates the recommended length of the lesson (i.e., 5 min, 10 min). In Module 2, week 3, *Vistazo a la semana,* there is a section titled *Tiempos diarios sugeridos*, which lists the following suggestions for lesson pacing: *Vocabulario, 10–15 minutos, Destrezas fundamentales, 15–30 minutos, Taller de lectura, 60–75 minutos,* and *Taller de escritura, 20–30 minutos.*
- In Module 6, Lesson 6, the sections in each lesson have a picture of a clock that shows the amount of time that the teacher should be spending on each section. In *Lenguaje Oral*, the clock next to the topic indicates the time is 5 minutes. The *Lectura en voz alta* section has a picture of a clock next to the topic indicating it should take 20 minutes. *Conciencia folonolica* should take 10 minutes, while *Fonética: Combinaciones gr, pr* should take 15 minutes, and *Trabajo con palabras: Combinaciones gr, pr* should take 20 minutes.
- In Module 8, week 1, the materials include an outline of the suggested time. In *Desarrollar los conocimientos y el lenguaje/vocabulario 10-15 minutos, Destrezas fundamentales 15-30 minutos, Taller de lectura 60-75 minutos, Taller de escritura 20-30 minutos.*

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Indicator 2.4

Materials include **frequent and distributed** review of Spanish phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of Spanish phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, in Module 2, Lesson 13, the materials include a section called *Comparar sílabas* con *b /b/* y *d /d/*. The teacher says words with *da, de, di, do, du* and *ba, be, bi*. *bo, bu.* The students identify if the words have */b/ o /d/.* The teacher says the word *lobo* and asks for the beginning sound of the second syllable */bo/ /b/.* The students listen to the word *lobo, lo-bo.* The teacher says that the second syllable is *bo.* The students repeat. The teacher and the students continue the routine with the word *lodo.* The lesson continues identifying syllables with *d* or *b*. The students throw a kiss if they hear the */b/* sound or lift a finger if they hear */d/.* The words include *nado, banda, amasaba, amasada, ida, iba, sudo,* and *subo.* The teacher says more words, such as *bandido formamos bando; con pisada, pida; con besaba, beba.* Students divide the words into syllables and identify the middle syllable. The teacher asks the students which new words they can form if they take away the middle syllable.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. In Module 3, Lesson 6, students learn about syllables with *rr*. The teacher models joining phonemes to make syllables using the *Combinación de Sílabas* routine to manipulate letter cards. This routine is consistently used to review phonics skills throughout the materials in the second lesson of every week.
- In Module 4, Lesson 3, the teacher reminds the students that the letter *q* is always followed by the letter *u*, when there is an *e* or an *i* after them. The teacher tells the students that the letter *c* has the sound */k/* before an *a, o* or *a, u.* The students practice these syllables in the independent practice part of the lesson. The teacher explains that they will point to two words in random

order, and the child will read them aloud. Students identify if the word has a syllable with *ca, co, cu* or *que, qui*.

- Practice opportunities include only phonics skills that have been explicitly taught. Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. For example, in Module 3, Lesson 1, after sorting words with a partner, students read and sort */r/* syllables independently on a page from the *Aprende y demuestra* workbook. Students also read a decodable book *El nido*, which lists *Sílabas con r inicial /rr/.* Words include *ruiseñor* and *ramitas.* On another workbook page from *Aprende y demuestra,* students independently read short sentences and phrases that serve as clues. Students use the clues to guess what the matching word is. The matching word has scrambled letters that students unscramble to find the correct word with initial */r/.* An example of a phrase is, *Anfibios color verde.* Students unscramble letters to form the word *rana* and identify the initial letter */r/.*
- In Module 4, Lesson 11, the *Dictado* section provides review words students can practice writing. The words included in the review part are *vamos, nave, vivo,* and *vuela*. The teacher says the words and the sentence, and students write the words. The teacher writes the words on the board, and the students check their spelling. The materials advise the teacher to use them as necessary or to move on if students have mastered the words. The materials do not specify when the students previously learned the words.
- In Module 8, Lesson 7, the students read the decodable book *Las vacaciones en el mar,* written by Martin Ortega and illustrated by Oriol Vidal. Students review words with syllables with the letters *k, x,* and *w*, which they learned in their previous phonics lesson*.* In the *Repaso de fonética* section*,* the teacher reminds students that they read words with syllables with the letters *k, x,* and *w.* Students read with a partner and find the words that start with *k, x,* and *w.* The words that students find include *Kai-lan, bikini, Wang, sándwiches, Xiang, kiwis, Kuang,* and *examina.* The teacher writes some of the words on the board. Students re-read the story and find the words in the decodable book.

- Decodable texts incorporate cumulative practice by increasing in complexity and only include previously taught phonics skills. For example, in Module 1, Lesson 14, the students participate in guided practice during the *Nuestro turno* portion of the lesson to apply their understanding of previously taught phonics skills. Students read a list of words that include *eso, mesa, solo,* and *sapo* as well as sentences that include "*La osa pisa la miel."* This activity takes place within the first module and focuses only on the previously taught syllables with *m, s, l,* and *p.*
- In Module 3, Lesson 6, the students read the decodable book *El Rey de los animales*. Students read words with syllables *ay, oy, ey,* and *uy.* This skill was previously learned in the *fonética* and *ortografía* lessons. Students read some words with the pattern learned that include *estoy, rey,* and *voy.* At the end, the book has an activity to extend the learning. Students find a word that rhymes with *hay*.
- In Module 11, Lesson 1, the students read the decodable book *El perro de Luis.* Students read words with *rr.* This skill was previously taught in the *fonética* and *ortografía* lessons. Students

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read some words with the pattern learned such as *perro, barrio,* and *tierra.* At the end, the book has an activity to extend the learning. Students play a game with a partner. One student gives clues and the other partner finds the word. Words used for the activity include *perro, burro, tierra, torre,* and *marrón.*

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Indicator 3.A.2

Materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to the **alphabetic principle**.

1	Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds.	M
2	Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.	PM
3	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.	M

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct Spanish instruction, practice, and review of related alphabetic principles.

Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds. Materials provide some components of direct instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds.

- The materials provide a systematic scope and sequence for introducing grade-level sound-spelling patterns taught in each of the 12 modules, as outlined in the Spanish TEKS. The materials follow a systematic sequence that introduces less complex sound-spelling patterns before introducing more complex combinations. The *Bienvenidos al módulo* page shows the phonics objectives addressed in each weekly lesson.
- In Modules 1 through 4, the sound-spelling patterns include the vowels and consonants that only make one sound. In Module 1, week 1, the sequence is *o, i, a, u,* and *e.* There are multisyllabic words listed under the *Ortografía* section that include *abeja, agua, estrella, escoba, iglú, isla, oso, oveja, uva,* and *uña.* In Module 2, weeks 1-3, the sequence is *sílabas con n, d, t, f, b.* Correlating words for practice include *nube, bata, fina,* and *débil.*
- Modules 5 through 12 include sound-spelling patterns with sound-spelling patterns that produce multiple sounds, including sílabas trabadas *tr, br, gr, pr, cr, fr, dr, cl, bl, fl, gl, pl*. In Module 5, week 3, the sequence includes the second spelling of */y/ - y inicial.* Correlating words for practice include *raya, ayer, yogur,* and *mayo.* In Module 9, weeks 1-3, the sequence is

palabras con gr, pr, palabras con fr, cr, dr, then, *palabras con cl, bl, pl.* Correlating words for practice include *granja, prisa, fresa, crimen, madre, blanca, clavo,* and *planta.*

Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.

- The materials provide scripted direct instruction and directions to introduce grade-level sound-spelling patterns that connect phonemes to letters within words. Scripted direct instruction includes the use of syllable cards and writing on the board to demonstrate the sound-spelling patterns. The scripted direct instruction that targets consonant blends refers to *sílabas trabadas* as *combinaciones* and inconsistently uses the term *sílabas trabadas*. The materials use the word *combinaciones* when referring to *sílabas trabadas*, *diptongos*, and *hiatos*.
- In Module 2, Lesson 6 in the phonics lesson on syllables with *d /d/* and *t /t/*, the teacher uses *Tarjetas de letras* to model how to manipulate letters and syllables to form the word *duda*. The teacher places the letters side by side and slides the letter *u* close to *d* to form the first syllable. The teacher reads the syllable aloud and asks, "*¿Cuál es la sílaba?*" Students respond *du.* The teacher moves the letter *a* close to *d* to form the second syllable and asks, "*¿Cuál es la sílaba?*" Students respond *da.* The teacher slides the second syllable *da* next to the *du* to combine them, forming the word *du-da; duda.* The teacher tells students to read the word. The teacher repeats the routine with the letter cards using the words *dato* and *todo*.
- In Module 6, Lesson 11, the teacher introduces syllables with *j /j/*. The teacher uses slides from *Mostrar y enseñar: Diapositivas de lecciones diarias de destrezas fundamentales.* The teacher reads the word *joya* and uses letter tiles to show how to blend the first two letters together to form the first syllable *jo*. The teacher asks, "*¿Cuál es la sílaba?*" Students respond *jo.* The teacher follows instructions to show the arrow joining letters *y* and *a* to form the syllable *ya.* The teacher asks, "*¿Cuál es la sílaba?*" Students respond *ya.* The teacher guides students to blend syllables to form words and says, "*Ahora combinemos las sílabas /jo/ /ya/. Leamos juntos: joya.* The teacher continues to model following the provided directions, scripts, and slides using words that include *jugoso* and *jarabe*."
- In Module 8, Lesson 11, the teacher introduces the *combinaciones tr, br* with the poem *Los Pollitos.* The students listen to the word *trigo* and separate it into syllables *tri-go.* The students identify the first syllable *tri.* The students listen to the word *abrigo* and identify the second syllable *bri.* The teacher explains that *las sílabas con combinaciones tr y br se conocen como sílabas trabadas porque pueden ser difíciles de decir.*
- In Module 10, Lesson 1, the students form words using blends *fl, gl,* and *tl*. The materials do not refer to the blends as *sílabas trabadas.* The materials refer to the *sílabas trabadas* as *combinaciones.* The teacher uses letter cards to help students manipulate the letters and syllables to form words. The teacher says the word *jungla.* The students repeat the word. The teacher shows the letter cards *j u n g l a* and divides the syllables in *jungla* to *jun-gla* out loud. The students see how to form the word using syllable cards. The teacher places the syllables in a pocket chart and asks, "*Cuál es la primera sílaba?*" Students respond *jun.* The teacher asks, "*¿Cuál es la segunda sílaba?*" Students identify the second syllable: *gla.* The students form the word using the syllable cards. The teacher guides students to reread the word and asks, "*¿Cuál es la palabra?*" Students respond *jungla.* The teacher continues to demonstrate using the words *floral* and *atlas.*

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Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in connected text.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Activities include digital tools, chart activities, and word cards. For example, in Module 1, Lesson 1, the materials include *Tarjetas de sílabas y ortografía* that include *elefante, iglú, oso,* and *uvas*. The teacher uses the syllable cards to review the five vowels. The teacher says the word and repeats the target vowel that appears at the bottom part of each card. Students practice decoding words with vowels in isolation. The words include *elefante* and *iglú.*

- In Module 6, Lesson 12, the materials include digital tools such as *Mostrar y motivar: Combinar y leer 6.9*, which the teacher uses during the guided portion of the lesson to have students read, combine, and decode words with *j /j/*. Students read words and sentences that include *viaje, caja, bajo, joven, "El abuelo se va de viaje en avión.*" Students read each line of words and sentences. The teacher asks, "*¿En qué se parecen o en qué se diferencian algunas de estas palabras? ¿Qué ven?*" Students share the differences and similarities they notice.

- In Module 8, Lesson 12, the materials include illustrated syllable spelling cards for *sílabas trabadas tr, br.* The teacher models how to identify and pronounce *tr* and *br* syllables by dividing words into syllables, such as *tropezo.* In the *Mostrar y motivar 8.9* printable page*,* the students practice decoding words with *br* and *tr.* The words include *brinco* and *braz*o. In another printable page from *Aprende y demuestra*, the students encode words with *br* and *tr* in a variety of ways. Students encode words with *br* and *tr* to match pictures and complete words with missing letters by encoding the corresponding *sílaba trabada.*

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Indicator 3.B.1

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **oral syllable awareness** skills, as outlined in the Spanish TEKS.

1	Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables).	M
2	Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills.	M
3	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the Spanish TEKS.

Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables). Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

> **Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.**

- The materials provide lessons that start with simple syllable awareness activities, like detecting, blending, and segmenting, and gradually transition to more complex activities, such as adding, deleting, and substituting syllables. For example, in Module 1, Lesson 6, students begin learning that spoken words are comprised of smaller units called syllables. The teacher states that syllables in a word can be segmented in different ways: clapping, taking steps, or using tokens. In this lesson, the teacher chooses a picture card and asks students to explain what it is. The teacher then says the word that names the picture (in this case, "*pino*"), and the students divide it into syllables by clapping for every syllable. Other words used to practice are *mapa, burro,* and *pollo*.
- In Module 1, Lesson 8, students learn and practice identifying words with the same syllables using picture cards. The teacher begins the lesson by telling students that some words begin with the same syllables and demonstrates by using the picture card for *moto* (motorcycle) and dividing it into syllables. The teacher says that the first syllable is *mo* and asks students to repeat

it. The teacher asks students to sit in a circle, shows additional picture cards, and asks students to find another picture card with the same initial syllable as *moto* (*mo*). Students use picture cards that include *maniqui, maracas, moto, mono, pollo,* and *poni* to identify words that begin with the same syllables and form pairs of words.

- In Module 5, Lesson 6, students already have an understanding that words are made up of syllables and move to a harder task: adding syllables to make new words. In this lesson, students add syllables at the beginning, middle, and end of words to modify them. Words used include *bo-te+lla=botella* and *ba+lle-na=ballena*. In Module 10, Lesson 11 "focuses on the syllable division of words with two vowels next to each other. This content is more complex since it deals with diphthongs. Students practice dividing words into their syllables (one strong, one weak) and keeping the vowels together in one syllable. Pictures of objects without words are the only support. Words used in this lesson are *ga-vio-ta, hielo, lengua, piano*, and *puente*."

- In Module 9, Lesson 1, students learn and practice deleting syllables to form words. The teacher begins by explaining that if they remove a syllable from a word, they can form a new word. The teacher states that they can delete the syllable at the beginning, middle, or end of the word. The teacher demonstrates using a picture card of a *grillo* and says that it is a small cricket, so it is a *grillito*. The teacher then demonstrates how to segment the word into syllables: *gri-lli-to*. The teacher then asks students what syllables they have left if they delete the middle syllable. (*two: gri-to*) *grito*. They continue to practice using the words t*igresa, preguntamos, granola, desprende, alumbra*, and *sombra.*

Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills.

- The materials include scripted explicit instruction for teaching oral syllable awareness skills. The explicit scripts vary in detail but complement each other through the different lessons. For example, in Module 2, Lesson 1, the teacher says, "E*scuchen la primera sílaba de noche. ¿Que sílaba es? (no)*." Then the teacher is directed to repeat the exercise with the words *nota* and *nono*. The explicit script continues, "*Repitamos juntos las palabras dando una palmada al decir la primera sílaba.* (*no-che, no-ta, no-no*)." After another bullet with directions, the teacher follows explicitly: "*Ahora repitamos todos juntos las palabras: nave, no-mo, no-via. ¿Qué palabras empiezan con la misma sílaba?* (*nomo, novia*). *Repitamos todos juntos: no-mo, no-via.*"

- In Module 2, Lesson 11, the lesson script prompts the teacher to tell students that they will remove the last syllable in some words to form new words. The teacher shows picture cards of *botella, girasol,* and *tucan*. The lesson script prompts the teacher to say, "*Escuchen: botella. Separémosla en sílabas: bo-te-lla.¿Cuántas sílabas tiene? (tres) ¿Cuál es la última sílaba? (lla) Ahora digan la palabra de nuevo pero quitando la última sílaba. (bote) ¿Qué pasó? (se formó otra palabra)* The teacher says *A veces, no siempre, podemos formar una nueva palabra quitando la última sílaba de una palabra. En este caso, de la palabra botella nos quedó bote*." The teacher continues to do the same with the words *girasol* and *tucan*.

- In Module 9, Lesson 11, the script prompts the teacher to model syllable segmentation in syllables with *diptongo* using *Tarjetas de fotos*. The teacher shows the *Tarjetas de fotos* to the students and asks them to identify the syllables in each word, clap for each syllable, and finally identify the syllable with the *diptongo*. "*Para identificar las sílabas, vamos a dar una palmada por cada una. Escuchen: aceituna, a-cei-tu-na. Di cuatro palmadas, entonces esta palabra tiene*

cuatro sílabas. Escuchen otra vez: a-cei-tu-na. The teacher asks, "*¿Qué sílaba tiene dos vocales juntas? (cei).*" The teacher continues with the activity using the photo cards *aceituna, ciudad, edificio, farmacia, feria, fuego, huella,* and *vuelta.*

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials incorporate a variety of activities and one resource in Spanish for students to develop, practice, and reinforce skills. The variety of activities and resources include *Tarjetas de Sílabas y ortografia, Tarjetas de fotografias,* and *Aprende y Demuestra* section. For example, in Module 1, Lesson 1, the materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills. The materials include the *Tarjetas de sílabas y ortografia.* The teacher shows the card and states, "*Diga la palabra oso.*" The teacher shows the card to the students and follows the same process with the rest of the cards: *Iglu, aguila, uvas,* and *elefante.* The teacher says the following sentence: *"El oso oye musica. ¿con que sonido comienza oso?" (con la /o/). "¿Cual es el primer sonido? (o),"* then signals the card, and students repeat it orally.
- In Module 2, Lesson 7, students practice matching beginning sounds to beginning sounds in other words. In this lesson, students are divided into small groups, and each group receives a picture card. The students find another word that starts with the same beginning syllable as the word in the card they received. After students find another word, they draw a picture of the word they found. Pictures distributed to the students include an apron, a dollar, a piece of paper, a couch, scissors, a fork, and an ankle. To finish the activity, each group presents their card, reads their words chorally, and shows their pictures to the class.
- In Module 3, Lesson 1, the students practice sorting words by initial syllable. Materials in the lesson include picture cards like *pajaro, paloma, paper, relog, regla,* and *torre.* The teacher tells students that many words have more than one syllable and asks them to listen carefully to the first syllable in each word. The teacher asks students to repeat words together and clap for the first syllable. Students practice identifying words that begin with the same syllable and practice saying words in a sentence. For example, "*Tengo un reloj redondo." (reloj, redondo)*.
- In Module 7, Lesson 1, the materials include picture cards (*Tarjetas de fotos*) for suggested activities. The teacher shows the *edificio* and *aceituna* picture cards and models how to separate the words into syllables*.* The teacher asks students to divide *grua* and *baul* into syllables while the teacher claps for each syllable. "*Invite a los niños a separar en sílabas las palabras grúa y baúl mientras usted da una palmada por cada sílaba. Ahora repitamos todos juntos las sílabas: grú-a, ba-úl*." Students divide words into syllables. The picture cards used during the lesson are *Tarjetas de fotos aceituna, baúl, edificio, grúa,* and *triciclo.*

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Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of Spanish **phonemic awareness** skills, as outlined in the Spanish TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound) and transitions to blending the phonemes into syllables and gradually transition to more complex manipulation practices such as adding, deleting, and substituting syllables.	Yes
2	Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness.	Yes
3	Materials include direct (explicit) detailed guidance on connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	Yes
4	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review)	Yes

Not Scored

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of Spanish phonemic awareness skills, as outlined in the Spanish TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes and transition to blending the phonemes into syllables and gradually transition to more complex manipulation practices. Materials include scripts for direct instruction in Spanish for teaching phonemic awareness. Materials include direct (explicit) detailed guidance on connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound), moves on to blending the phonemes into syllables, and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting syllables. In Module 1, Lesson 1 begins with identifying initial phonemes in words represented by picture cards, including *anillo, escoba,* and *uña.* The teacher shows the *Tarjetas de Fotos* and identifies the names with the students. The teacher asks the students, "*¿Que ven en estas fotos?*" The teacher models how to recognize the initial sound */a/* for *abanico* and *azul.*

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- In Module 2, Lesson 6, students learn how to recognize initial syllables. The teacher uses picture cards that include, but are not limited to, *dibujo, ducha*, and *dinero.* The teacher reviews the names of the words with students. The students break the words into syllables: *di-bu-jo.* The students repeat the syllables *di-bu-jo*. The teacher asks how many syllables the word has, and the students identify the three syllables. The teacher asks what the first syllable is, and students respond *di.* The teacher writes the syllable *di* on the board and repeats the process with the words *ducha* and *dinero.*
- In Module 8, Lesson 6, students blend individual phonemes or sounds to make words. The teacher explains that words are made of sounds that combine to make words. The teacher says, "*Escuchen: /k/ /i/ /u/ /i/.*" The teacher models how to blend the sounds and says, "*Cuando combino los sonidos /k/ /i/ /u/ /i/, digo la palabra kiwi.*" The teacher provides some sounds and models how to combine them. The teacher uses *Tarjetas de fotos* for this activity. Some of the words students blend during the lesson include *karate, koala, Texas,* and *boxeo.*
- In Module 8, Lesson 11, students learn and practice how to segment into syllables and into phonemes. The teacher reminds students that they have learned how to segment words into syllables and identify the sounds, or phonemes, in words. The teacher shows students a picture card of *traje* and models how to segment the word into syllables and then syllables into phonemes The teacher says, "*Primero, diré la palabra. Luego la dividiré en sílabas y por último dividiré las sílabas en fonemas. Escuchen: traje. Las sílabas de traje son dos: tra-je. La primera sílaba es tra. Los fonemas, o sonidos, de la sílaba tra son /t/ /r/ /a/. La segunda sílaba es je. Los fonemas de la sílaba je son /j/ /e/.* The teacher continues to review using additional cards with the words *brazo, libro, tren, tronco, lombriz,* and *brújula.*"

Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness.

- Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness. For example, in Module 1, Lesson 1, the teacher begins the lesson by telling students that they will listen for words that have the same initial sound. The teacher shows a picture card of *abanico* and *azul*. The teacher follows the script and asks, "*¿Qué ven en estas fotos?* Students answer *un abanico y el color azul.* The teacher says, *Escuchen: abanico, azul. ¿Con qué sonido empiezan abanico y azul?*" Students identify the initial sound in both words is */a/.* The teacher explains that there are many words with the same initial sound and that they will listen to some more words to identify that sound. The teacher shows additional cards for *espejo* and *edificio* and says, "*Repitan conmigo: espejo, edificio.* Students repeat, *espejo, edificio.* The teacher asks, *¿Con qué sonido empiezan espejo y edificio?*" Students identify the initial sound */e/.* The teacher repeats the activity by showing additional pairs of cards, which include *anillo y araña, estrella y escoba, oreja y ojo,* and *ukelele y uña*.
- In Module 9, Lesson 7, students blend phonemes to form words. The teacher displays picture cards of almonds, a dolphin, a drawing, a building, a mirror, a guitar, and a museum on the board. The teacher tells the students they will be playing a game to find a secret word. Students blend phonemes to find the word. The teacher provides the sentence, "*Me gusta mucho comer /a /l /m /e /n /d /r /a /s /.*" Students blend the sounds and discover the word *almendras*. Scripted sentences to use with the picture cards include "*En el concurso de /d /i /b /u /j /o / gane el primer lugar*, and *¿Me enseñas a tocar la* /g/u/i/t/a/rr/a (*guitarra*)?"
- In Module 10, Lesson 1, students divide words into syllables, then syllables into phonemes. The

teacher reads the script and asks, "*¿Cómo se separa en sílabas la palabra regla?*" Students identify the syllables *re-gla.* The teacher asks, *"¿Cuántas sílabas tiene esa palabra?"* The students identify that there are two syllables in the word *regla*. The teacher asks for a volunteer to go to the front of the classroom and say the first and second syllables. "*¿Quién pasa al frente a decir la primera sílaba? ¿Quién dice la segunda sílaba?*" The teacher reminds the students that syllables are formed with sounds. The teacher asks, "*¿Cuál es la primera sílaba de la palabra banana? ¿Cuáles son los sonidos que forman esa sílaba?*" Students identify the two sounds in *ba* are /b/ and /a/.* Students segment syllables and phonemes in the words *flan, flor, globos, atlas*, and *atleta.*

Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- Materials include direct (explicit) detailed guidance on connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials show a progression from pictures to connecting sounds to pictures and words.
- In Module 3, Lesson 8, the teacher prepares a printable page with words that include the *r-inicial* sound and /rr/ to connect with the letter they worked on that week in phonics. The teacher says the syllables *a-rre.* The teacher pauses after each syllable and emphasizes the syllable that contains that *rr /rr/*. The teacher models how to combine the syllables *a-rre* to form the word *arre*. The teacher uses the same process with words that include *barre, derrite, arrulla, risa*, and *rana*.
- In Module 8, Lesson 6, the lesson objective is for students to blend sounds into words. The teacher displays the picture card for *kiwi* and points out that words are made up of individual sounds, or phonemes, and they can blend sounds together into words. The teacher uses a pair of words with minimal contrast to help students listen for the sounds that differ from one word to the other. The teacher asks students to listen to the sounds and demonstrates by saying, "*Diré todos los sonidos de una palabra y ustedes los combinarán y dirán la palabra. Escuchen: /k/ /i/ /u/ /i/.*" The teacher models how to blend the phonemes into a word: "*Cuando combino los sonidos /k/ /i/ /u/ /i/, digo la palabra kiwi.*" In the *We Do* section, where students join the practice, the teacher reads the script and says, "*Ahora vamos a hacerlo juntos. Escuchen: /k/ /i/ /l/ /o/. Combinemos los sonidos para formar la palabra kilo.*" The teacher asks for the phonemes: "*¿Cuáles son los sonidos?*" Students reply, "*/k/ /i/ /l/ /o/.*" The teacher asks for the word: "*¿Cuál es la palabra?*" Students reply, "*Kilo.*"
- In Module 10, Lesson 1, the materials include the *Lectura de las palabras completas* routine*.* The teacher uses *Tarjetas de letras* to blend the sounds to create syllables and then blend syllables to create the word. The teacher follows the example in the book to show the *Tarjetas de letras* to form the word *jungla,* then continues the routine to form *floral* and *atlas.* Students blend the sounds and read the word in silence. The students chorally respond and identify the word *jungla*. The teacher asks, "*¿Existe esta palabra? ¿Tiene sentido?*"

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Spanish Phonics Program Summary

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Materials include activities for students to develop, practice, and reinforce their understanding of phonemic awareness skills. In Module 10, Lesson 1, in *Conciencia fonológica,* the teacher divides words into syllables first and progresses to segment syllables into phonemes. The teacher utilizes the *tarjeta de fotos* resources and shows the picture card for the word *banana*. The teacher asks, "*¿Cual es la primera sílaba de la palabra banana?*" The students identify the initial syllable *ba.* The teacher asks, "*¿Cuales son los sonidos que forman esa sílaba?*" The students identify the phonemes */b/* and */a/* in the syllable *ba.* The teacher asks, "*¿Cuantos son?*" The students recognize there are two sounds in the syllable *ba.*
- In Module 12, Lesson 1, students connect phonemes to make words. The teacher shows students the picture card of a cactus*.* The teacher models making a motion of sewing with a needle and thread as they say each phoneme */c/ /a/ /c/ /t/ /u/ /s/* and "sews" them together to say *cactus*. The students copy the motion and say the word they "sewed." The teacher and students repeat the process with the words *bombero, escoba, mosca,* and *pícnic.*
- In Module 12, Lesson 4, students segment the beginning, middle, and end sounds in words. The teacher shows a picture card with the word *delfín.* Students use bean bags to manipulate each of the phonemes in the word. The teacher chooses a volunteer to toss the bean bag into a basket. The student says the phonemes in the last syllable *fín* and tosses the bean bag into the basket for each sound as it is said*.* Students repeat the activity using picture cards and words for *globos, tucan, fideos,* and *crayón*. After students have implemented the process with all the words, the students organize the words according to their ending sound.

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Spanish Phonics Program Summary

Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the Spanish TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources in Spanish to decode and encode words that include taught common syllable correlations in isolation (e.g., word list) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials provide scripted direct instruction that partially addresses grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources in Spanish to decode and encode words that include taught common syllable correlations in isolation (e.g., word list) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined *in* the Spanish TEKS.

- The scope and sequence indicates the four modules in which the five digraphs *ch, rr, ll, qu,* and *gu* are taught. The materials introduce the sound-spelling patterns in the following order: *rr, qu, ll, gue, gui,* and *ch.*
- The *Bienvenidos al módulo* page shows the phonics objectives addressed in each weekly lesson. The *Vistazo a la semana* section includes specific phonics objectives for each daily lesson. In Module 3, Lessons 6-8, the digraph *rr* is introduced. Next, in Module 4, Lessons 1-3 focus on the combinations *que* and *qui* and when to use them. In Module 5, Lessons 1-3, the teacher focuses on the digraph *ll,* and later, in Module 5, Lesson 8, the combinations *gue* and *gui.* In Module 8, Lesson 1 and Lesson 2, the materials introduce *sílabas con ch.* In Lesson 4, *Fonética,* the

materials review syllables with *ch.* In Lesson 5, the materials review words with *ch* through *ortografía.*

- The materials provide explicit objectives for each lesson that target sound-spelling patterns. The materials follow a gradual release model (*Mi Turno, Nuestro Turno,* and *Tu Turno*)*.* The *Mi Turno* section of the lesson provides scripted instructions. In *Nuestro Turno* and *Tu Turno*, the materials describe and explain what the teacher should do throughout the gradual release sequence.
- Lesson 6 in Module 3 introduces *rr /rr/.* The teacher displays the *Tarjeta de sílabas y ortografía* with a picture of a dog (*perro*) and the syllables *rra, rre, rri, rro,* and *rru.* The teacher says the word *perro* and explains that the word has a double consonant at the end *-rro.* The teacher reads the syllables and points at them while the students repeat the words chorally. The teacher reads the sentence, "*Pedro y su perro pasean por el parque,*" and separates the word *perro* into syllables *pe-rro.* The teacher states that the second syllable is *rro.* The teacher explains, *"Esta palabra tiene doble consonante al final: el dígrafo /rr/."* Words for this lesson include *burra, corre,* and *arrulla*.
- In Module 5, Lesson 1, the teacher introduces the *sílabas orales* pattern *ll /y/.* The materials describe and explain what the teacher should do throughout the gradual release sequence in *Mi Turno, Nuestro Turno,* and *Tu Turno.* In the *Mi Turno* part of the lesson, the materials, much like other lessons, provide instructions and a verbatim script to follow. The teacher displays the *Tarjeta de sílabas y ortografía* and says, "*Esta palabra (llaves) empieza con la consonante /y/.*" Later, the teacher says, "*La mariposa Marina buscaba sus llaves. Separemos en sílabas la palabra llaves. (lla-ves). La primera sílaba es lla. ¿Cuál es la sílaba? (lla).*" The teacher continues practicing with the students, using other sentences that are provided.
- Module 8, Lesson 1, the lesson guides the teacher through a combination of instructions and script. The teacher is directed to begin the lesson by reading the poem *La Ch* by Alma Flor Ada and listen to the word *chivito.* The teacher divides the word into syllables: "*chi-vi-to. La primera sílaba es chi. ¿Cuál es la primera sílaba?* (*chi*)." The teacher reads the poem out loud and asks students to pay attention to two words that begin with the letter *ch*, recognize the syllables, and divide them into their syllables. The words are *chirimoya* and *chimenea*. To end the lesson, the teacher invites students to read the poem and emphasize when they say the words *chirimoya* and *chimenea.*

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Activities include digital tools, chart activities, and word cards.
- In Module 3, Lesson 6, the teacher reads the poem *La burrita*, written by Alma Flor Ada. The teacher divides the word *arre* into syllables. The students identify words that begin with *rr* in the poem. Students identify other words in the poem with *rr*: *burrita*, *corre*, and *perro*. The teacher uses *Tarjeta de sílabas y ortografía perro* and divides the word into syllables. The teacher explains that the syllable *rro* has a digraph and that when we have two letters *rr,* it only makes

the */r/* sound. The teacher reads some sentences with words containing *rr*. Students identify and act out the words with *rr* such as *corre* and *becerro*. The teacher uses *Tarjetas de letras* to show how to blend the word *borra*. In *Conexión con la enseñanza en grupos pequeño*s, students read the decodable book *El perro de Lui*s to reinforce the skill of decoding words with *rr*. In *Ortografia*, students write words with *rr*, such as *borra, arre, and barre*. Students use *Página imprimible: Lista de palabras 8* to sort words with middle or final syllables with *rr,* such as *marron, arriba,* and *arrulla*.

- In Module 5, Lesson 8, *Sílabas orales con gue, gui /g/*, students practice saying and dividing words into syllables. Students extend their arms to the side if they hear the syllables *gue* or *gui* when the teacher reads words that include *castigue, espaguetis, amiguito,* and *manguera*. In the *sílabas escritas Mi turno* section of the lesson, the teacher uses the *Tarjeta de sílabas y ortografía* showing the word *guitarra* and the syllables *gue* and *gui*. The teacher models reading the word and syllables. The students repeat chorally. The teacher writes the word *guerra* on the board, reads it, and students repeat it chorally. The teacher reads two sentences and models identifying the syllables. The sentences include "*El guerrero come espaguetis,*" and "*Guille come un guiso.*"
- In Module 7, Lesson 10, the students sort words according to syllables with *ch /ch/*. The teacher uses syllable cutouts that include *che, chi,* and *cho.* The teacher reads the syllables and asks the student to repeat them chorally. The teacher separates word cards that include *noche, salchicha,* and *chocolate*. Students identify syllables and choose a random picture card. The teacher says the word. The students show a thumbs up or thumbs down if the words have a syllable with *ch*. The teacher uses a pocket chart to demonstrate and asks, "*¿Qué palabra es? (chocolate) ¿Qué sílaba tiene ch? (cho) ¿Dónde dice cho? Señalen la fila donde va chocolate.*" The students continue the activity with the rest of the words. During independent practice, the students work in groups to find words with *ch* in anchor charts around the class or in the decodable text of the week.

Materials provide a variety of activities in Spanish and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. Activities include decodable books, poems, fluency stories, and syllable cards. For example, in Module 4, Lesson 2, students listen to the sentence "*Quico quiso cocinar y quemó la tarta de queso caliente*," orally identify the syllables that begin with *qui* (*Quico, quiso*), and divide the words into syllables. They further practice using the words *quemó* and *queso*. The same sentence is used in the *Mi turno* section for *sílabas escritas*. The teacher writes *queso* and *quiso* on the board, underlines *que/qui,* and reminds students that the letter *q* is always accompanied by the letter *u*. The teacher displays the word *quitó* using letter cards to blend the syllables and reads them. Students practice using the chart *Mostrary motivar* reading words that include *aquel, esquí,* and *quinto.*
- In Module 5, Lesson 1, the teacher uses syllable cards to review the syllables *lla, lle, lli, llo,* and *llu* that appear underneath each syllable card image. Students practice decoding words in isolation. The words include *lleva, llave,* and *castillo.* The students practice decoding the

syllables in connected text through the decodable book *El caballo y el camello,* written by Javier Carrillo*.*

- In Module 8, Lesson 1*,* the teacher reads the song *La Ch,* written by Alma Flor Ada. The students identify the word *chavitos* and then divide the word into syllables. The teacher uses *Tarjetas de sílabas y ortografía chocolate.* The teacher says the word *chocolate* and explains to students that the word begins with the digraph *ch,* and then students proceed to divide the word into sentences. The teacher reads some sentences with words that include the digraph *ch*. Students sort words with *ch*. *"El pastel es muy chico," dijo Mechi. "Somos ocho."* The students act out the words with *ch*. In *Conexión con la enseñanza en grupos pequeños*, the students read the decodable book *Una fiesta llena de manchas* to reinforce the decoding skills by reading words with *ch*. In *Ortografía*, the teacher writes the word *chocolate*, underlines the syllable *cho*, and explains that the letter *c* along with the letter *h* make one sound: */ch/*. The teacher uses *Tarjetas de sílabas y ortografía cha, che, chi, cho, chu* to review syllables with *ch*. Students write spelling words with *ch,* like *chino, choque,* and *pecho.*

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Spanish Phonics Program Summary

Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish *diptongos, hiatos,* **and word types** (i.e., *agudas, llanas, esdrújulas,* and *sobreesdrújulas*) and the rules of **accent marks** for each word part or word type, as outlined in the Spanish TEKS

1	Materials provide a systematic sequence for introducing Spanish word types and the rules of accent marks.	PM
2	Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks.	M
3	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).	PM
4	Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in decodable connected text (e.g., within sentences or decodable texts).	M

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish *diptongos, hiatos,* and word types (i.e., *agudas, llanas, esdrújulas,* and *sobreesdrújulas*) and the rules of accent marks for each word part or word type, as outlined in the Spanish TEKS.

Materials provide some systematic sequence for introducing some Spanish word types and the rules of accent marks. Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks. Materials incorporate some activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). Materials provide activities and resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in decodable connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing Spanish word types and the rules of accent marks.

- Materials in grade 1 provide some systematic sequence to gradually introduce diphthongs and hiatus for decoding and encoding. Simpler skills are introduced before diphthongs and hiatus. Out of the 12 modules for grade 1, lessons that target diphthongs only appear in Modules 10 and 11. Hiatus are only taught in Module 11. Materials do not teach these skills throughout the year.
- In Module 10, Lesson 6, the teacher introduces the diphthongs, called *combinaciones* in the materials, *ai, ei, au, iu,* and *ui*. Some words include *aire, bialar, piano, naipe, peine,* and *flauta*. In Lesson 11, the teacher introduces diphthongs *ia, ie, io, ua,* and *ue*. Some words include *magia, cielo, Mario, iguana,* and *nueve*.
- In Module 11, Lesson 1, the teacher introduces diphthongs, called *combinaciones* in the

materials, *ay, oy, ey,* and *uy*. Some words include but are not limited to *hoy, voy, hockey, voley,* and *guay*. In Lesson 6, the teacher introduces hiatus, called *combinaciones* in the materials, *ae, ao, eo,* and *oo*. Some words include *caer, leona, recreo, traer,* and *microondas*. In Lesson 8, the teacher introduces *hiatos ía, íe, ío, úa, úe,* and *úo*. Some words include *desafío, pizzería,* and *jabalíes.* In Lesson 11, the teacher introduces hiatus, called *combinaciones* in the materials, *ea, ee, oa,* and *oe*. Some words include *crear, canoa, boa, poeta,* and *poema*. In Lesson 13, the teacher introduces *combinaciones oí, eí, aí,* and *aú*. Some words include *país, oír, heroína,* and *decaído*.

Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks.

- The materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks.
- In Module 11, Lesson 13, the teacher shows *Tarjeta de sílabas y ortografía oído* and writes the word on the board. The students read it out loud. The teacher tells the students that the word combines the vowels *o-í.* The teacher tells the students to notice that the letter *i* has an accent mark. The teacher reads the syllables on the bottom of the card, and the students read chorally after the teacher. The teacher reminds students that syllables that have an accent mark are pronounced with more emphasis. The teacher models sentences that include "*Ayer caí dentro de un baúl.*" The teacher says the word *caí.* The teacher asks, "*¿Cuál es la letra que tiene una tilde?*" Students identify *í* as the letter with the accent mark. The teacher emphasizes *las combinaciones* and says, "*Esta palabra combina las vocales a-í.*"
- In Module 12, Lesson 8, students practice accent marks in the *Palabras con y sin tilde* section*.* In this section, the students practice with *palabras agudas.* The materials only refer to the words as *palabras con y sin tilde.* The teacher identifies the syllable that sounds stronger than the other. The teacher asks, "*¿Cuál palabra tendrá una sílaba que se pronuncia más fuerte? ¿En qué parte de la palabra estará la sílaba?*" The teacher says a word, divides it into syllables, and identifies the syllable with the tilde. The teacher guides the student to listen to the work *barrio.* The teacher explains that the first syllable is *ba,* and the second syllable is *rrio.* The teacher explains that both syllables in this word are pronounced with the same tone of voice. The students repeat the word *barrio* after the teacher. The teacher says the word *barrió* and explains that the first syllable is *ba* and the second one is *rrió.* The teacher explains that the second syllable is pronounced stronger than the first one. The students repeat after the teacher. The teacher says the words *alce, alcé, bebe,* and *bebé,* and asks students to raise their hand if they hear the stressed syllable.

Materials incorporate a variety of activities for students to develop, practice, and cumulatively reinforce skills.

- The materials incorporate isolated activities and resources found only in Module 10 and 11 for *diptongos* and Module 11 for *hiatos.* The 1st grade TEKS do not include Spanish word types, but the materials include practice with word types in Module 12.
- In Module 10, Lesson 9 includes *Tarjetas de letras* which are used during guided and independent sections of the lesson to focus on comparing syllables with the *combinaciones ai,*

ei, au, iu, ui and augmentatives. The teacher uses the reading whole words routine to review the week's phonics skills, syllables with *ai, ei, au,* and *ui,* and uses letter cards to blend and verify reading the words *ciudad* and *mesota*. The students use words in *Mostrar y motivar: Combinar y leer* to continue to practice reading words and sentences that include *grandulón, sustazo, situado, elegancia,* and "*Los tiburones dan un sustazo a los bañistas.*" The students work independently or with a partner to write a sentence using words from the guided practice section that include *especies, bravucón, guapote, peces,* and *situado*s, and make an illustration to go with the sentence to share with the class.

- In Module 12, Lesson 8, the lesson activities and resources focus on practicing Spanish word types and accent marks. The teacher uses the lesson *Palabras con y sin tilde* with *Tarjetas preparadas calle, callé, corto, cortó,* and *cardes* with the illustrations: *ananás, capellán, malecón, salmón, trolebús,* and *veintidós.* The teacher uses the *Tarjetas de letras a, b, e, i, í, ñ, ó, r, s, t, x* as part of their lesson while identifying those words' syllables. The teacher has students raise their hand while identifying syllables that have a tilde. The teacher writes and says the words *alce, alcé, bebe,* and *bebé,* and asks the students to raise their hand if they hear a word with syllables that are pronounced harder.

- In Module 12, Lesson 8, in the *Mi Turno* section, the teacher asks the students to identify the syllables and clap the stressed syllable while showing the *Tarjetas de sílabas*. The teacher reads the word again and asks the students to repeat chorally and to clap when they read a syllable with an accent mark. In the *Nuestro turno* section, the teacher uses *Tarjetas de letras* to spell the word *extranó* and asks students to read it together. The teacher shows *Tarjetas con palabras* and has students identify the word with a tilde. The teacher shows the words and picks a volunteer to demonstrate the activity. The teacher points to two words, and the student reads them aloud. The teacher instructs that the student needs to pay attention if the word has an accent mark or not. The words included in this section are *alce-alcé, rayo-rayó corto-cortó, si-sí, tarde-tardé,* and *te-té.*

Materials provide a variety of resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in connected text (e.g., within sentences or other print material).

- Materials only include diphthongs and hiatus in two modules. Module 11 includes instruction on hiatos. Modules 10 and 11 include instruction on diptongos. In these two modules, the materials provide a variety of resources in Spanish for students to recognize, read, and write Spanish word types in isolation and in connected text.

- In Module 10, Lesson 6 introduces *combinaciones ai, ei, au, iu, ui*. The students are taught to recognize vowel *combinaciones* and how they stay together for syllabication when the combination is two weak vowels or one strong and one weak. The students have the opportunity to practice encoding using the *Aprende y demuestra* workbook for spelling. In the activity, the students are provided with three columns that contain words with missing syllables. The first column contains words with syllables *ai* and *au*, the second column contains words with syllable *ei*, and the third column contains words with syllables *iu* and *ui*. The students are provided a list of words to fill in the corresponding column. Students use the word bank to identify the missing syllable in the words on the chart. The words include, but are not limited to, *Luis, ruido, paisaje, reino, aceite, Jaime,* and *autora.*

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- In Module 11, Lesson 8, the lesson includes a student decodable book *Almuerzo en la ciudad*. The book is used after the *destrezas fundamentales* to reinforce the skills taught in *fonética.* The teacher assigns the decodable book during small group instruction or during independent practice. The students use the book to decode connected text to practice blends with *ía, íe, ío, úa, úe,* and *úo.* In *conectar con la fonética,* the teacher uses the *Tarjetas de letras a, c, e, m, o, r, s, t* as a review. The teacher forms words so the students combine the letters and read. Words include *aseo, maestro,* and *caos.* The teacher asks each student to choose a word. The student demonstrates how to combine the letters and says the word with fluency.
- In Module 12, Lesson 8, the students read the decodable book *Jazmín se va de excursión* to practice *Palabras con tilde*. The book includes words with tildes, and the students are able to put into practice what they have learned. Some of the words include *atrevía, público*, and *Jazmín*. The teacher guides the students to read word cards and identify whether or not words have tildes.

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Spanish Phonics Program Summary

Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS.	M
2	Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS. Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS.

- The scope and sequence for grade 1 provides a plan in the progression of instruction that includes blending, combining, and dividing syllables to form words. The progression of grade-syllable types is found in the *Secuencia de instrucción*; the table lists a section for Destrezas fundamentales which lists objectives from simple to more complex skills.
- In Modules 1 through 3, which are the earlier lessons in the year, the teacher models how to blend letters and syllables. In Module 3, Lesson 13, the teacher, using the letters *m, o, r,* and *a,* shows the students how to blend letters to form a syllable. The teacher slides the letter *o* close to the *m* and asks, "¿*Cuál es la sílaba*? (*mo*)," then slides the letter *a* next to the letter *r* and asks

again, "*¿Cuál es la sílaba*? (*ra*)." The teacher combines both syllables to make the word *mora*. Other words used to practice include *mido, nido, mata, nata, meto,* and *neto*.

- In Module 7, Lesson 6, the sequence progressively includes *sílabas ce, ci /s/, sílabas con ñ /ñ/,* and *sílabas ge, gi /j/* across three weeks. In Lesson 7, students are already combining syllables to read words. Students compare words with letters *n* and *ñ*. The teacher directs students to read line 1. Students read the words, *moño, montaña, lugareño,* and *cabaña*. Teacher asks, "*¿En qué se parecen o en qué se diferencian algunas de estas palabras*? *¿Qué ven?*" (Some syllables have a letter *ñ* and others do not). The teacher points to the second line of words: *señorita, Antonia, peldaño,* and *genial.* Students read the words chorally.
- In Module 10, Lesson 1, students progress to review and practice blending syllables to form words with the letter blends *fl, gl,* and *tl*. In Module 10, Lesson 6, student objectives include more complex syllable patterns by learning and practicing syllables with diphthongs, such as *ai, ei, au, iu,* and *ui* using the *Tarjetas de sílabas y ortografía.* At the end of Module 10, Lesson 15, students finish by learning and practicing *palabras con ia, ie, io, ua, ue*. Words include *copia, caries, Juana,* and *dueño*.
- In Module 12, the scope and sequence includes *sílabas cerradas con c /k/ y p /p/* and *sílabas cerradas con z /s/, b /b/ y x /ks/.* In Module 12, Lesson 7, the students identify syllables with *acento* and learn that the stress goes on that syllable, such as *a-llí*. The students identify the stressed syllable by mimicking the sound of a drum. The routine continues with the word *explicación*.

> **Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.**

- The materials include principles of explicit instruction; it uses specific and precise terms, phrasing, and statements in Spanish that teachers should use during core instruction. For example, in Module 2, Lesson 1, the teacher uses the *Tarjeta de sílabas y ortografía reloj* to introduce the consonant *r /rr/*. The teacher follows the script verbatim and says, "*Reloj. Esta palabra empieza con la consonante /rr/. El reloj marca las diez. Separemos en sílabas la palabra reloj. (re-loj) La primera sílaba es re. ¿Cuál es la sílaba? (re).*" During the *Nuestro Turno* portion of the lesson, the teacher uses letter words. Prompts provide teacher guidance to help students practice combining syllables to read words by saying, "*¿Cuál es la sílaba? (ro). ¿Cuál es la sílaba? (ca).* The teacher then combines syllables and says, *ro-ca; roca.*"
- In Module 5, Lesson 6, the teacher introduces syllables with *g /g/* that include *ga, go,* and *gu*. To introduce the lesson, the teacher reads the poem *El gatito en la laguna* by Isabel Campoy out loud and says, "*Escuchen la palabra: agua. Separemos en sílabas la palabra: a-gua. La primera sílaba es a. ¿Cuál es la primera sílaba?*" (*a*). The teacher rereads the poem. Students raise their hand every time they hear the word *agua.* The teacher says, "*Si a la palabra agua le añadimos la sílaba 'do' al final, ¿qué palabra nueva mareamos? (agua-do: aguado).*"
- In Module 11, Lesson 1, under *Fonética*, the students combine syllables with *ay, oy, ey,* and *uy*. In the *I Do* section, the teacher explains how to combine these syllables and their pronunciation. The teacher reads the script verbatim: "*Esta palabra combina la e y la y, y la letra y se pronuncia /i/.*"

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Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. For example, in Module 5, Lesson 1, under *Ortografía*, the students sort words with *ll* syllables. Students use *Página imprimible: Lista de palabras 13* to work in teams and sort the words. The teacher reads each word aloud and explains that they will identify the syllables *lla, lle, lli, llo,* and *llu* in words that include *silla, llave,* and *calle*. Students sort the words into two categories by identifying if the syllables with *ll* appear at the beginning or at the end of the word.
- In Module 7, Lesson 7, with the *Aprende y demuestra* resource, students use the syllables *ña, ñe, ñi, ño,* and *ñu* to write the syllable needed to identify pictures. Words in this practice include *araña, uña, muñeca,* and *paño.* Students develop, practice, and reinforce their reading by reading complete words in connected text with the *Lecturas iniciales* booklet *Las montañas*. Students practice words with *ñ* that include *tamaño, manaña,* and *sueño*.
- In Module 12, Lesson 2 includes an *Aprende y demuestra* extended activity sheet where students practice the objective for the day, which is to identify, read, combine, and decode words with closed syllables with *c /k/* and *p /p/*. The students read words and sentences from electronic sources that include *opciones, perfecto, captar, atractiva,* and *Existen muchas opciones para construir casas*. The lesson also includes the decodable text *Las viviendas,* where students practice the previously-learned skills to decode multisyllabic words in connected decodable text.

Materials provide activities that encourage students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. For example, in Module 2, Lesson 9, the teacher uses página *Mostrar y motivar: Combinar y leer 2.7 de la Lectura inicial* where students practice blending and reading words with syllables with *d /d/* and *t/t/*. Students read words and sentences that include *amistad, soledad, edad, total,* and "*Tato y Tito comen mucho todos los dias*." Students work with a partner and write the sentence and picture with the words provided in the list of words from the *Combinar y leer* guided practice. The lesson also includes a decodable text *Dos ositos* where students continue to practice reading and decoding words with syllables *d/d/* during small group or independent practice.
- In Module 3, Lesson 1, under *Ortografía*, the students sort words with syllables *ra, re, ri, ro,* and *ru*. Students use *Página imprimible: Lista de palabras 7* to work in teams and sort the words. The teacher reads each word and explains to the students that they have to identify beginning syllables *ra, re, ri, ro,* and *ru* and classify the words by their beginning sound. The teacher models how to do the word *ranas* by placing the word under the *ra-re-ri* column.
- In Module 9, Lesson 12, the students use *Mostrar y motivar: Combinar y leer 9.9* to sort words into combinations *cl, bl o pl* during independent practice*.* Words include *platano, mueble, tecla, sensible, chancleta,* and *aplauso,* as well as two sentences. During the *Practica independiente*, students practice blending and decoding words with *cl, bl,* and *pl*. The words include *pluma,*

blusa, triciclo, aplauso, cable, and *chicle.*

- In Module 10, Lesson 11, students read words with diphthongs in the poem *¡Que cosa divertida es pensar!* by F. Isabel Campoy. Students also decode similar words in the decodable text *La Tierra* that include *tiempo* and *gracias*. In the corresponding workbook page of the *Aprende y demuestra,* the students write words with diphthongs within sentences.

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Indicator 3.C.4

Materials connect Spanish phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness in Spanish**.

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

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect Spanish phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness in Spanish.

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

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the Spanish TEKS.

- In the first grade *Secuencia de instruccion*, the table lists a section for *Destrezas fundamentales* which contains the weekly objectives by module and week. It includes a section that lists the skills that are covered in the *Fonética* section. The materials introduce a variety of grade-level suffixes, including *-ado/ -ada, -ido/ -ida, -ando, -endo, -iendo, -ito,* and *-ita* and common prefixes such as *des-, dis-, in-, im-,* and *re-*.
- In Module 1, Lesson 9, the teacher explains that by adding endings such as *-ado,* and *-ada,* a

word can be changed from a noun to an adjective. Some of the words used include *árbol + ado= arbolado; peso + ada = pesada; and azucar + ada = azucarada*.

- In Module 4, Lesson 14, the teacher introduces the suffixes *-ísimo* and *-ísima*. In Module 5, Lesson 9, the students learn the suffix *-s* and *-es* to identify nouns as singular or plural. In Module 6, Lesson 9, the teacher introduces the suffixes *-ción* and *-sión.* In Module 7, Lesson 9, the sequence continues with the suffixes *-ito* and *-ita*. Module 8 teaches suffixes that include *-mente, -or, -ora, -dor, -dora, -tor,* and *-tora.*

- The materials introduce prefixes in Module 9 and include *in*, *im*, *des,* and *dis.* In Module 10, students learn the prefixes *des, dis,* and *re*. In Module 12, the sequence ends with a review of suffixes and prefixes that include *des-, -ito, -oso, -osa, -mente, -ita,* and *-ota.*

Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes.

- Materials provide a combination of directions and scripts for instruction on the recognition of common morphemes. For example, in Module 5, Lesson 4, the teacher projects the *Mostrar y motivar: Vocabulario generativo 5.4* slide on the whiteboard. This slide has a description that the teacher reads verbatim and says, "*Un sufijo es una parte de una palabra que se agrega al final de una palabra base. Los sufijos -oso y -osa se pueden agregar a los sustantivos. Las nuevas palabras son adjetivos y se usan para describir.*" Students generate words with the suffix *-oso* and *-osa.*

- In Module 9, Lesson 13, under *Fonética*, the teacher says, "*Escuchen la palabra: peinar. Ahora, vamos a añadir el prefijo des- delante de la palabra. ¿Cuál es la palabra ahora? (despeinar).*" The teacher explains that the suffix *-des* means the opposite of: "*¿Qué significa esta palabra? (desenredar y arreglar el cabello).*" The teacher follows the same procedure with other words. Students practice identifying the prefix in other words that include *confiar, contento,* and *cortes*.

- In Module 10, Lesson 3, the lesson objective is to compare syllables with suffixes *-oso, -osa,* and *-mente*. The teacher introduces skills by telling students that they will be saying words ending with *-oso, -osa,* and *-mente.* The teacher says, "*Escuchen la palabra: jugoso. Esta palabra tiene la terminación -oso ¿Cuál es la terminación? (-oso). Utilizamos las terminaciones -oso y -osa para decir que algo tiene la cualidad relacionada con la palabra base.*" The teacher provides an example of a masculine adjective with the suffix*: "Si un melón tiene mucho jugo es jugoso. Repitan después de mí: jugoso.*" The teacher provides an example of a feminine adjective with the suffix: "*Pero si una manzana tiene jugo, es jugosa. Repitan después de mí: jugosa, ju-go-sa.*" The teacher follows the same procedure to introduce *-mente* using the words *dulcemente* and *amistosa.*

Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- Materials provide clear lessons with a combination of directions and scripts for using the meanings of affixes and base words to support decoding, encoding, and reading comprehension. For example, in Module 3, Lesson 14, *Vocabulario generativo,* the lesson objective is to determine the meaning and use of verbs with endings in *ando, -endo,* and *-iendo* in phrases or sentences. The teacher reviews the meaning of the verb and then explains that when a verb

ends in *-ando, -endo,* or *-iendo*, it means that the action is taking place at the moment of speaking or at the same time another action takes place. The teacher gives an example: "*Cuando Fran entró, Suzie estaba jugando.*" The teacher introduces each ending using a word and explains its meaning, starting with the word *girar*: "*El verbo girar en infinitivo termina en -ar. Para agregar la terminación -ando e indicar que la acción está sucediendo en ese momento o al mismo tiempo que otra acción, debemos quitar la terminación -ar y agregar la terminación -ando: girando.*" The teacher continues to do the same with the rest of the endings using the words *comer, beber, saltar,* and *caer.*

- In Module 4, Lesson 14, the teacher introduces suffixes *-ísimo and -ísima* through direct instruction. The teacher says, *"El adjetivo 'corto' es la palabra base. Cuando se le agrega el sufijo -ísimo a la palabra base corto, cambia su significado y expresa la cualidad máxima de algo o alguien."* The teacher follows the script and says, *"El adjetivo grande es la palabra base. Nos dice una característica de algo o alguien.* The teacher explains how the word changes when a suffix is added and says, *Si agrego el sufijo -ísimo, cambia el adjetivo a grandísimo. Grandísimo se usa para expresar la máxima cualidad de algo o alguien. Por ejemplo, un elefante es un animal grandísimo."* Words used in the lesson include *grande, grandísima, oscuro, oscurísimo, feroz,* and *fereocisimo*.

- In Module 10, Lesson 14, in the *Vocabulario generativo* section, the lesson objective is to determine the meaning and use of words with prefixes *des-, dis-,* and *re-.* The teacher uses the *Mostrar y motivar: Vocabulario generativo 10.11* electronic page, reviews the meaning of the prefix, and explains the concept using the word *armar.* The teacher reminds students the meaning of *armar* by connecting to previous learning. The teacher shows the word *rearmar* and implements a think-aloud: "*Esta palabra incluye una palabra que conozco: armar. Armar significa hacer algo. Veo el prefijo re- al comienzo de la palabra. Significa de nuevo. Entonces, rearmar debe significar 'armar de nuevo.'*" The teacher uses the word *armar* and says, *"Si agrego el prefijo des-, que significa 'lo opuesto de', a la palabra armar, se forma una palabra nueva: desarmar, significa 'desunir o separar.'*" The teacher does the same with the rest of the endings using the words that include but are not limited to *disculpar, desordenar,* and *despeinar.*

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Students are exposed to a variety of activities and resources to develop their knowledge of suffixes and prefixes to support their decoding and encoding. The program includes *Gramatica and Escritura* resources. For example, in Module 4, Lesson 14, the lesson objective is to define words with suffixes *-ísimo* and *-ísima* and use them in sentences. Lesson materials include *Mostrar y motivar: Vocabulario generativo 4.11* which contains charts with simple explanations for the lesson and opportunities for guided practice. The teacher reviews using the word *corto* as an example to show how adding a suffix makes the word *cortisimo* and changes its meaning. The teacher reinforces the skills using the rest of the words on the page that include *grande, oscuro,* and *feroz*. During the independent portion of the lesson, students complete the *Aprende y demuestra* activity sheet to practice and reinforce skills using words with suffixes *-ísimo* and *-ísima.* In the activity, students learn that the ending of the suffix depends on the gender of the noun. For example, if the sentence is *la casa es grande,* the suffix to be added is *-isima* given

that *casa* is feminine. The sentence becomes *La casa es grandisima.*

- In Module 9, Lesson 14, under *Aprende y demuestra Prefijos -in, -im,* students complete sentences by writing words with prefixes: *in-* and *im-*. One of the included sentences is "*La carretera era insegura para manejar*." Students choose a word from the word bank to fill in the blank. Students fill in the blank to form the sentence "*La carretera era insegura para manejar."* Students use the dictionary to look for unknown base words.
- In Module 12, Lesson 15, the lesson objective is to read and write words with common prefixes and suffixes. The lesson includes an *Evaluación de ortografía.* The teacher says each spelling word and reads the dictation sentence. Students write the dictated sentence. Materials include the list of words and sentences that include "*Mi mamá desayuna uvas, dulcemente,*" and "*Me gusta cuando cantas dulcemente*." At the end, the teacher reviews any words that the students write incorrectly.

Materials provide a variety of activities that encourage students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or other printed materials).

- Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in Module 5, Lesson 9, the lesson objective is to identify the plural form of the noun. *Formar el plural de sustantivos agregando -s o -es.* Students practice *la terminación -s, -es* with the *Mostrar y motivar: Vocabulario generativo 5.8* practice page*.* The teacher uses a word list that includes *una casa, varias casas, un perro,* and *muchos perros*. The teacher explains that a *sustantivo* is a word that names a person, place, or object and that for the plural form, we add the endings *-s* or *-es*. The teacher provides an example: "*La palabra estrella es un sustantivo. La palabra estrellas se refiera a más de uno."* In the *Aprende y demuestra* section*,* students practice within sentences. Students add *-s* when making a noun plural. In the activity sheet, students circle the word that completes the sentence and then write it. Some of the words include *escuelas, gatos, loncheras,* and *toboganes*. One of the sentences is "*Los (gatos) corren por el campo*."
- In Module 10, Lesson 4, students read, combine, decode, and compare words with the blends *fl, gl,* and *tl* and words with suffixes *-oso, -osa*, and *-mente.* The teacher uses the *Mostrar y motivar: Combinar y leer 10.3* page during guided practice. Students review and practice using words that include *amoroso, exitosa,* and *prepara.* The students practice reading sentences that include "*Los deportistas entrenan duramente."* The teacher uses the decodable text *Pasión por el deporte* during small group instruction or as an independent assignment for students to continue to build on previous instruction within the decodable text.

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- In Module 10, Lesson 3, the teacher introduces suffixes *-ico, -ica, -ito, -ita, -illo, -illa, -in, -ino,* and *-ina*. The teacher shows a card with the word *hijito* and asks students to read it out loud. The teacher says, "*Esta palabra tiene la terminación -ito*" and tells students to repeat it using choral reading. Students then read words that include *besico, almohadilla,* and *ratina*. Next, the teacher says the following sentences displaying corresponding cards that were previously reviewed (e.g., "*Tu hijito es muy lindo. ¿Cuál es la terminación de la palabra hijito? (-ito) ¿Qué significa? (Que es un hijo pequeño)*"). The teacher continues with the rest of the words.

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level Spanish phonics skills to read **decodable texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and authentic Spanish decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency by using knowledge of grade-level Spanish phonics skills to read decodable texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and authentic Spanish decodable connected texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and Spanish decodable texts in the lesson.

- The materials provide modeling and practice in the TEKs as well as decodable texts where word lists and phrases are made available to students within the lessons. For example, in Module 3, Lesson 1, students work with a partner to read and sort words with */r/* syllables. Afterward, students independently complete a workbook page to read and sort */r/* syllables independently. The students read a decodable book titled *El nido* which lists *sílabas con r inicial /rr/* that include *ruiseñor* and *ramitas*. The students independently read short sentences and unscramble letters to find the initial */r/* words that correspond to the sentence clues on the *Aprende y demuestra p. 65* workbook page. Some of the words in the book are *Anfibios, color,* and *verde.*
- In Module 5, Lesson 1, the teacher models reading words with *ll* to complete a word sort. The teacher makes a table with two columns labeled *llave* and *calle.* The teacher reads and shows the word *lluvia* and explains how to determine if the syllable *llu* is at the beginning or at the end. The teacher says the word *lluvia,* and students repeat the word and divide it into syllables: *llu-via.* The teacher asks, "*¿Cuál es la sílaba con ll?*" Students answer, "*llu.*" The teacher asks, "*¿llu está al principio o al final de lluvia?*" Students identify the syllable *llu* is at the beginning of the word. The teacher asks, "*¿Debajo de qué palabra va lluvia?*" Students categorize the word *lluvia* and indicate it belongs underneath the column labeled *llave.* The teacher places the word card

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in the correct column. Later in the lesson, the teacher models reading a page from the decodable reader *El caballo y el camello.* In Module 9, Lesson 1, the lesson objective is to identify syllables and combinations with *gr* and *pr.* The teacher uses the poem *De Colores* to introduce the concept. The teacher reads the text and writes the word *primavera*. The student reads the word silently and out loud. The teacher says, *"Separemos en sílabas la palabra para comprobar que es una palabra que existe: pri-ma-ve-ra; primavera.*" The teacher reads the text and tells students to focus on the words *vemos* and *grandes*. The teacher asks, *"¿Qué palabra se forma si le quitamos la última sílaba a vemos?*" The students answer, *"ve.*" *"¿Y si le quitamos la última sílaba a grandes?*" The students answer, *"gran.*" Words include *pradera, alegre, premio,* and *agradecido*.

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- The materials provide activities for practicing word reading fluency in various settings. For example, in Module 3, Lesson 1, the text box *Conexión con la enseñanza en grupos pequeños* shows a decodable reader titled *Dos ranas asustadas.* The teacher uses this book to reinforce how to read and decode words with the initial */r/* sound. Students work with a partner to read and sort a list of words with the */r/* sound. The teacher directs students to read the words together from the *Página imprimible Lista de palabras 7* and sort them in one group for *ra, re,* and *ri* syllables and another for words with *ro* and *ru* syllables. Words include *cuando, del, ranas, reman, fama, filo, raton,* and *repite.*
- In Module 4, Lesson 14, the lesson objective is to review how to read, combine, decode, and compare words with syllables with *r /r/* in the middle and at the end. The materials include an electronic page for the teacher to use during guided reading called *Mostrar y motivar: Combinar y leer 4.10*. The teacher tells students they will all read words that include *calor, barco,* and *carta,* and sentences like *"Este dinosaurio era tan grande como un pastor alemán."* The teacher asks students, *"¿Qué palabras tienen una sílaba con /r/? Vuelvan a leer la fila a coro.*" During the independent portion of the lesson, students complete the *Aprende y demuestra* activity on page 118*.* Students read and complete sentences using words with the suffixes reviewed during the lesson.
- In Module 10, Lesson 3, the lesson objective compares syllables with suffixes *-oso, -osa,* and *-mente*. During the transition from guided to independent practice, the teacher shows students a list of words and tells students to work with a partner using words that include *gusto-gustoso* and *lluvia-lluviosa*. A student reads words out loud while the other student identifies the suffix in the second word. The lesson includes a decodable text *Pasión por el deporte* that reviews and reinforces concepts during guided small groups or independent practice.

Materials provide a variety of grade-level authentic Spanish decodable texts that are aligned to the phonics scope and sequence.

- The materials provide a variety of grade-level authentic Spanish decodable texts that are aligned to the phonics scope and sequence for first grade. For example, in Module 5, Lesson 14, the teacher uses the decodable text *Las yeguas y los caballos* to review syllables with initial *y /y/* and compares syllables with *y /y/* to syllables with *ll /y/*. The students complete an activity in

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Aprende y demuestra using a decodable text to practice reading words with *y* and *ll* syllables.

- In Module 7, under *Fonética*, the teacher uses the story *Animales del mundo to* reinforce how to read and decode words that include syllables with *ce* and *ci*. The teacher uses *Animales del mundo* in small groups to review and reinforce how to read and decode syllables with *z.* The teacher and students can read the story together, or the students can read it independently.

- In Module 7, Lesson 9, the students read the decodable text *Hecho a mano* to practice suffixes -*ito* and -*ita.* In the *Haz conexiones* guidance section, the vocabulary focus is on suffixes -*ito* and -*ita* and includes the words *animalito, pajarito,* and *ramitas.*

- In Module 11, Lesson 7, the teacher uses the decodable text *Vacaciones en la ciudad* to review syllables with blends *ae, ao, eo,* and *oo*. The teacher reviews words that include *deseo, ciudad,* and *batea.* A sentence included is *"Su mayor deseo se hizo realidad."*

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Indicator 4.1

Materials include developmentally appropriate and authentic **Spanish diagnostic tools** (e.g., formative and summative) and guidance for teachers to monitor student progress.

1	Materials include a variety of Spanish diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate and authentic Spanish diagnostic tools (e.g., formative and summative) and guidance for teachers to monitor student progress.

Materials include a variety of Spanish diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools in Spanish. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

Materials include a variety of Spanish diagnostic tools that are developmentally appropriate.

- Materials include a variety of Spanish diagnostic tools that are developmentally appropriate for Spanish readers. For example, *Evaluaciones iniciales* is a resource offered at the beginning of the year to identify the skills the students bring to the new grade level.
- *Evaluaciones para verificar el progreso* is a tool for teachers to gauge progress and identify if an intervention is needed. This tool contains 15 forms titled *Inventario de la Conciencia fonológica.* The forms evaluate an array of skills, including segmenting syllables, identifying letters, letter-sound agreement, beginning sounds, and words in spoken sentences.
- The *Week at a Glance* section in the *Teacher Guide* contains the link to the *Weekly Module Evaluations*. These *Evaluaciones semanales de los módulos* include a section to assess fundamental skills progress according to the content delivered in the program. The resource has a section with general instructions for the teacher to apply the evaluations, including how to grade and interpret the results.
- *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso. Evaluaciones de progreso* includes diagnostic evaluations and guides the teacher to evaluate the progress of the students throughout the school year. Some of the evaluation tools included in the booklet are:
    - *Palabras en una oración Formulario de administración y registro* - this diagnostic tool includes an objective, instructions on how to model the tasks, and sample practice exercises. It also has a script for the teacher to follow when administering the evaluation. The teacher says a sentence, and students repeat the sentence and clap to

show the number of words in the sentence: "*Diga: Voy a decir una oración. Quiero que repitas la oración y des palmadas para mostrarme cada palabra que escuchas en la oración.*" The teacher and students do it together to practice. The teacher says, "*Me gusta mucho saltar."* Students repeat the sentence and clap four times, once for each word in the sentence. "*Dimos cuatro palmas porque hay cuatro palabras en la oración."* The evaluation continues with the same routine, and students do this evaluation activity independently. The evaluation contains 10 sentences, such as "*1. Haz caso. 2. Ella está triste."* The tool provides an empty space to record the student's final score for the evaluation.

- ○ The *Combinar sílabas Formulario de administración y registr*o diagnostic tool includes an objective, instructions on how to model the tasks, and sample practice exercises. It also has a script suggesting what the teacher should say when administering the evaluation. The teacher says parts of words (syllables), and they will have to blend them together, such as v*e-loz,* which makes the word *veloz,* "*¿Qué palabra formas cuando juntas ve-loz? Haga una pausa y espere a que el niño responda. (veloz) Tienes razó*n."

- *Evaluación del módulo 1* includes two passages that students listen to from the teacher or from the online program. In addition, there are specific questions in the *Destrezas fundamentales* section, which include selecting specific syllables (i.e., *ri, fi, si, lo, ne, me, fu, su*), words (i.e., *el, la, luna, unas, comer, caer*), or correct word in sentences *("¿Qué palabra de la oración es un sustantivo que nombra un animal?"*).

- *Página imprimible: Conciencia fonológica 26*, in Module 9, Lesson 10, assesses which skill students need more practice with: forming words or combining words. The result of this assessment guides the review lesson for the week. In that same lesson, there is a *Dictado* spelling test covering recently learned words, including *frase, fresas,* and *cofre.*

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- Materials provide clear, consistent directions for accurate administration of diagnostic tools in Spanish. Materials in the first grade modules include a teacher guide for administration and grading titled "*Guías para la administración y calificación.*" The guide is divided into different sections: general guidance for administration, general instructions, and administration and grading of evaluations. Each section has a set of instructions on how to administer the assessment. Information includes considerations and instructions for each section of the diagnostics focused on reading fluency and comprehension.

- The materials include guidance to help the teacher accurately administer the assessment. In Module 12, Lesson 6, there is a spelling pretest before the *Dictado*. The Teacher's Guide has specific instruction for how to administer the pretest: "*Lea la primera Palabra de ortografía y la primera Oración para dictado. Repita la palabra mientras los niños la escriben. Escriba la palabra y pida a los niños que corrijan la que escribieron si es necesario. Repita con las palabras 2 a 10 y con las Palabras de repaso.*"

- *Evaluaciones de diagnóstico* include several tests with consistent instructions, including an inventory of phonological awareness (deleting initial syllable survey). The instructions/script for the teacher state, *"Escucha esta palabra: encaja. Si quito la primera parte de la palabra, la sílaba en, la nueva palabra es caja.*" The teacher then asks students to do a sample one prior to beginning the assessment. Materials include a section for teachers to record and grade students'

responses. An additional inventory includes substituting syllables. The teacher says, "*Voy a decir una palabra. Quiero que quites la primera parte, o sílaba, de la palabra y la cambies por una sílaba nueva. Por ejemplo, si cambio la primera sílaba de la palabra casa a me, la palabra nueva es mesa.*" The teacher then asks students to do a sample prior to beginning the assessment. Materials include a section for teachers to record and grade students' responses.

- *Categorizar palabras que riman Formulario de administración y registro* in *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso. Evaluaciones de progreso* evaluates if the students can identify the word in a group that does not rhyme. The script in the demonstration part (*Demostracion)* of the test guides the teacher to say the words *pan, tan,* and *pon* and explains that *pon* does not rhyme because it does not have the same ending sound as the other two words: "*Diga: Vamos a jugar un juego de palabras. Escucha estas palabras: pan, tan, pon. No todas estas palabras riman. Pon no rima con las otras palabras porque no tiene los mismos sonidos finales que pan y tan*." In the example part *(Ejemplo*) of the test, the teacher guides the students to do it, and the materials provide scripts with directions on what to say as well as the questions to ask the students to identify the word in a group that does not rhyme. The teacher says the words *cinta, niño,* and *pinta* and asks the students to identify the word that does not rhyme. "*Luego diga: Ahora, dime la palabra que no rima con las demás: cinta, niño, pinta. Haga una pausa y espere a que el niño responda. (niño) Tienes razón. Niño no rima porque no termina con los mismos sonidos que cinta y pinta.*" It also provides a script for the teacher to demonstrate the correct answer if the student is unable to produce a rhyming word. "*Si el niño no puede categorizar las palabras para dar la respuesta correcta, dé la respuesta y luego diga otra serie de palabras: parte, salta, malta (parte)*." Finally, the materials guide the teacher to ask the students to listen for the rest of the word in a group and identify the word that does not rhyme, "*Luego diga: Ahora, escucha otras palabras. Voy a decir una lista de palabras y tú dime qué palabra no rima con las demás.*" Some of the words included are "*1. silla, milla, millón millón 2. bastón, camino, camión camino.*"

Materials include data-management tools for tracking individual and whole-class student progress.

- Materials include data-management tools for tracking individual and whole-class student progress. For example, *Formularios de registro globales* is a set of data tracking tools to keep individual and class trackers about the students' progress in items such as alphabetic knowledge, syllables (separating, identifying multisyllabic words), and decoding nonsense words with CVC, CVCCV, CV, and CVC patterns.
- *Assessment and Differentiation* includes different data reports for online weekly and module assessments. The *Assessment Report* allows teachers to view class scores for each assessment and analyze students' proficiency data. The *Standards Report* allows teachers to follow students' progress in standards proficiency and access resources that support those skills.
- The materials include data management tools (digital and printed) to enable teachers to document individual and whole-class data regarding progress on taught Spanish phonological awareness and phonics skills. In Module 12, Lesson 5, students complete the *Página imprimible: Conciencia fonológica 34* to show mastery of forming words and separating beginning, middle, and ending sounds in words. The teacher uses this printable worksheet to evaluate which skills students have mastered and decide on the review skill lesson for the week.
- The data management tools help teachers understand the data and how to use it to track

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student progress. In Module 12, Lesson 5, students complete the *Página imprimible: Conciencia fonológica 34* in order for the teacher to determine which skill needs reviewing. In this lesson, students practice forming words and separating beginning, middle, and end phonemes in words. After completing the worksheet, the teacher analyzes their performance and chooses an activity for reinforcement. For example, if students needed additional practice with separating beginning, middle, and ending phonemes, the Teacher's Guide says, "*Pida a los niños que encierren en un círculo dos palabras que terminen con el mismo sonido: nariz, pez; tambor, flor.*"

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Indicator 4.2

Materials include integrated Spanish **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills in Spanish.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated Spanish progress monitoring tools with specific guidance on frequency of use.

Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills in Spanish. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills in Spanish.

- The materials include progress monitoring tools that routinely and systematically assess student's acquisition of grade-level skills. For example, the materials have a variety of growth measures throughout the curriculum. The *Medida de crecimiento de la lectura, Grado 1* measures student's knowledge that is set for BOY, MOY, and EOY. A printable *Evaluación del módulo* is available for each module. The teacher has opportunities to monitor progress at other times throughout the school year.
- The materials contain progress monitoring tools that reflect multiple, accurate methods for assessing students. To ensure accuracy in the assessment of children, the assessments are evidence-based and aligned with the Spanish TEKS. The teacher has weekly assessments to monitor progress. These assessments are *Versión interactiva: Evaluación de la semana*. The teacher looks at the description for these weekly assessments and sees which SLAR TEKS are being covered. In week 1, the assessment evaluates children's understanding of the major reading, grammar, and foundational skills taught during week 1 of the Module *Curiosos sobre el kínder*.
- Under the *Guías para hoy calificación* section, the materials assess the student on *separar sílabas*. The assessment provides a systematic and accurate measurement for syllable segmentation. During the assessment, the teacher follows the instructions from the *el maestro seguirá el guión de Tarea, Demostración y Ejemplo* section for each form. In the form, the teacher writes a checkmark for each correct response. For incorrect responses, the teacher marks the syllable given, and for no response, the teacher marks 0. The objective for first grade at the BOY is 6 to 10 correct syllable separations, while at the MOY the objective is 8 to 10.
- In the *Formulario de Registro Global* section, the cumulative page tracks all the E*valuaciones*

para verificar el progreso (EVP). This evaluation has a space to record all the scores obtained in each of the 15 *EVP formularios*. In this evaluation, the teacher tracks progress on some reading skills. The evaluation is divided into nine main columns. The first column is for the EVP number, the second column is for the date, and the third column is a space to write the total of decodable words read by the students. This column also includes the total goal. The next column has a space to write the total number of high-frequency words read by the students and the goal for each *formulario*. The next column includes space for the teacher to write the total number of words per minute (WPM) read by the student, which also includes an objective that functions as a measurement. The next column, *volver a contar,* has a space for the teacher to indicate, with a 0, 1, or 2, the students' ability to retell a story. The last column is for actions and is divided into 2 subcolumns which are: *move on* and *it needs reinforcement*. The form also includes a space for the teacher to write down notes (if needed). This evaluation is an individual page per student.

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

- The materials include recommendations for assessing students with formal progress monitoring measures at least three times in the school year. For example, in the *Assessment and Differentiation* handout, *Screening assessment*, the materials provide guidance to start screening at the beginning of the year. The beginning-of-year assessment in second grade assesses word identification and oral reading fluency.
- The *Assessment and Differentiation* booklet states how often the test should be given to the students. For the screening test, the materials state that it should be at BOY. The diagnostic test should be given as needed for follow-ups, and progress monitoring tests should be given every 2 weeks or as needed. The materials also include weekly module assessments that measure the students' skills in comprehension, vocabulary, and foundational and writing/grammar skills at the end of each week and module. In first grade, the tests include three sections: the reading section evaluates comprehension and vocabulary skills, the foundational skills evaluate phonics skills and high-frequency words, and the writing section evaluates grammar and writing skills.
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the *Components* section, there is a resource called *Versión interactiva: Pruebas cortas de las lecturas.* This progress monitoring tool has a different assessment for each lesson. The purpose of these assessments is to monitor children's understanding of the selection.

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Indicator 4.3

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

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Materials include diagnostic tools that provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

> **Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.**

- The materials support teacher analysis of diagnostic data to inform response to individual students' strengths and needs. The assessment tool results in data that is analyzed and interpreted with ease. For example, in the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación,* the diagnostic tool has a listed objective for each skill. After completing that section, the teacher refers to the objective chart to see what would be considered mastery at different points within the school year. For example, in the *Separar Sílabas* part of the test, the chart shows that at the beginning of the year, a first grader should be able to correctly segment 6-10 words. In the middle of the year, they should be able to correctly segment 8-10 words.
- In the *evaluaciones para la intervención* under the *Guías para la administración y calificación*, the teacher receives concrete guidelines to grade and interpret assessments. In the *Evaluaciones para verificar el progreso* section*,* the teacher keeps a detailed account of oral reading and notes all the mistakes and autocorrections in the *formulario de registro*. All the mistakes are counted as errors. Repetitions and autocorrections are not counted as errors. Any repeated errors are only counted once. The teacher finds a guide to interpret the test results, an informational chart, and a brief explanation. In *Ajustar la ensenanza,* the teacher receives suggestions on how to proceed to support students according to the results of the tests.
- The materials provide a guide for administration and scoring *Guías para la administración y calificación.* The guides give explicit details on how to administer, score, and interpret data to inform response to individual students' strengths and needs. The teacher gets information

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about where a student is supposed to be at the beginning of the year versus the middle of the year in the areas of identifying letters, separating syllables, reading nonsense words, phonological awareness inventory, identifying words, and reading fluency. This data helps teachers identify students' areas of strength and identify students who are at risk. The first grade materials include a diagnostic tool and instructions called *Evaluaciones para la intervención*. The information in this evaluation guide supports teacher analysis by informing the teacher of the diagnostic and progress of students who are at risk. Areas assessed include identifying letters, words, and fluency.

- The assessment tools produce data reports that guide instruction and facilitate tracking of student progress toward skill mastery. In the *Recomendaciones para la enseñanza basada en los datos* document, suggestions are included regarding where to find intervention activities based on student needs. The guide suggests if a first grade student scores below the benchmark for reading nonsense words, the teacher focuses teaching on those areas of need. The teacher identifies the elements of phonics that the student has difficulty with. The lessons in the *Taller de destrezas fundamentales y estudio de palabras: Fonética y decodificación* are used to target specific sound-spelling patterns.

Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The materials include *Recomendaciones para la enseñanza basada en los datos.* This section has detailed recommendations for differentiated instruction based on student data. The guide includes explicit instructions and details to help the teacher determine the next steps in targeted areas, such as identifying words and fluency. The teacher interprets data from assessments and determines the focus for the differentiation during the *Taller de destrezas fundamentales y estudio de palabras: Fonética y decodificación or Fluidez de la lectura oral* section during the lessons. If a student is below the benchmark in the initial assessments, the teacher provides small group differentiation and progress monitoring in the areas of need based on data from the *Evaluaciones para verificar el progreso: Grado 2: Formularios 1 a 18* section. The tools include fluency probes for students to read. The teacher gathers data on words per minute to create a differentiated plan of instruction during lessons based on data and grade-level objectives.
- The materials include teacher guidance for differentiating instruction based on the students' demonstrated understanding of specific phonological awareness or phonics skills. In the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación,* the materials guide the teacher on how to adjust instruction if students score below the benchmark in some sections. After analyzing students' scores in the *Calcular las palabras correctas por minuto (PCPM)* section, the guide suggests ways to differentiate instruction.
- In the R*ecomendaciones para la enseñanza basada en los datos* printable document, the teacher uses suggestions on what to do when a student is not meeting standards. The recommendations for grade 1 are centered on letter identification, phoneme segmentation, nonsense word reading, word identification, and from the middle of the year on, reading fluency. The resource suggests starting by giving the *Evaluaciones de diagnóstico* to further identify needs, then using the lessons found in the *Taller de destrezas fundamentales y estudio de palabras* resource for

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small group work and/or strategic intervention. The teacher follows up with the *Evaluaciones para verificar el progreso*.

Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data.

- The materials provide a variety of research-based student resources that teachers can choose from to respond to student data. In the *Recomendaciones para la enseñanza basada en los datos* document, specific suggestions are included for where to find intervention activities based on student needs. The materials guide the teacher to look within the *Taller de destrezas fundamentales y estudio de palabras* which has supplemental activities that correspond to the *¡Arriba la Lectura!* modules. For example, if students struggle with *Conciencia fonológica: La sílaba inicial,* there is a reinforcement activity that corresponds with the lessons taught during Module 2.
- In Module 2, Lesson 13, the teacher uses a decodable text *Las fotos de Beto* to work with a specific group of students that need additional review or reinforcement on how to read and decode words with syllables with *b* and *d*. The Teacher's Guide gives instructions and guidance to use additional sources. The guide includes a script for small group lessons, additional routine instructions, and options for differentiated activities with high-frequency words, decoding with the decodable text, or encoding activities in response to student needs. There is an additional Spanish resource called *Pagina imprimible* which includes a list of words that include *gallito, llorar, yeso,* and *yudo*.
- In Module 8, Lesson 15, there is a *Teacher's Choice* section that points out that students divided words into syllables and syllables into phonemes and have sorted cards in alphabetical order in Lessons 11-14. Materials include the *Página imprimible: Conciencia fonológica 24* worksheet, which is a formative assessment to help teachers see where students may benefit from additional support. The worksheet includes an area for segmenting into syllables and into phonemes. It asks students to circle words that are divided into syllables correctly (i.e., *trapo: tra-po, trueno: truen-o*). The other selection focuses on sorting in alphabetical order. This section includes lists of words that include *botella, carro, dorado,* and *escuela*, which students have to determine if their words are ordered correctly.

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Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills.	M
3	Materials provide enrichment activities for all levels of learners.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered Kinder grade-level foundational Spanish phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills.

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. After each *fonética* gradual release model lesson, the *Corregir y Encausar* section provides downward scaffolds for students that did not get the phonics concept.
- In Module 1, Lesson 1, *Fonética,* after the gradual release model of the lesson has been implemented (*Tu turno),* the materials have the *Corregir y Encauzar* section. If a student makes a mistake in reading a vowel during the *práctica de combinación*, the teacher asks the student to point to each vowel and read them again. If students make a mistake reading a syllable with *a*, the teacher shows the *tarjeta de sílabas y ortografía águila* and asks the student to repeat and point to the initial vowel.
- In Module 4, Lesson 2, students learn to blend and build words with syllables *que, qui /k/.* Students practice reading words and sentences that include *queso, esquí, tanque, etiqueta,* and "*Aquí en este estanque hay ranas que comen mosquitos*." The teacher provides small group scaffolded support for targeted students using another lesson. The scaffolded lessons include a choice of two small group lessons. The first lesson focuses on reading the decodable text, which includes words with syllables from the lesson. The second option is for the teacher to read the decodable text *Quico y Monica* with the students and use one of the three activities that include using picture cards to connect syllables and sounds, connect with writing using a robot game, or focus on writing.

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- In Module 8, Lesson 1, students learn to blend and build words with syllables with *ch /ch/*. Students practice reading words and sentences that include *chita, chapa, noche,* and *ocho*. The teacher provides small group scaffolded support for targeted students using another lesson. Scaffolded lessons include a choice of two small group lessons. The first lesson focuses on reading the decodable text, which includes words with syllables from the lesson. The second option is for the teacher to read the decodable text *Una fiesta llena de manchas* with the students and use one of the three activities that include using letter cards to connect letters to syllables and sounds, a sorting activity to sort words with syllables *cha* and *cho*, and connect letter formation to movement by forming letter *ch* in the air and practice writing connected to *ch.*

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills.

- Differentiation for students who have mastered the skills can be done through the *Extensión linguistica* lessons using the *Aventuras* magazine. The *Extensíoon linguistica* lessons can be found at the end of every module. Most of the differentiation materials are for reading. This resource includes readings on cultural awareness and linguistic differences.
- The materials provided in the first grade modules include a document called *Assessment and Differentiation*. The document includes a section titled *Meeting the Needs of Accelerated Learners*, which guides teachers on how to work with students. The document guides the teacher to the portion of the lesson called *Options for differentiation* in each module. Options for acceleration during each lesson include the use of Rigby-leveled texts, which can be assigned along with a specific skill or objective depending on the students' level. Additional options include Tabletop Minilessons, differentiated spelling instruction and spelling lists, and additional activities to extend writing. In Module 7, Lesson 1, in the *Opciones para la enseñanza, Enseñar gradualmente y ampliar* section*,* the teacher guides the students to find strong adjectives that indicate persuasive language.
- In Module 9, Lesson 2, in the *Opciones para la enseñanza* section, under *Enseñar gradualmente y ampliar,* the teacher guides the students to identify poetry elements and helps the students to understand the purpose of each of them. The teacher guides the student to identify repetition, rhyme, and alliteration and asks them to talk about the purpose of each of them.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners. The materials include the *centros de lectoescritura* in every module from Module 1 to Module 10. They are not included in Modules 11 and 12.
- In Module 3, *centros de lectoescritura,* there are activities through which students can apply skills independently and play games. The section is divided into *rincón de la lectura*, activities related to reading; *trabajo con palabras*, word work; *rincón de la escritura*, writing; *rincón de la creatividad*, creativity; and *estación digital*, technology station. Each section includes different activities/games that all learners can engage in. In the group work activity, learners work on an investigation project based on animals. In the digital activity, students can listen to the *Super libro Aunque viva en el agua* or a digital text of their choice.

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- In Module 5, in *Centros de lectoescritura,* the students work in pairs. The teacher shows the high-frequency words for the week, and the students have to write three sentences including the words (two sentences should be true, and one should be false). The students exchange sheets and identify and underline high-frequency words. Students identify which sentence is false.
- In Module 9, in the section titled *Vistazo a los centros de lectoescritura*, there is a list of suggestions and activities in which students can apply skills independently and play games. In group work, the materials provide independent work with words containing *gr* and *pr* that were learned over the course of the week. Words include *pradera, alegre, premio,* and *promete*. Students work on an investigation project based on how plants grow and change. In the Digital activity, students can listen to the *Superlibro Si yo fuera un árbol* or a digital text of their choice.
- In Module 12, in *Centros de lectoescritura,* the students work independently with the *pagina imprimible: Ortografia y caligrafia.* Students choose the activity to practice the writing of the phonics words of the week with *ia, ie, io, ua,* and *ue*. Words include *magia, cielo, Mario, iguana,* and *nueve.*

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Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- Materials include a variety of developmentally appropriate instructional approaches that include the use of word hunts, poems, songs, and visuals in print to engage students in mastery of the Spanish foundational literacy skills. For example, in Module 1, Lesson 11, the phonics lesson includes the poem *Sapitos* and *La L de lima* to identify syllables with *s /s/* and *l /l/*. The teacher reads the poems aloud to the whole group to introduce the lesson. The students listen to the word *sapitos* and divide it into the syllables *sa-pi-tos*. The teacher says the first syllable is *sa*. The teacher identifies the first syllable *li* in the word *lima*. During the *I Do* portion of the lesson, the teacher shows the syllable cards for *s* and *l*. The teacher reviews words that include *silla, sala, lisa,* and *pelusa*. The teacher reads the word *silla*. The students repeat it and separate the word into the syllables *si-lla*.
- In Module 3, Lesson 1, the lesson introduces the letter *r* with a song called *La ranita*. The teacher reads the song. The students separate the word *ranita* into syllables *ra-ni-ta.* The teacher reads the song *La ranita* again. The students raise their hand to show when they hear other words with *r* that include *roca* and *repite*.
- In Module 6, Lesson 5, the materials offer five choices for independent center work, each one with several activities. The centers include *Rincón de la lectura, Trabajo con palabras, Centro de escritura, Rincón de la creatividad,* and *Estación digital.* In the *Centro de escritura,* the students look around the classroom to search for words with the previously taught sound-spelling pattern *Zz*. The students can include their friends' names, classroom pets, classroom signs, or their favorite activities. The students practice their letter formation of the letter *Zz*.
- In Module 6, Lesson 6, in the phonological awareness section, the students add syllables to create new words. The teacher explains that syllables can go in the beginning, middle, or end of

a word. The teacher places the pre-prepared image cards for *mano, mesa, palo, pato, puma,* and *rata* on the board. The teacher shows the syllable card with the illustration of a duck, *pato.* The students name the image and divide it into syllables *pa-to*. The students say that the word *pato* has two syllables. The students add the syllable *za* to the beginning of *pato* to form the word *zapato*. The teacher continues the process with words that include adding *her* to *mano* and adding *da* to *mesa*.

Materials Support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- Materials support a variety of instructional settings that include whole group, small group, partner practice, and individual practice. In Module 4, phonological awareness Lesson 2, the teacher engages students in a whole group lesson. The teacher uses image cards to show students how to divide words into syllables that include the letter *q* with the sound */k/*. The teacher uses the image card *yunque*. The students repeat it chorally in syllables, *yun-que*. The teacher asks for the syllable with *q*. The students identify the syllable *que*. The students identify that the syllable *que* is at the end of the word. The teacher continues the process with the word *quinoto*. In groups, the students practice decoding words with *q*. The words include *raqueta, quiso, estanque, equipo,* and *líquido.* The students take turns choosing a card, naming the image, and dividing the words into syllables. The students sort each card according to the placement of syllables with the */k/* sound as it appears in the beginning, middle, or end of the word.
- In Module 8, phonics Lesson 6, the lesson includes a student decodable book *Las vacaciones en el mar.* The teacher assigns the decodable book during small group instruction with the teacher. Students reread the book during independent practice. The students decode connected text to practice blending syllables with *k /k/, x /ks/,* and *w /u/.*
- In Module 10, Lesson 1, the students work independently to practice the previously taught sound-spelling patterns *fl, gl,* and *tl.* Students read the decodable book *Los niños también son inventores*. Students work with a partner to complete a word sort where they sort words that include *bicicleta, blanca, flores, teclado,* and *iglu.*

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Indicator 5.3

Materials include supports for **multilingual learners** to meet grade-level learning expectations.

1	Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for multilingual learners to meet grade-level learning expectations.

Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.

Evidence includes but is not limited to:

Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.

- The materials for Kinder identify and provide information about the curriculum that supports the one-way and two-way dual language program models. Transitional programs are not included in the guidance.
- The first grade materials include a *Dual Language Implementation Guide* that is divided into two parts, *PARTE 1: La adquisición del lenguaje en contextos bilingües* and *PARTE 2: Planificar para el Grado K.* In Part 1 of the document for language acquisition, the material includes information about the one-way dual language program model and the two-way dual language program model. The materials also include an overview of the 50:50 model, 90:10 model, heritage programs, and immersion programs, and it highlights different features to assist students who are learning Spanish as their second language as well as students who are learning English as a second language. Part 2 of the document lists all modules and the corresponding pages that address strategies to plan for a lesson and strategies on bilingual classroom management.
- Each module includes a component called *Desarrollo del lenguaje en español*. In Module 2, Lesson 2, the guide includes the *Dual Language Settings* section under phonics. The teacher supports students who are having difficulties pronouncing specific syllables. The lesson includes specific instructions for additional linguistic support. The teacher shows students the position of the mouth to say */n/*.
- In Module 6, Lesson 6, under the *Phonemic Awareness* section, the *Dual Language Settings* section includes additional information about developing vocabulary in Spanish. The guide includes tips and questions for the teacher to enhance students' vocabulary. The teacher shows a picture card of a puma and asks questions, including, "*¿Cómo es un puma?*" and *"¿Los pumas son grandes o pequeños?"*
- In Module 7, Lesson 1, the materials have a *Dual Language Setting* section that provides linguistic support for students who are learning Spanish. The students learn how to use complete sentences. The materials include guidance and supports to facilitate students' understanding of spelling words with the soft *c* sound that includes the syllables *ce* and *ci*.

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Students use the spelling word in context to complete sentences such as "*Voy a poner mi pez dorado en una____.*" Students complete the sentence with the word *pecera.*

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Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development.	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- Materials inform families about the program and provide suggestions in English and Spanish for how they can help support student progress and achievement. For example, in Module 2, the Teacher's Guide includes a section called *¡Adelante con el módulo!* The module has a section that helps to connect with families and shows how they can support the students with the module. The resources in the section include a printable family letter that tells families what the students will be learning for the next weeks and includes suggestions on how to help students practice the skill at home. For example, suggestions include for students and families to write and say phrases with the letter *n* and give an example like*: "La nana es para el nene."* It tells families to have students circle all the *n*'s.
- The materials include online materials such as the Rigby library and the student book *Mi Libro*, which can be accessed from home using an internet connection.

Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- Materials provide specific strategies and activities for families to use at home to support students' learning and development of Spanish skills. The Teacher's Guide includes a section called *Relacionarse con las familias* (connecting with families). Resources in the section include a printable family letter that tells families what the students will be learning and provides suggestions to help students practice the skill at home. For example, in Module 1, the

introduction focuses on the growth mindset for the next three weeks and the *Palabras de la idea central, Leamos juntos y Juegos de palabras* sections*.* The letter to parents offers recommendations that include reinforcing important words about the theme using words such as *amistad, emocion,* and *desafio* in context*.* It suggests incorporating questions in daily conversations, such as *¿Cómo demostraste hoy tu amistad a tus compañeros? ¿Qué emoción sientes cuando pruebas algo nuevo*? and *¿Cuéntame sobre un personaje que enfrentó un desafío?* The *Leamos juntos* section suggests providing a special time and place for daily reading with the student. During this special time, parent and student can point to pictures, cheer on a story character who is trying something new, and/or have a conversation about why people should not be afraid of trying new things.

- In Module 6, in games with sounds, letters, and words, the directions tell families to focus on a specific skill each week, like prefixes *pre-* and *re-*, and give them verbs to write like *botar, hacer,* and *calentar* so that students can create new words.

- In Module 7, the indications include using the words *ciclo, evaporación,* and *liquido* using questions in daily conversations, such as, *¿Qué puedes decirme sobre el ciclo de vida de una mariposa? ¿Como causa el calor del sol la evaporación de un charco de agua*? and *¿Qué tipos de líquidos te gusta beber?* The *Leamos juntos* section suggests three activities: imitate the sound of animals or nature, read and begin a recycling project, and/or speak about the importance of water in the environment. In *Juego de palabras,* parents and their children can create lists of words with *ce - ci, palabras con ñ,* and *palabras con ge, gi.*

- In Module 9, the materials provide a *Carta para la familia: ¡Crezcan, plantas, crezcan!* The *Carta para la familia* tells parents that the topic for Module 9 is plants. The letter explains that students will learn about different types of plants and will identify the reasons people grow plants. The letter includes a tip for parents that explains the importance of establishing goals and asks parents to support their children by collaborating with them in the development of goals. *"¿Cuál es tu objetivo? Vamos a planificar los pasos necesarios para alcanzarlo. ¿Qué pequeño paso puedes dar hoy?"* The letter also includes important words to practice at home, such as *vegetación, absorber,* and *brotar*. It suggests parents set time aside to read on a daily basis as well as the types of books that they can read together. Finally, the letter provides three word games–one for each week–to develop reading skills. One game is *Semana 1: Un paseo por el campo.* In this game, the students write words that start with *gr* and/or *pr* that they can find on a walk in nature.

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

- Materials for grade 1 include a Teacher's Guide to connect with families and community in an online supplement called GPS (Guiding Principles and Strategies). The English version of the guide presents most of the information regarding how these connections work as well as the materials available. The Spanish version of the guide, titled *Conectarse con las familias y la comunidad,* is shorter and different than the one provided in English.

- In Module 9, the materials include a *Relacionarse con las familias* (connecting with families) section. Resources in the section include the *Mi caja de herramientas lingüísticas* (toolkit) printable that has additional resources for families to continue to work with their student playing word detectives and using phonetic skills learned during the module. In addition, this

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document includes rubrics for the teacher to communicate students' progress to parents.
- Resources available in grade 1 are letters to the families, access to online books, and *Student Growth Reports*.

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Indicator 6.2

Materials incorporate **technology** into the lessons **to enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- Digital materials are accessible and compatible with multiple operating systems and devices. For example, the first grade resources include a digital component called *HMH Ed Platform*, which includes digital materials for teachers and students. The *HMH Ed: Teacher Help* document includes information about accessibility and compatibility with the different operating systems, including Chrome, Windows, and iOS.
- The *Professional Learning Guide* includes resources that are accessible through print, digital, downloadable, and editable PDF resources, such as sound-spelling cards, Picture, Letter, and High-Frequency Word cards, module posters, etc.
- The supported operating systems are iOS12.4,13 - Android 0,10, Chrome OS 82, 83 - MacOS 10.14,10.15 - and Windows 10. For Chromebooks, it recommends the Android version.

Digital materials support and enhance virtual and in-person instruction.

- The digital materials support and enhance virtual and in-person instruction. The first grade resources include a digital component called *HMH Ed Platform*, which includes digital materials for students to use during virtual and in-person instruction.
- The program provides a 5-page Resource Overview–*Inicio rápido*–that serves as a guide to finding the components and the formats included in *¡Arriba la Lectura!* Information in the document includes whether a resource can be found online, if it is printable, assignable online, or if it contains audio/video. The materials have the possibility to be assigned or shared in Google classroom.
- In *Vistazo a la semana* for Module 3*,* the materials include digital texts in the workstations section, which allow students to access digital texts aligned to the module.
- In Module 4, week 2, one of the centers suggested for independent student practice is the *Estacion digital*. At this station, students have a choice of listening to the digital book *Pelé, el rey*

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del fútbol or reading a leveled book from the digital Rigby library and writing about what they heard, creating a summary, or asking a question about the text. At this station, students can also access the *Lecturas iniciales* online, which they can use to practice their fundamental skills for the week.

Digital materials enhance student learning and are not distracting or chaotic.

- The digital materials enhance student learning and are not distracting or chaotic. The materials for grade 1 enhance students' learning by providing attractive, focused, and engaging materials. For example, the digital materials included in *HMH Ed Platform* contain a help guide for students with detailed instructions about how to access resources in the program. It has a step-by-step guide that shows students how to access texts and digital assignments and navigate the system.
- The *Tablero para formar palabras* supports student learning in a controlled, expandable interactive panel to form single and multisyllabic words. The program provides students with lessons to learn about the use of digital tools. These lessons can be found in the *Minilecciones del rotafolio de mesa: Lectura.* Students have digital access to a variety of fiction and non-fiction books.
- The *Recognize Uppercase O* iRead video explains the letter *o* sounds and how to write the letter. It also gives the students the opportunity to repeat the sound after the speaker and trace the letter in the sky with their finger. Additionally, it asks the students to shape their lips to make the letter sound.
- In Module 6, students have the option of reading a digital text which is located under the *centros de lectoescritura* in the digital station.