Publisher Name	Program Name
Just Right Reader, Inc.	*Just Right Reader Decodables de segundo grado*

Subject	Grade Level
Spanish Phonics	Grade 2

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

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

Quality Review Overall Score: **198 / 245**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	30 / 52
2. Progress Monitoring	28 / 28
3. Supports for All Learners	23 / 30
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	86 / 99

Strengths

- 2.1 Instructional Assessments: Materials include a variety of instructional assessments at the unit and lesson levels, with defined purposes, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting student performance or tools for students to track their growth.
- 3.2 Instructional Methods: Materials include prompts and guidance for explicit modeling and communication of concepts, recommendations for effective lesson

delivery using various instructional approaches, and support for multiple types of practice with guidance on implementation structures.

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials include systematic, sequenced phonics instruction, daily opportunities for explicit practice, phonics skills practiced in isolation and through decodable texts, and cumulative review of previously taught skills.
- 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and

encoding both in isolation and connected text.

- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words, provide explicit instruction guidance in Spanish on syllable division principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

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

Challenges

- 1.1 Course-Level Design: Materials do not include materials or resources to support effective implementation for various instructional calendars and do not explicitly mention guidance or support for instructional coaches. Materials do not include guidance, protocols, and/or templates for unit or lesson internalization.

- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with background content knowledge and academic vocabulary.

- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, and instructional assessments required to meet the language standards of the content.

- 3.1 Differentiation and Scaffolds: Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text, or differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- 4.2 Daily Instructional Sequence and Routines: Materials do not include opportunities for explicit/direct immediate feedback.

- 4.3 Ongoing Practice Opportunities: Materials does not include intentional cumulative review throughout the curriculum.

- 4.4 Assessment: Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on the next instructional steps

to accelerate learning based on the student's data collection and analysis.

- 5.B.1 Oral Language Development: Materials do not include explicit or systematic instructional guidance on developing oral language.
- 5.C.2 Letter-Sound Correspondence: Materials do not include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions.

Summary

Just Right Reader a K–2 Spanish phonics program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designed to enhance family engagement, such as QR code-accessible phonics video mini-lessons that align with each lesson plan, extension activities, and teacher resources.

Campus and district instructional leaders should consider the following:
- While the product and lesson plans feature structured activities—such as phonics review, guided reading practice, independent reading opportunities, reading review, and writing application exercises—the program does not follow a typical sequence for Spanish phonics. Instead of starting with letters with one-to-one phoneme-grapheme correspondence (beginning with vowels and progressing naturally to consonants), the program follows alphabetically from A to Z.
- The program includes materials that support phonics development for all learners and provides supports for families in both Spanish and English. Students are able to track their own progress and growth throughout the materials.

Intentional Instructional Design

1.1	Course-Level Design	9/14
1.1a	[Materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course.](#)	4/4
1.1b	[Materials include suggested pacing ("Pacing Guide" /calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).](#)	1/2
1.1c	[Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.](#)	2/2
1.1d	[Materials include guidance, protocols, and/or templates for unit and lesson internalization.](#)	0/2
1.1e	[Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.](#)	2/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials include suggested pacing ("Pacing Guide" /calendar) to support effective implementation for a suggested instructional calendar of 36 weeks. Materials do not include suggested pacing ("Pacing Guide" /calendar) for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials do not include guidance, protocols, and/or templates for unit or lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials provide a scope and sequence outlining TEKS standards, concepts, and knowledge taught throughout the course. The "Unit/Module Overview" details how phonological awareness concepts and related topics are structured over the academic year. The "Scope and Sequence Overview" includes an "Introduction to Spanish Phonics, Integration of High-Frequency Words, and Development of Fluency, Comprehension, and Vocabulary Skills."
- The Teacher Edition lists materials for curriculum implementation and includes a "Scope and Sequence" that includes an overview of student expectations and weekly instructional plans. For example, the "Student Expectation" section of the "Overview" includes the following standards: "2A demonstrate phonological awareness, 2B demonstrate and apply phonetic knowledge, and 2C demonstrate and apply spelling knowledge."

- The materials include a "Pacing Guide" that supports systematic teaching progression of student expectations, starting from foundational Spanish phonics skills to more complex blends and syllable formations.

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

- The materials provide a suggested pacing to support for effective implementation of one instructional calendar of 36 weeks. For example, the "Weekly Overview" offers a suggested "Pacing Guide" for materials and resources throughout the academic year.
- The grade 2 "Pacing Guide" instructs the teacher to "Use this guide as a foundational tool for your planning, and refer to the module overview for a
- weekly breakdown of available resources and materials to aid in lesson planning." The materials do not guidance or other resources to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

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

- The materials provide a rationale for the order of units and demonstrate how concepts are interconnected throughout the course. For example, the materials provide a "Pacing Guide" with a "structured roadmap for systematically introducing and reinforcing grade-level phonics standards." To illustrate, the *Just Right Reader's Decodables Logic Model* explains how, "texts follow a progression of phonics skills aligned with a rigorous color-coded scope and sequence, including skills such as letter recognition, consonant, vowel, consonant (CVC) sound words, digraphs, beginning and ending blends, high-frequency words, and so on. Just Right Reader provides explicit phonics instruction using increasingly more difficult decodable texts."

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

- The materials include resources, such as an online "Customer Resource Library" with "Getting Started" guides, videos, and "Product Resources" to support teachers with understanding the materials. The Teacher Edition includes a section titled "Lesson Implementation Guide for Teachers" which details how teachers can access the materials and that "it is beneficial to review these lesson plans in advance of your teaching sessions." The materials do not include guiding questions or a protocol for how teachers should review lessons. The materials do not include guidance, protocols, and/or templates for lesson internalization.
- The instructional materials feature a "Prompting Guide" chart that is to be used to address common breakdowns that occur when students are practicing reading and writing. The "Prompting Guide" is broken down into the following skills: "Decoding, Fluency, Multisyllabic words, High-Frequency Words, Not Yet Decodable Word, and Writing." The materials do not include specific templates, guidance, or protocols for unit internalization.

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

- The materials include resources and guidance to support administrators in implementing the materials. For example, the materials include an online "Customer Resource Library" with an "Administrators Resources" tab, that includes an "Administrator Welcome Letter." The "Administrator Welcome Letter" explains how to access the "Professional Development Kit," "Curriculum Alignments," and "Lesson Plans" so that administrators can "make the most of their purchase."
- The materials include a "Getting Started Guide" for teachers to understand how to use the decodable books with students during small groups or independent practice. The materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials do not include a comprehensive unit overview that provides the background content knowledge and academic vocabulary necessary to effectively teach the concepts of the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- The materials include unit overviews that include a "Scope and Sequence," student expectations, and alignments to TEKS found in the Teacher Edition. The "Unit/Module Overview" includes the "Scope and Sequence," "Pacing Guide", and a roadmap of concepts, and skills per weekly breakdown. The "Unit/Module Overview" materials do not provide specific background content knowledge needed to effectively teach unit concepts.
- The materials offer clear connections between activities, concepts, and standards through decodables lesson plans. For example, lesson plans include learning objectives, key skills, necessary materials, and scripted instructions for weekly teaching. However, the "Unit/Module Overview" in the materials do not provide specific academic vocabulary needed to effectively teach unit concepts.

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

- The materials feature a "Take-Home Decodable Packs" and Family/Caregiver Guide available in both English and Spanish, tailored to support student progress with decodable books at home. These decodable books are personalized based on student data and provided to reinforce skills learned in the classroom. The "Take-Home Decodable Packs" integrate QR code-accessible video lessons in both English and Spanish that students watch independently and with their families.
- The materials contain support for families with suggestions on supporting the progress of their students. Supports include bingo activities that reinforce classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities for families to practice with students the skills that they are currently learning in the classroom.

Intentional Instructional Design

1.3	Lesson-Level Design	19/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	15/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice.

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials include comprehensive, structured, detailed lesson plans that include daily objectives. For example, in the lesson plan, Suggested Week 1-2, the "Learning Objective" states that, "Students will identify and read words with four syllables." The materials do not include detailed lesson plans that address the language standards of the lesson.
- The materials include an overview listing of the instructional strategies needed for the unit in the "Spanish Second Grade Unit/Module Overview." For example, in Weeks 1-10, the overview for "Multisyllabic Words and Contrasts" includes Just Right Reader "Reading Workouts," "Phonological Awareness - Blend It," "Decoding - Elkonin Boxes," "Comprehension - Predictions," "Vocabulary - 4 Steps," "Fluency - Echo Reading," and Just Right Reader "Extension Activities" included on page 15 of each decodable."

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

- The "Lesson Plan Catalog: Materials and Preparation" includes structured lesson plans with detailed listings of materials needed for each lesson, promoting organized and effective

instructional delivery for both teachers and students. The materials include lesson plans outlining recommended time allocations for each component of the lesson, ensuring structured pacing and effective classroom management.

- The materials include lesson overviews in the Teacher Edition and Teacher "Pacing Guide" that outline recommended time allocations for each component of the lesson, ensuring structured pacing and effective classroom management. For example, in the grade 2 lesson titled, "*Música para hormigas"* (Set 47), specific time suggestions are provided for "Phonics Review" which is listed for five minutes, "Guided Practice" for five minutes, "Independent Reading" for five minutes, "Reading Review" for five minutes, "Writing Application" for five minutes, and the "Closing" for one minute.

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

- The materials provide a detailed Teacher Guide with an overview of materials for effective lesson delivery and other recommended resources. For example, the materials recommended for lesson "*Desafío de Verano" in set 35 include a copy of "Desafío de Verano" for each student, whiteboards and markers, index cards, a "Reading Observation" form, a "Prompting Guide," and paper and pencil for writing activities*. Through this listing, the teacher can have all the materials needed to deliver the lesson.
- The materials provide a detailed Teacher Guide with an overview of materials for effective lesson delivery and other recommended resources. For example, "Weeks 21-25: Stress and Graphic Accent" lists the following materials and resources needed to effectively deliver the lesson: "Just Right Reader Decodables sets 42-45, lesson plans for Decodables in sets 42-45, "Phonics Curriculum," "Alignment Charts," QR codes link to phonics videos, "Prompting Guide, and "Reading Workouts" teacher tools ("Elkonin Boxes" and letter tiles)."

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

- The materials include guidance on the effective use of lesson materials for extended practice. The materials incorporate QR codes for families to access phonics mini-lessons at home, enhancing opportunities for extended learning beyond the lessons. The QR codes provide students access to lessons that are targeted to practice and reinforce the specific skills that students have learned in the classroom. For example, the "Home Connection Take-Home Decodables" provides activities and tips for parents to support reading at home.

Texas Instructional Materials Review and Approval (IMRA)

Just Right Reader, Inc., *Just Right Reader Decodables de segundo grado*, Spanish Phonics, Grade 2

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments included in the materials are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments provided in the materials include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The materials include a *Just Right Reader Spanish Assessment Guide (*JRSAG) which defines and explains the variety and types of assessments at the course level, unit level, and lesson level. The JRSAG also encompasses a second "Assessment" section, which is further divided into an overview and a data-driven instruction. The grade 2 "Overview" includes: expectations for teachers' instruction and assessment principles, figures for assessment overview and timetable, and guidance on expectations to provide different types of assessments throughout the school year.
- The grade 2 "Assessment" in the JRSAG includes Figure 2.2, which contains the TEKS standards aligned with the three types of assessments: diagnostic, formative, and summative. To illustrate, the TEKS standard "Spell words with diphthongs and hiatus" aligns with the formative assessments, "Phonological Skills Checklist" (GK-2a), "My Literacy Journey" (Student Tracker) (K-2), and other two assessments, and a summative assessment (Sets 37-41).
- The grade 2 "Assessment Guide" in the JRSAG provides Figure 2.3, which shows the Spanish grade 2 "Assessment Timetable." The figure has five headings: assessment, level, student, frequency, and schedule. It provides information on the three levels of assessments: course,

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units, and lessons. For example, it suggests conducting summative spelling tests at the lesson and unit level for all students weekly to bi-weekly throughout Sets 32-50.

- The "Second Grade Assessment" in The JRSAG includes assessments for teachers to provide a variety of types of tasks and questions. For example, the formative assessment "Phonics Skills: Decoding/Encoding Checklist (G2)" allows students to read and write text according to the student's ability level.

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

- The materials include the definition and intended purpose for the types of instructional assessments. The Just Right Reader Spanish Assessment Guide (JRSAG) contains Figure 1: Type & Purposes of Assessments. This figure lists the three types of assessments, diagnostic, formative, and summative, with definition and purpose. For example, the definition of summative assessment states, "Summative assessment gauges students' knowledge and skills after learning and teaching have taken place," and the purpose states: "The intent of summative assessments is to measure and report mastery–it's a 'summation' of learning."
- The grade 2 materials also include a rationale for each type of assessment. For example, the rationale for formative assessment includes the following statement: "Educators utilize assessment tools, such as checklists, rubrics, and observation forms, to frequently assess students' progress toward and mastery of phonological awareness, phonics (decoding and encoding, including high-frequency words), and fluency skills during day-to-day, lesson-embedded activities."
- The materials include a "Progress Monitoring Guide." This detailed step-by-step assessment guide provides a structured plan for using different types of assessments to monitor student learning. The steps within the "Progress Monitoring Guide" do not include explicit definitions nor explicit purpose for the types of instructional assessments it mentions: "Phonics Assessment," "Fluency Check," and "Monthly Progress Report."
- The materials have a "Baseline Assessment Form" used at the beginning of the year with four sections: "Phonics," "Fluency," "Comprehension," and "Observational Notes." Teachers are instructed to conduct an initial reading assessment to evaluate each student's phonics skills, fluency, and comprehension and record findings on the form and the "Phonics Skills Checklist."

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

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, Step 2 in the "Progress Monitoring Guide" guides teachers to "Conduct Initial Reading" by having "each student read aloud from their Just Right Reader Decodable Record their phonics skills, fluency, and initial comprehension using the Baseline Assessment Sheet." Step 2 also guides teachers to "use the Phonics Skills Checklist to document each student's mastery of phonics rules." Step 3, also in the Progress Monitoring

Guide, provides a "Weekly Monitoring" schedule: "Phonics Assessment" on Mondays, "Fluency Check" on Wednesdays, and "Comprehension Assessment" on Fridays. Step 4 provides a "Monthly Review," which guides teachers in evaluating student progress: "assess mastery of phonics, improvement in fluency, and depth of comprehension."

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, lesson plans include a "Formative Assessment" section with advice and suggestions on evaluating the students. For instance, in grade 2 "Library," *El dúo musical"* the focus is hiatuses. During independent reading, teachers should "watch to ensure students point to words and read along with the group, guide as needed, and take notes of student learning in the 'Reading Observation Form'."

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

- The grade 2 materials explicitly align the three types of assessments and the TEKS. Figure 2.2, Spanish grade 2 "Assessment Overview," provides the TEKS standards and shows the alignment with different types of assessments. To illustrate the figure includes skill, 2.2.B.iii, "Decode multisyllabic words" aligns with the three types of assessments, the diagnostic assessment, "Baseline Assessment: Connected Text Fluency" (Sets 32-50); the formative assessment, "Phonics and Fluency Monitoring Form" (K-2); and the summative assessment (Sets 32-35).
- The materials include assessments and objectives. For example, the Progress Monitoring Guide guides teachers to "Conduct Initial Reading" by having "each student read aloud from their Just Right Reader Decodable Record their phonics skill, fluency, and initial comprehension using the Baseline Assessment Sheet." The materials include the "Phonics Skills Checklist." In the Progress Monitoring Guide, the "Weekly Monitoring" schedule includes: "Phonics Assessment," "Fluency Check," and "Comprehension Assessment" as well as the "Monthly Review," which guides teachers in evaluating student progress: "assess mastery of phonics, improvement in fluency, and depth of comprehension," also aligns to the state standards.

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

- The grade 2 materials provide instructional assessments that include standards-aligned items at varying levels of complexity. To illustrate, Set 32: "Spanish Summative Assessment Four-Syllable Words" includes the standards and skills assessed, SLA.2.2.A.i: Demonstrate and apply phonetic knowledge by decoding multisyllabic words. Additionally, this assessment resource includes teacher directions for students to respond in oral and written forms. For example, the prompts include: *"Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto."*
- The grade 2 materials provide a Spanish Diagnostic Assessment (Phonics) Administration Guide in which the skills assessed in each subsection progress from least complex (i.e., Name

the Letters: Uppercase) to most complex (i.e., Multisyllabic Words). To illustrate, the starting point for the grade 2 Assessment Guide is the "Decoding: Hard C/Soft G"; then more complex skills are assessed through the program. The materials provide instructional assessments at varying levels of complexity: the "Small-Group Reading Observation Form," the "Baseline Assessment Sheet," the "Phonics Skills Checklist," the "Phonics and Fluency Monitoring Form," and the "Comprehension Check Form."

Progress Monitoring

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

The instructional assessments and scoring information in the materials provide explicit guidance for responding to student performance. Materials include explicit guidance for interpreting student performance based on assessment results. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The materials include guidance on instructional assessment to progress monitor during the week in the "Progress Monitoring Guide", "Step 3: Weekly Monitoring." Teachers are guided to assess students' application of phonics on Monday using the "Reading Observation" form. On Wednesday, teachers are guided to use the "Fluency Checks" by performing a timed reading of a previously read passage. On Friday, teachers use the "Comprehension Assessment" to assess comprehension with questions focused on questions from the week's passages. Data is transferred to the "Phonics and Fluency Monitoring Form" and is kept for teacher records.
- The materials provide a "Prompting Guide" to assist teachers in responding to targeted student needs. For example, the materials provide a "Baseline Assessment Sheet," a "Phonics Skills Checklist," a "Phonics and Fluency Monitoring Form," a "Comprehension Check Form," and a "Prompting Guide" guide for teachers to respond to students' reading and writing performance.
- The "Spanish Assessment and Scoring Guide" provides guidance for responding to student performance. The first-grade subsection titled Using the Data explains how the diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. The guide also provides scenarios as examples of how to respond to students' data.

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

- The materials provide guidance to respond to student trends in performance during progress monitoring. For example, the "Prompting Guide" provides guidance for teachers to respond to students' reading and writing performance, which are assessments included in the materials ("Baseline Assessment Sheet," "Phonics Skills Checklist," "Phonics and Fluency Monitoring Form," "Comprehension Check Form"). For example, regarding decoding skills, the "Prompting Guide" states that while reading, if a student "says the incorrect sound, misses a sound/word, or is not attending to print, prompt with" the following statements: "Use your finger to tap the sounds/words as you read" or "What does the letter/word say? Slide through each sound." The "Prompting Guide" includes additional prompts If the skill there is incomplete learning, or the skill still represents a challenge for the student.

- The materials include a "Differentiation" section of the lesson plan. Teachers are guided to identify where students are struggling. The materials reference the "Reading Workouts" to address common decoding strategies. The "Reading Workouts" provides activities to support phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence.

- The materials provide guidance on the use of included tasks and activities to respond to trends in performance on assessments. For example, materials have a Spanish Diagnostic Assessment (Phonics): Administration Guide that has a "Scoring and Data Analysis" section that explains what to do once teachers assess student and data analysis resources listed and hyperlinked as well as a table (Table 1: Administration Guidance) to guide teachers on a starting point and what to do with students who scored a 92% or better and students who scored less than a 50%.

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

- Materials include tools for students to track their progress and growth. "Just Right Readers Spanish Guide" uses a "My Literacy Journey" tracker to show how students actively participate in their learning progress. After an assessment, the educator helps student set goals and mark mastered skills with star stickers. The student tracks their progress visually, which leads to continued effort in reaching more goals. The tracker is personalized to focus on specific skills the student is working on, encouraging their involvement and growth.

Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/3

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

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for differentiated instruction and activities in the lessons by providing lesson plans that include a section for differentiated instruction with teacher guidance at different levels of complexity. For example, in grade 2, Set 33 *"En busca de chocolates"* lesson plan, includes a differentiation box at the end of the lesson in which teachers are guided to scan a QR to access videos that reinforce the targeted skill for the lesson and identify whether students are "getting stuck." Then, teachers are directed to refer to the "Reading Workouts" or "Prompting Guide," where they find language to support instruction in six skills, including multisyllabic words, fluency, and high-frequency words. To illustrate, regarding high-frequency words, the "Prompting Guide" states that while reading, if a student "struggles with high-frequency words," the teacher may use the following statements: *"Las letras ...hacen el sonido..."* The "Prompting Guide" includes the model section for each skill.

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

- The materials do not include pre-teaching or embedded supports for unfamiliar references in text (e.g., figurative language, idioms, academic language). For example, the decodable books include *"Nuevo vocabulario"* before each story or text but do not explicitly guide pre-teaching or embedded supports for the "New vocabulary."
- The materials do not include pre-teaching or embedded supports for unfamiliar references in the text. For example, the materials include lesson plans that provide a "Model Text Reading" within the "Guided Practice" sections but do not include an explicit guide for teachers on how to, for instance, "think aloud" about the text that is being read nor the academic language present in the text.

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

- The materials do not include teacher guidance for differentiated instruction or enrichment activities for students who have demonstrated proficiency in grade-level content and skill. The "Differentiation" section on each lesson plan directs the teacher and/or students to watch a lesson that includes explicit phonics skills instruction. This section states, "Scan the QR code to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group." The "Differentiation" section guides the teacher to "Identify where students are getting stuck. Refer to the Reading Workouts guide in the Teacher Resources for strategies to address common decoding challenges," but does not guide teachers to identify where students are excelling to guide them to instructional resources explicitly provided for students that are not "getting stuck."
- The materials include teacher guidance for extension activities for students who have not yet demonstrated proficiency in grade-level content and skills. For example, each lesson provides QR codes that guide teachers and students to a "Home Connection" section and a "Materials and Preparation" section. The "Home Connection" (Take-Home Packs) "encourage students to read their books to practice the target skill" and "students can also scan the QR codes to watch phonics mini-lessons." The materials do not include teacher guidance for extension activities for students who have demonstrated proficiency in the grade-level content and skills.

Supports for All Learners

3.2	**Instructional Methods**	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**4/4**
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	**3/3**

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts to support the teacher in modeling the concepts through explicit lesson plans. For example, in "Guided Practice" (grade 2, Set 15, Lesson Plan *"El viaje familiar""* (grade 2, Set 50, Lesson Plan), the materials provide explicit modeling prompts and directions for delivery of the lesson: "1. Hand out copies of book. 2. Introduce the text Say: *Este libro se llama El viaje familiar. Pongan un dedo en una de las palabras con el sufijo -ado/a en la primera oración de la página 1. (pasada, llamado, adorados)* 3. Model text reading." This guidance provides the teacher with explicit modeling of concepts to be learned.
- The materials include prompts and guidance to support the teacher in explaining the concepts through explicit lesson plans. The materials include instructions for the teacher in English and then specific scripting in Spanish to aid the teacher in communicating the concepts to be learned explicitly. For example, in the lesson *"El baile de quince"* the materials provide the teacher with the explanation for the letters B/V and practice words aligned to the skill. In the "Closing" of the lesson, the materials remind the students that B/V make the same sound through a suggested script in Spanish.

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

- Each lesson includes teacher guidance and recommendations for effective lesson delivery. For example, in "*El viaje familiar"* (grade 2, Lesson Plan Set 50), The lesson states, "Say: *Hoy*

vamos a leer palabras con los sufijos -ado/a y -ción/sión. Un sufijo es un grupo de letras que se agregan al final de la raíz de una palabra para cambiar su significado. (Teacher explains the meaning of suffixes found in "Key Skills.")" The lesson continues to provide guided prompts such as "Say," "Read," and "Model Text Reading." For example, in "Model Text Reading," the lesson states, "Say: *Hay tres palabras con el sufijo -ción en esta página. Pongan un dedo en una de las palabras con el sufijo -ción (atención, predisposición, exposición). Say: Lean las palabras conmigo... atención, predisposición, exposición.*"

- The materials support multiple types of practice for students. For example, the materials include graphic organizers in the form of a story map. Students can complete this individually or in small groups to gain comprehension from the weekly decodable readers. This resource can be used with any lesson to assist students with reading comprehension.

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

- The materials include explicit guidance for teachers to support multiple types of practice (e.g., guided, independent, collaborative). For example, the lesson *"El viaje familiar"* (grade 2, Lesson Plan, Set 50) supports guided practice with reading words with the suffix -cion: 3. The materials tell the teacher to model reading the text and state that there are three words with the suffix -cion: and students should locate them as they read.

- The "Independent Reading" section explicitly supports independent practice, "Students read independently. Decide if you want them to whisper or read aloud. Listen and use the "Prompting Guide" where needed. Use the "Reading Observation" form to take notes." The "Reading Review" section explicitly guides teachers to effectively implement collaborative practice: "1. Group discussion. Say: *¿Qué parte del libro fue la favorita de ustedes? ¿Por qué? 2. Find words in the book that have the -ado/a or -ción/sión suffixes. Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.*"

- The lesson plan also includes a "Differentiation" section that refers teachers to the "Reading Workouts" guide in the "Teacher Resources" that provides instructional strategies to address common decoding foundational challenges. For instance, for *"Conciencia fonológica,"* the *"Ejercicios de la lectura"* suggests that teachers use clapping to "*separar en sílabas dando palmadas"* and guides them through an explicitly listed series of steps: *"Reconocer las partes de las palabras. 1. Diga una palabra. 2. Los estudiantes separan la palabra en sílabas dando palmadas. 3. Repita el ejercicio con otras palabras."*

Supports for All Learners

3.3	**Supports for Emergent Bilingual Students**	8/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	**0/1**
3.3b	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	**8/8**
3.3c	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	**Not scored**

The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and developing oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials do not provide implementation guidance supporting teachers for the use of Just Right Readers decodable readers and lessons in state-mandated standards-aligned Spanish Language Arts programs. For example, the "TEKS Alignment Guide" provides specific correlations between TEKS and the Just Right Reader decodable books and the corresponding phonics lessons but does not contain implementation guidance for teachers to effectively use materials in bilingual or ESL programs approved by the state.
- The materials include a small section titled "Supports for English-Proficient Students in Dual Language Programs," which describes the benefits of dual language learning and the materials available in Spanish and English for use in the program. The materials include strategies specifically designed for English-proficient students in a dual language program but do not contain implementation guidance for teachers to effectively use materials in bilingual or ESL programs approved by the state.

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

- In the Teacher Edition, teachers have access to the rationale for the *Just Right Reader* lesson plans being grounded in the "Science of Reading" as well as evidence, case studies, and research that support the progression of Just Right Reader. The materials include embedded guidance for teachers to support emergent bilingual students in developing academic

vocabulary, increasing comprehension, and building background knowledge. For example, to support oral language development the materials include the use of "Think-Pair-Share" and sentence stems and making cross-linguistic connections through oral and written discourse.

- The materials provide embedded guidance for teachers to effectively support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge. This is achieved through differentiated guidance for academic language development. Strategies such as "Think-Pair-Share," paraphrasing pairs, oral summaries, sentence frames/stems, and cross-linguistic connection ideas are recommended for language growth. The materials also guide teachers in using visuals and sentence stems, offering tailored support for students at various proficiency levels, including "Beginner," "Intermediate," "Advanced," and "Advanced High" of the English language.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned Spanish Language Arts programs. The materials include a small section titled "Supports for English-Proficient Students in Dual Language Programs" which describes the benefits of dual language and that materials are available in Spanish and English for use in the program. The materials do not contain resources that outline opportunities to address metalinguistic transfer from English to Spanish.
- The materials include a section regarding the importance of making cross-linguistic connections for students. The section tells teachers to "make sure to incorporate anchor charts with visuals and focus only on one of the language components: phonology, morphology, syntax, or grammar during these lessons." There is no specific guidance on how teachers should address the metalinguistic transfer.

Phonics Compliance

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

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

Evidence includes, but is not limited to:

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

- The grade 2 materials provide explicit guidance for teachers regarding phonics instruction. For example, in the lesson "*El Abuelo deportista*" (grade 2 lesson plan; Set 34), teachers use index cards with syllables to help students identify the letters that correspond to specific syllables such as jar, din, age, and others. This activity facilitates understanding of letter-sound relationships in a structured manner, preparing students to decode and encode words effectively.
- The materials support foundational skills development by integrating explicit instructions for teachers, including guidance to engage students in learning activities. For instance, in the lesson *"Veo veo"* (grade 2 lesson plan; Set 41), teachers begin by explaining the concept of hiatuses to students, defining them as sequences of two vowels in distinct syllables with accents, such as úa, úe, and úo. The lesson progresses with clap-clap-blend exercises, where students practice segmenting and blending sounds, followed by writing and identifying these words in decodable texts. This sequential approach ensures that students recognize phonetic patterns and develop fluency in applying them within meaningful contexts.

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

- The grade 2 materials include explicit (direct) and intentional daily opportunities for phonics sound-symbol correspondence. For example, in the lesson *"El pingüino y el águila"* (grade 2 lesson plan; Set 34), teachers use the directions and prompts to explicitly and intentionally implement daily opportunities for students to practice phonics sound-symbol correspondence. This resource guides teachers to say, "*Hoy vamos a leer palabras con las sílabas /gue/ y /gui/. Algunas de las sílabas van a tener la diéresis sobre la letra U. Cuando la letra U tiene la diéresis, necesitamos pronunciar la U. Pero, cuando la U no tiene la diéresis, es silenciosa."* Then, the materials guide the teacher in demonstrating phonic skills by pronouncing each sound and explaining the phonetic rule. At the same time, students practice identifying and pronouncing these sounds with teacher guidance. The lessons offer comprehensive guidance for teachers, ensuring a clear and structured approach for students to practice phonics sound-symbol correspondence.
- The grade 2 materials include explicit (direct) and intentional daily opportunities for phonics foundational skills. For instance, grade 2 lesson plans include teacher directions that guide teachers to start each lesson by explaining the objectives, followed by phonological awareness activities and focused phonics skills practice. The lesson structure moves from guided practice to independent practice and review, incorporating varied phonics strategies like "Choral Reading" and explicit phonics instruction. This daily routine ensures that students receive systematic and intentional practice in foundational phonics skills. The materials explicitly guide teachers to integrate these practices seamlessly into their daily instruction, supporting effective learning and skill development.

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

- The grade 2 materials provide explicit instructions that guide the teacher to implement the practice of phonics skills in isolation. They provide clear directions and resources for this practice, and the materials include specific activities for it. For example, in the *lesson "El pingüino y el águila"* (grade 2 lesson plan; Set 34), teachers begin by introducing the lesson by saying, *"Hoy vamos a leer palabras con las sílabas /gue/ y /gui/. Algunas de las sílabas van a tener la diéresis sobre la letra U. Cuando la letra U tiene la diéresis, necesitamos pronunciar la U. Pero, cuando la U no tiene la diéresis, es silenciosa."* Then, for "Phonological Awareness," teachers are directed to use the instructional strategy of whiteboard decoding, where the teacher "uses a whiteboard and marker to write and display a word and guide students to decode the word." As the teacher writes the word, the materials guide the teacher to say, " *Voy a escribir una palabra en mi pizarra blanca. Todos intenten leer en voz alta. Aquí está mi primera palabra. (Write pingüino). Intentemos leerla."* Next, the lesson suggests that the teacher say, "Practice with more words: *halagüeña, águila, guiño."* This initial practice ensures students engage directly with phonics concepts in a structured manner.
- The grade 2 materials provide explicit instructions that guide the teacher in implementing the practice of phonics skills through decodable texts. For example, in the lesson *"Guillermina llega lejos"* (grade 2 lesson plan; Set 36), teachers are instructed first to have students

practice identifying and reading words containing the letters Y and LL using index cards and whiteboards. After this initial practice, the lesson progresses to using the decodable book *"Guillermina llega lejos"* for further reinforcement of these phonics skills within context. This approach allows students to apply their phonics knowledge while reading meaningful text, supported by explicit and structured instructional strategies for the teacher.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include a resource that integrates explicit instructions for teachers on implementing opportunities for cumulative review of previously taught skills. The Grade 2 "Pacing Guide" with Decodables provides explicit guidance for teachers to include an opportunity for cumulative review of previously taught skills during the Suggested Week 36. For "Phonics Skills" it suggests "Cumulative Review" and for "Decodable Sets," it suggests sets 32-50, which are the sets that are covered throughout the prior 35 weeks.
- The grade 2 materials also include the "Weekly Overview" to provide guidance on when and how to incorporate opportunities for cumulative review of previously taught skills. The "Weekly Overview" suggests Week 36 for "Cumulative Review" which guides teachers in incorporating instructional strategies, such as "Reading Workouts," "Odd One Out" for phonological awareness, and "Extension Activities" included on page 15 of each decodable. It also provides a list of suggested materials and resources for teachers to use to deliver the lessons, such as the "Prompting Guide" and the "Reading Workouts" and Teacher tools (Elkonin boxes and letter tiles).

Phonics Compliance

4.2	**Daily Instructional Sequence and Routines**	**7/8**
4.2a	[Daily lessons include explicit (direct) instruction with teacher modeling.](#)	**1/1**
4.2b	[Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.](#)	**2/3**
4.2c	[Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.](#)	**4/4**

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

Evidence includes, but is not limited to:

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

- The materials provide daily lessons with explicit/direct instruction and teacher modeling. Each lesson begins with a clear introduction in which the objectives are explained. It then proceeds with explicit steps in subsequent parts. For example, in the grade 2 lesson plan *"El automóvil"* (Set 35), students are expected to identify and read words with the diphthongs au, eu, and ou. The teacher is guided to explain these objectives so students can easily understand: "Today we will read words with a diphthong. Diphthongs are when two vowels are together in the same syllable; they can be made up of a strong vowel like A, E, or O, and a weak vowel like U." The lesson starts with direct and explicit instruction, followed by guided practice where the teacher models reading. Afterwards, students move on to practicing independently.
- The materials provide daily lessons with explicit/direct instruction and teacher modeling. For instance, in the grade 2 lesson plan *"Catalina juega al béisbol"* (Set 32), teachers model dividing multisyllabic words into syllables before asking students to do it with guidance. The lesson instructs teachers to say and demonstrate: "We can put together different syllables to make words. Watch as I show you this example. The first syllable is /Ca/. (Clap.) The next syllable is /ta/. (Clap.) /li/. (Clap.) /na/. (Clap.) Now put them together: /Ca/, /ta/, /li/, /na/. (Hit table with fist.) The word is Catalina!" Similarly, the lesson plan "*Juegos de ayer y de hoy*" (grade 2 lesson plan; Set 45) includes guidance on introducing new skills, modeling as a teacher, and facilitating independent practice. For instance, the lesson suggests the teacher say, "Some words on this page are spelled the same. The only difference is the accent mark. Put a finger on one of them. *(Tú, tu, esta, está, papá, papa, sé, se, qué, que)*. Say: Read the words with me... *'Tú, tu', 'esta, está', 'papá, papa', 'sé, se', 'qué, que.'"*

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

- The materials (explicitly) guide the teacher in delivering structured lessons that include explicit/direct guided instruction throughout the lesson cycle. For instance, in the grade 2 lesson plan *"Catalina juega al béisbol"* (Set 32), teachers model dividing multisyllabic words into syllables before asking students to do it with guidance. The lesson instructs teachers to say and demonstrate: "We can put together different syllables to make words. Watch as I show you this example. The first syllable is /Ca/. (Clap.) The next syllable is /ta/. (Clap.) /li/. (Clap.) /na/. (Clap.) Now put them together: /Ca/, /ta/, /li/, /na/. (Hit table with fist.) The word is Catalina!"

- The materials do not include opportunities for immediate feedback within daily lessons. They do not explicitly guide the teacher in providing immediate feedback throughout the different components of the lesson plan, such as in the "Phonics Review" or the "Writing Application" components. Each lesson plan includes instructions on how to use the "Prompting Guide" during independent reading. However, there is no evidence of immediate feedback provided throughout the different sections of the lesson plan. The materials do not explicitly guide the teacher in giving immediate feedback throughout all lesson plan components. For example, in *"Juegos de ayer y de hoy"* (grade 2 lesson plan; Set 45), the teacher has no guidance on how to respond if students answer incorrectly. Although the materials include a "Prompting Guide" for teachers to address common student breakdowns during independent reading, there is no evidence of immediate feedback integrated into the lesson plans. Overall, the materials provide explicit guidance for teachers to use a "Prompting Guide" during independent reading but do not include explicit instructions or opportunities for immediate feedback within components of the lesson plan, such as in "Phonics Review" or "Reading Review."

- The materials include daily lessons that provide opportunities for corrective feedback. The materials explicitly guide the teacher to use the "Prompting Guide" to address common student breakdowns during independent reading. For example, suppose a student mispronounces a sound or misses a word. In that case, the "Prompting Guide" instructs the teacher to prompt the student, *"Usa tu dedo para marcar el sonido/palabra que leas."* The "Prompting Guide" is integrated into each lesson's independent reading section, recommending its use as needed. For instance, in*"Juegos de ayer y de hoy"* (grade 2 lesson plan; Set 45), teachers are advised to listen attentively and "use the "Prompting Guide" where needed." This guide provides explicit directions for common foundational reading and writing breakdowns, such as incorrect decoding or lack of print attention. It includes teacher-led explicit, specific prompts such as, "Use your finger to tap the sounds/words as you read," or "What does the letter/word say? Slide through each sound."

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

- The materials include a decodable book with each lesson plan, offering collaborative and independent student work opportunities. For instance, for independent practice, in the decodable "Salvar la costa," students are directed to time themselves reading a provided word

list. Following this activity, the decodable includes group discussion questions about the text. Also, lesson plans provide teachers the flexibility to let students work individually or in pairs at different stations, engaging in reading exercises focused on decoding, comprehension, vocabulary, and fluency.

- Each daily lesson provides various opportunities for students to practice through collaborative learning. For example, in the grade 2 lesson plan "*Arriba la rima*," students first encode independently on whiteboards. Then, they search for words with the digraph RR in a book before sharing these findings aloud with a partner.

- Daily lessons include a variety of opportunities for independent practice. In "*La receta secreta"* (grade 2 lesson plan; Set 39), students engage in guided practice, independent reading, and a reading review, followed by a writing activity. Lesson plans incorporate additional independent practice opportunities. For example, in the lesson titled *"Aventuras en la selva Palabras con los sufijos -mente, -oso/a, -ido/a,"* teachers guide students to locate words in the book featuring the suffixes *-mente, -ido/a*, and *-oso/a*. Students independently read a decodable book containing the newly taught phonics pattern, with options for reading silently or aloud. Teachers provide guidance using a "Prompting Guide" and track progress with a "Reading Observation" form.

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Texas Instructional Materials Review and Approval (IMRA)
Just Right Reader, Inc., *Just Right Reader Decodables de segundo grado*, Spanish Phonics, Grade 2

Phonics Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	1/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include practice activities throughout the curriculum, but do not include intentional cumulative review throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate the cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- The materials support teachers in implementing intentional practice activities throughout the curriculum for newly learned phonic skills. For example, for each week, the grade 2 lesson plan overview gives the teacher specific instructional strategies, materials, and resources to teach the suggested weekly phonic skills. To illustrate, during Weeks 11-20, the "Unit/Module Weekly Overview" provides specific suggestions for teachers to use a set of instructional strategies, such as "Reading Workouts" that support phonological awareness, decoding, comprehension, and fluency, and a set of materials and resources, such as Elkonin boxes and decodable sets, when teaching diphthongs, triphthongs, and hiatus.
- The grade 2 materials do not include an intentional cumulative review throughout the curriculum. The Grade 2 "Pacing Guide" with Decodables and the "Weekly Overview" include one instance with guidance for intentional cumulative review, which is suggested for Week 36 instead of throughout the curriculum. For grade 2, both resources, the "Pacing Guide" and the "Weekly Overview," suggest Week 36 for "Cumulative Review" of "Phonics Skills" and recommend "Decodables Sets" 32-50 and lesson plans for Decodables in sets 32-50, which are the sets covered throughout the school year. Yet, the materials do not include intentional cumulative review throughout the curriculum.

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

- The grade 2 materials provide practice opportunities that include only phonics skills that have been explicitly taught. For example, the lesson *"Mi papá es un héroe" (*grade 2 lesson plan; set

36; Weeks 9-10), which focuses on the letter S (pronounced /s/, vs. the letter Z, also pronounced /s/, and the soft letter C, also pronounced /s/), instructs teachers to prompt students with questions, *"¿Por qué Sergio le puso el título 'Para mi héroe" a su carta?' "¿Ustedes tienen algún héroe o heroína en su familia?," "¿Quién es?," ¿Por qué es un héroe?"* The lesson plan also guides the teacher in having students identify words in the book with the /s/ sound and then engage in partner discussions, reinforcing comprehension and ensuring that students practice specific phonics skills in context.

- The "Guided Reading" component step of the lesson *"Mi papá es un héroe"* (grade 2 lesson plan; set 36; Weeks 9-10) includes explicit guidance for teachers to model text reading. The materials explicitly instruct teachers to guide students through this practice by modeling. The materials instruct teachers to say, *"Hay seis palabras de cuatro sílabas en esta página. Pongan un dedo en una de las palabras: mañanita, calurosa, amarillo, gigantescas, aventura, memorable."* This example demonstrates how the materials ensure that practice activities are directly aligned with explicitly taught phonics skills, enhancing students' ability to effectively apply and reinforce their learning.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade 2 decodable texts incorporate the cumulative practice of taught phonics skills. For example, at the beginning of grade 2, during Weeks 1-10, the "Spanish Phonics Progression" suggests teaching multisyllabic words and contrasts by using the decodable books Set 32 through Set 36, such as *"Miedo en el lago"* (grade 2 decodable book; lesson plan; Set 32; Weeks 1-2), where students learn *"palabras de cuatro sílabas."* The materials eventually suggest lessons that incorporate cumulative practice of taught phonics skills, such as decodable texts in Set 37, where students learn diphthongs (Diptongos decrecientes: ai, au, ei, eu, oi, ou, ui), progressing to lessons with more complex diphthongs (ay, ey, oy, uy) and triphthongs (iau, ioi, uau, uey, uay).

- The grade 2 "Phonics Progression" explicitly guides teachers to use decodable texts to incorporate the cumulative practice of taught phonics skills. The "Phonics Progression," the "Pacing Guide" , and the "Weekly Overview" provide specific suggestions for which decodable sets to use during different phases of the phonics instruction, ensuring cumulative practice throughout the grade level. For example, in "*Galaxia de genios"* (grade 2 lesson plan; Set 33; Weeks 3-4), teachers explicitly review and apply phonics skills, such as identifying and reading words with specific letter sounds: /g/ and /j/. This lesson plan integrates the decodable book "*Galaxia de genios*" for guided, collaborative, and independent practice, incorporating cumulative practice of taught phonics skills.

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

- The grade 2 materials include a structured instructional focus that allows for practice in isolation, such as the instructional strategy, "Clap-Clap-Blend" syllable activity. For example, in the lesson *"La magia de la ciencia"* (grade 2 lesson plan; Set 38), the materials guide teachers to facilitate explicit instruction on diphthongs, enabling students to practice with

words, such as *estudiar, tiene*, and *colegio*, before moving on to independent encoding exercises in which students practice with words such as *abierta, explicación,* and *nadie*. This approach ensures that students build their phonics skills in isolated and connected contexts.

- The grade 2 materials also include structured practice opportunities within connected texts. In the lesson *"La excursión"* (grade 2 lesson plan; Set 39), after an introductory phase, students engage in whiteboard encoding and then participate in choral reading using the decodable book *"La excursión."* This instructional sequence allows students to apply what they have learned, reinforcing their phonics skills about diphthongs within a meaningful, connected decodable text.

Phonics Compliance

4.4	**Assessment**	5/7
4.4a	[Materials include a variety of assessment tools that are developmentally appropriate.](#)	**2/2**
4.4b	[Materials include clear, consistent directions for accurate administration of assessments.](#)	**2/2**
4.4c	[Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.](#)	**0/2**
4.4d	[Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.](#)	**1/1**

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials provided in the "Progress Monitoring Guide" allow teachers to monitor student progress and understanding. The materials include a "Baseline Assessment Sheet" that assesses "Phonics: Blending Sounds and Segmenting Words." It also assesses "Fluency" and "Comprehension." These are aligned with grade 2 TEKS. The materials guide the teacher to listen to each student read aloud from their Just Right Reader Decodable and record the phonics skills, fluency, and initial comprehension skills on the "Baseline Skills Sheet."
- The materials include a variety of assessment tools that are developmentally appropriate. The materials include a "Phonics Skills Checklist" and "Comprehension Check" form. The "Phonics Skills Checklist" assesses "Phonics Skills," "Alphabet Knowledge," "Phonemic Awareness," "Phonics Rules," and "Sight Words." The materials include a "Skills Checklist" for the teacher. The teacher is guided to use the "Phonics Skills Checklist" while listening to the student read during the "Baseline Assessment" to document mastery of phonics rules. The "Comprehension Check" form assesses the summary of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade 2 TEKS. The materials guide the teacher to use the "Comprehension Check" form on Friday. The teacher orally asks the questions from the week's passages and the student responds.

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

- In the Teacher Edition, the materials provide a "Progress Monitoring Guide." The guide includes consistent, concise directions for teachers to follow. In Step 2, the materials include

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guidance on the "Baseline Assessment." The materials guide the teacher to have each student read aloud from their Just Right Reader Decodable and record their phonics skills, fluency, and initial comprehension using the "Baseline Assessment Sheet." While reading, the teacher is guided to use the "Phonics Skills Checklist" to document each student's mastery of phonics rules including "Alphabet Knowledge," "Phonemic Awareness," "Phonics Rules," and "Additional Observations."

- The materials include a "Progress Monitoring Guide." Step 3 addresses weekly monitoring guidance. The materials guide the teacher to assess phonics on Monday and assign a new section from the Decodable. Then, observe and record phonics applications on the "Reading Observation" form. On Wednesday the materials guide the teacher to assess fluency by performing a timed reading of a previously read passage. On Friday, the materials guide the teacher to assess comprehension with targeted questions from the week's passage.

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

- The materials provide various progress monitoring tools, such as the "Phonics Skills Checklist" and the "Phonics & Fluency Monitoring" form, which measures students' acquisition of phonics skills, including recognition of uppercase and lowercase letters in Spanish and identification of initial, final, and medial sounds. However, these progress monitoring tools do not accurately assess grade-level phonics skills, as the same assessment forms are used for grades K through 2. This lack of differentiation means that specific phonics state standards (TEKS), such as TEKS 2.2(A)(iv) decoding words with diphthongs and hiatus and TEKS 2.2(B)(ii) spelling words with diphthongs and hiatus.
- While the materials offer this progress monitoring tools, they do not differentiate between specific grade-level phonics skills. For example, grade K through 2 assessment forms have identical formats despite phonics TEKS (Texas Essential Knowledge and Skills) variations across these grade levels. This lack of differentiation could potentially limit the teachers' ability to measure mastery of all grade-specific phonics expectations accurately.

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

- The materials include assessment opportunities throughout the school year aligned to progress monitoring tools. For instance, the "Baseline Assessment Sheet" is recommended for use at the beginning of the school year to establish baseline data for each student in phonics, fluency, and comprehension. This initial assessment helps teachers gauge students' starting points and plan targeted instruction accordingly.
- The materials also include a "Small-Group Reading Observation" form that facilitates data gathering of student progress during small-group instruction. This template consists of an area for teacher observations and instructional next steps for phonics skills, decoding, fluency, comprehension, and writing.

Phonics Compliance

4.5	**Progress Monitoring and Student Support**	5/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions. The "Spanish Assessment Guide" consists of a grade 2 Assessment section that includes a Data-Driven Instruction component with information on collecting, analyzing, and using data. To illustrate, the "Collecting and Analyzing Data" section states, "Directions within each diagnostic, mastery measure, and summative assessment include guidance for data collection and scoring." The "Data-Driven Instruction" section also includes "Figure 2.4: Collecting & Analyzing Data," which provides two levels of data analysis, student and whole class. The figure consists of three tables that outline how to collect and analyze data by each type of assessment: diagnostic, formative, and summative. The "Formative Assessment Collecting & Analyzing Data" table guides teachers to use the assessment tool "Phonics & Fluency Monitoring Form" (GK–2) to track individual student progress with the purpose of "to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation and observations related to fluency trends."
- The grade 2 materials provide data management tools for tracking individual student progress. In the "Spanish Diagnostic Assessment"(Phonics), the administration guide includes "Table 1: Administration Guide" under the "Scoring and Data Analysis" section. This table provides guidance on the starting point for testing, which is "Decoding: Hard C/Soft G." It also suggests the next step for the teacher based on the student's responses. For example, "If a student

scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection."

- The materials include hard copy tools to document progress in phonological awareness and phonics skills. The ten assessment probes are designed to be administered bi-weekly, weekly, or twice per week over the course of twenty, ten, or five weeks, depending on student need. Materials include data-management tools for tracking individual student progress. The materials include tools such as the "Phonics Skills Checklist" and "Phonics & Fluency Monitoring Form." These are primarily focused on individual student progress rather than facilitating whole-class analysis.

- The materials provide a "Small-Group Reading Observation Form" for teachers to track individual student progress and make appropriate instructional decisions to accelerate instruction. For example, in the "Formative Assessment" section of the lesson plan, *"Un cambio para Karina,"* the materials guide the teacher to take notes on the "Reading Observation Form" during "Independent Reading." This form allows teachers to write the student's name and observations and provide the next steps. For example, the materials ask, "What does the student need next?" The teachers write specific observations for phonics, decoding, fluency, comprehension, and writing.

- The materials provide a "Baseline Assessment" sheet that guides teachers to determine what a student can or cannot do by reading a Just Right Reader decodable. For example, the teacher can observe the student's ability to connect letters and sounds, blend sounds, and segment words. Teachers can assess fluency by recording the number of words read in one minute and assess comprehension by asking "Who, What, When, and Why" questions.

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

- The grade 2 materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The "Assessment Guide" includes "Figure 2.4 Collecting & Analyzing Data," containing several assessment tools at the diagnostic, formative, and summative levels to track whole-class students' progress. For example, at the formative level, the materials provide the "Phonics Skills Checklist" (GK–2) (b) to monitor students' mastery of curriculum-based skills; at the summative level, materials provide the "Summative Assessment: Class Scores Graph" (G2) to monitor the class's average score on each summative assessment. The above assessments help educators identify patterns, trends, and outlying data.

- The grade 2 materials provide tools to support teachers responding to whole-class data to inform instruction. For example, the "Phonics Skills: Spanish Decoding/Encoding Checklist" (G2) screening assessment tool provides directions for test administration about decoding and encoding skills for alphabetic principles and words aligned with the TESKS standards. The tool includes the instructional sets that cover the skills assessed, a table to write each student's name, and the student's response. The assessment tool helps to track students' mastery of decoding and encoding skills. Then, teachers can use the data collected to analyze the patterns and needs of each student.

- Materials include data-management tools for tracking individual student progress. The materials include tools such as the "Phonics Skills Checklist" and "Phonics & Fluency Monitoring Form." These are primarily focused on individual student progress rather than facilitating whole-class analysis. The materials include a "Small-Group Reading Observations Form" for taking observation notes on individual students during "Independent Reading." The "Progress Monitoring Form" provides a "Next Steps" section for writing down what individual students need next in phonics, decoding, fluency, comprehension, and writing instruction.

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. To illustrate, the "Spanish Diagnostic Assessment (Phonics): Administration Guide" includes a "Scoring and Data Analysis" section that contains "Table 1: Administration Guidance." This table provides information for grade 2 assessment guidance. The table consists of recommendations for "starting point skills" and "additional administration recommendations," which guide teachers in determining the frequency of progress based on students' strengths and needs. For example, the starting point skill is "Decoding: Hard C/Soft G." The administration recommendation states: "If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection. If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection."
- The grade 2 materials provide specific guidance on how often progress should be assessed. This information can be found in Figure 2.3 of the "Spanish Grade 2 Assessment Timetable," which is located in the grade 2 "Assessment" resource. The "Timetable" includes recommendations on the frequency of progress monitoring, such as daily, weekly, bi-weekly, twice per week, and annually. For instance, the guidance suggests conducting the formative assessment, "Phonics & Fluency Checklist: Connected Text Fluency," on a weekly basis throughout sets 32-50.
- The materials include a schedule for reviewing student data every month, In Step 4 "Monthly Review," teachers are guided to evaluate student progress based on weekly forms and use this information to adjust reading levels, then use this information to share updates with parents through a "parent-friendly version of the Monthly Progress Report." The guide recommends teachers "regularly review the assessment data" to determine student needs and "modify group or individual lessons" based on comprehensive assessment results to serve student needs in Step 6 "Instructional Adjustments." No additional specific guidance on determining the frequency of progress monitoring based on students' strengths and needs is included in the materials.

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

- The grade 2 materials include the "Spanish Assessment Guide," which provides the rationale for assessment tools and offers recommendations on progress monitoring, data collection, and analysis. The section, "Using The Data," explains the rationale for diagnostic assessment and how it can support instructional enrichment. It includes the statement: "Teachers use the diagnostic results to guide them as they decide next instructional steps to support or to enrich students' learning during whole-class, small-group, and/or personalized instruction." However, the materials do not include guidance on the next instructional steps to accelerate learning based on the student's data collection and analysis.

- The materials do not include explicit guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. While progress monitoring tools like the "Small-Group Reading Observation Form" provide space for noting students' next steps, the materials do not include explicit, structured guidance on how teachers can translate assessment results into targeted instructional strategies to accelerate learning effectively.

- In Step 4 of the Progress Monitoring Guide, teachers are guided to perform a monthly review of student progress. Teachers are guided to analyze student data from the "Small-Group Reading Observation Form", the Phonics and Fluency Checklist, and the Comprehension Checklist and input information into a Monthly Progress Report template. The materials guide teachers to adjust student placement based on monthly performance. The materials do not provide any reference or chart to adjust reading levels.

Foundational Skills

5.B.1	Oral Language Development	10/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities in Spanish for students to listen actively, engage in discussion to understand information, and share information and ideas, but do not include authentic opportunities in Spanish for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The grade 2 lesson plans include instructional delivery guidance but lack explicit (direct) instructional guidance on developing oral language and oracy through various instructional methods. To illustrate, in the Reading Review lesson component in *"Mei aprende a escalar"* lesson plan; Set 32, suggested Week 1-2 teachers are guided to facilitate a group discussion; still, the only directions included for teachers are for them to say, *"¿Cómo creen que se sentirá Mei en su viaje familiar después de tomar las clases de escalada?"* without further specific or explicit instructional guidance for teachers to support students' oral language and oracy development of on-grade level expectations during group discussions, such as (TEKS 2.1A) listening actively, asking relevant questions to clarify information, and answering questions using multi-word responses and (TEKS 2.1C) sharing information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, and using the conventions of language). The Reading Review component of the lesson then directs teachers to have students "find words in the book that have four syllables." Then, the students "find a word and put their finger on it." And once "everyone has found a word, students share the word they found out loud or with a partner." The materials do not include explicit (direct) instructional guidance on developing oral language and oracy through various methods.

- The *"Salvar las costas"* lesson plan; Set 32, Suggested Week 1-2), is yet another example that demonstrates the lack of explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). To illustrate, during the "Writing Application" component, after "students write one sentence about the beginning, two sentences about the middle, and one sentence about the end of the book," they "turn to a partner and take turns telling what happened in the book." However, the materials do not include teacher directions or explicit (direct) and systematic instructional guidance to facilitate group discussions, for instance, on how students will take turns (TEKS 2.1D) by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.
- At the Unit/Module Overview level, the grade 2 materials do not include systematic instructional guidance on developing oracy or oral language through a variety of methods. To illustrate, for Weeks 21-25, the Weekly Overview provides a list of materials, resources, instructional strategies, and core instruction directions for teachers to "use Just Right Reader Lesson Plans for decodables in sets 42-45" and to "integrate QR Phonics Videos into daily lessons as a multimedia tool to reinforce phonics principles." Explicit (direct) and systematic guidance for teachers on developing oral language and oracy through various instructional methods is not included.

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

- The grade 2 materials include opportunities for students to engage in social and academic communication for different purposes and audiences, as shown in *"Un cambio para Karina"* lesson plan; Set 33; Weeks 3-4. During the five minutes suggested for the Reading Review lesson component, the materials guide teachers to engage students in a "Group discussion" activity where students are prompted with academic-driven questions, such as, *"¿Por qué creen que Karina se sentía insegura?" and text-to-self questions, such as "¿Alguna vez han cambiado algo de su apariencia? ¿Qué les han dicho sus amigos?"*
- Although not explicitly listed as such, the materials also include opportunities for students to engage in social communication through personal connections. For example, during the five minutes suggested for the "Group discussion" activity in "*En busca de chocolate"* lesson plan; Reading Review component; Set 33; Weeks 3-4, the students are prompted to answer *"¿Les gusta ir al supermercado para comprar comida? ¿Qué es algo que normalmente compran cuando van de compras?"*

Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

- The materials provide daily plans that integrate explicit instructions for teachers on including authentic Spanish opportunities for students to listen actively, such as in *"Una hoja en blanco"* (grade 2 lesson plan; Set 43; Week 22). For example, in the Phonics Review component,

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students listen actively as the teacher engages them in "Syllable clapping, " a phonological awareness instructional strategy where the teacher "says a two- or three-syllable word" and the students "clap out each syllable individually." The materials guide the teacher to grab their attention, *"Todos ustedes miran mientras les muestro este ejemplo. Mi primera sílaba es /in/ (soft clap). Mi siguiente sílaba es /ú/ (loud clap). La última sílaba es /til/ (soft clap)."* Then, the teacher and students combine the syllables while clapping, *"Ahora combínenlas: /in/ú/til/. ¡La palabra es inútil!"*

- The grade 2 materials include authentic opportunities in Spanish for students to engage in discussion to understand information and share information and ideas during the group discussion activity provided within the Reading Review component lesson plans. For example, in the lesson *"Mi papá es un héroe"* lesson plan; Set 36; Week 9-10, the materials guide teachers to engage students in group discussions by prompting them with questions such as, *"¿Por qué Sergio le puso el título 'Para mi héroe' a su carta? ¿Ustedes tienen algún héroe o heroína en su familia? ¿Quién es? ¿Por qué es un héroe?"*

- Similarly, the materials include authentic opportunities in Spanish for students to engage in discussion to understand and share information and ideas during the "Writing Application" component, were teachers prompt students with questions and activities. For example, in *"Juegos de ayer y de hoy"* lesson plan; Set 36, Suggested Week 9-10, students write "three things that happened in the book." Then, students "turn to a partner and take turns telling what happened in the book" before going back to work "independently to write three things that happened."

- The grade 2 lesson plans and materials do not include resources, guidance, or instructions for teachers to engage students in authentic opportunities in Spanish to ask questions and understand information and ideas.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.C.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)	24/24

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials do not include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode multi-syllable words in isolation and authentic Spanish decodable connected text but not one syllable words.

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence authentic to Spanish for introducing letter names and their corresponding sounds. The "Pacing Guide" for grade 2 outlines activities focused on letter recognition and sounds. For example, the grade 2 materials include a scope and sequence for reviewing letter-sound relationships that follow on-grade phonics skills (TEKS 2.2.B.i decoding multisyllabic words; TEKS 2.2.B.ii/TEKS3.2.2.B.ii decoding words with multiple sound-spelling patterns such as c, k, and q and s, z, soft c, and x). For example, Weeks 1-2 of the ""Pacing Guide" " starts with decoding four-syllable words, and then Weeks 3-4 direct teachers to contrast the letter x with its sounds /ks/, /j/, /s/, /g/, /j/.
- The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. The Teacher Guide "Weekly Overview" on pages 34 and 36 for Weeks 1-9 indicates a focus on letter recognition and sounds and recommended resources, such as decodable books Set 1, lesson plans, the "Prompting Guide", "Reading Workouts," and teaching tools, such as Elkonin boxes and letter tiles. The materials suggest teachers cover letter books A-Z during weeks 1-8 and review them in week 9.

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

- The materials guide the teacher in providing direct and explicit instruction in Spanish focused on connecting phonemes to letters within words. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Prompting Guide" included in the materials offers general prompts across multiple grade levels (grades K through 2), but it lacks specific strategies tailored to address state standards and grade-level requirements. To illustrate, for decoding, the "Prompting Guide" suggests to teachers that, "While reading, if a student says the incorrect sound, misses a sound/word or is not attending to print," to prompt the students by saying, "What does the letter/word say? Slide through each sound." To give targeted prompts, such as "Does that sound like a word you know?" and to model and "say the sound or blend the word." And finally, to have the student echo it back." Still, although explicit, it does not provide explanatory feedback for on-grade-level skills.

- The grade 2 materials include guidance for teachers to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words. For example, in *"La balada de Gallito"* (grade 2 lesson plan; Set 13), teachers are directed to introduce letters by saying, *"Hoy vamos a leer palabras con las letras B, F, la C fuerte, y la G suave y fuerte."* Throughout the lesson, when teaching the letter g, the teacher does not highlight the sounds the letter makes depending on the following vowel. This represents a missed opportunity for clear explanatory feedback for students based on common errors and misconceptions with the *"suave"* and *"fuerte"* sound variations of the letters c and g.

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

- Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words in isolation. For example, in grade 2, Set 33 - Lesson Plan *"En busca de chocolate,"* the teacher uses index cards and whiteboards to practice encoding and decoding multisyllabic words with different sounds of the letter g: *"genial, guardaba, vegetales, sugieren, agradable."* Materials also include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode multisyllabic words in authentic Spanish decodable-connected text. For example, in *"Galaxia de genios"* (grade 2 lesson plan, Set 33), students first practice identifying and reading multisyllabic words with the different sounds that the letter g makes in isolation, using index cards and whiteboards. Then, the lesson plan progresses to identifying and reading multisyllabic words with the same letter in the decodable book *"Galaxia de Genios."*

- The materials include a variety of activities in Spanish for students to develop their understanding of applying letter-sound correspondence to decode words in isolation. The "Teacher Resources" include a variety of materials, including the "Prompting Guide", "Reading Observation Form," "Elkonin Boxes," "Reading Workouts," "Letter Tiles," "T-Charts," and a variety of "Graphic Organizers." The "Reading Workouts" include 25 different activities to extend the lesson plans. For instance, the "Spanish Printouts" section of the online "Teacher Resources" offers an activity, "Elkonin Boxes," which provides sheets for practicing one-syllable word formation using letter tiles.

Foundational Skills

5.E.1	Sound-Spelling Patterns	17/17
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	2/2
5.E.1b	Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multi-syllabic words as outlined in the Spanish TEKS. Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The grade 2 "Pacing Guide" provides a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multi-syllabic words as outlined in the Spanish TEKS. Beginning with multisyllabic words and contrasts (Weeks 1-10), progressing to Diphthongs, Triphthongs, and Hiatus (Weeks 11-20), and advancing to more complex skills such as Stress and Graphic Accent (Weeks 21-25), and prefixes and suffixes (weeks 26-35), the pacing ensures comprehensive coverage aligned with TEKS guidelines.
- The grade 2 materials include a systematic sequence for introducing sound-spelling correlations and syllable combinations to decode single and multi-syllabic words, as outlined in the Spanish TEKS. For example, the lesson plan in Set 39, "*La excursión,*" introduces grade-level sound-spelling correlations and syllable combinations. Students begin by decoding single-syllable diphthongs like *voy* and *rey* using whiteboards. The lesson then progresses to choral reading, where students practice decoding multi-syllabic words containing diphthongs, such as *Paraguay*, *Jujuy*, and *jersey*.

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

- The grade 2 lessons on decodable text, such as *"El pingüino y el águila,"* provide teachers with clear guidance for delivering direct instruction on grade-level sound-spelling patterns. The lessons within the decodable materials include detailed support for explicit instruction. For example, in this lesson plan from Set 34, the focus is on identifying and reading words containing the /gue/ and /gui/ syllables, distinguishing them from /güe/ and /güi/ syllables with the diacritical mark, the *diéresis*. The lesson begins by introducing these syllables using the correct terminology for *diéresis*. A mini phonological awareness activity follows, in which the teacher writes a word on the whiteboard and guides students to decode it. Then, the teacher writes words on the whiteboard or index cards and students practice decoding them through choral reading. The lesson progresses to guided reading, where the teacher models reading and prompts students to repeat after, following the text. These lessons include comprehensive support for teachers to provide explicit instruction on sound-spelling patterns.
- The grade 2 materials, such as the lesson plan from set 33, *"En busca de chocolate,"* include clear guidance for teachers to deliver direct and explicit instruction on grade-level sound-spelling patterns. The lesson plans follow a consistent structure and provide teacher scripts for effective lesson delivery. For instance, in the lesson plan *"Vacaciones en México"* from Set 33, the "Phonics Review" section includes scripted instructions for teachers to teach the three different pronunciations of the letter X (/ks/, /j/, and /s/), illustrating each with words, such as *examen, México, and xilófono*. After practicing these sounds through syllable blending on index cards, the lesson progresses to encoding words with the letter Xx on the whiteboard. Similarly, other lesson plans across grade 2 sets 33 to 36 commence their "Phonics Reviews" with the same scripted instructions, reinforcing students' understanding and recollection of the sounds associated with the letters being taught.

Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

- The grade 2 materials, such as "Spanish Lesson Plan Catalog," include a variety of activities authentic to Spanish, designed for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, the materials provide opportunities for students to read decodable books independently, allowing them to practice and apply the letter-sound relationships they are learning. Additionally, the "Spanish Lesson Plan Catalog" in the "Resource" section features a "BINGO" activity, where students can select which activity they would like to complete. The materials include a variety of resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, the materials feature decodable books, Elkonin boxes, letter tiles, video phonics lessons, and a "Prompting Guide."These resources can be used to build fluency as students' knowledge of sound-spelling patterns progresses.

- The grade 2 materials, such as grade 2 Set 36 Lesson Plan "*Mi papá es un héroe,"* include materials that have a variety of activities authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. Lesson plans include practicing sound-spelling patterns using Elkonin boxes and letter tiles. For example, in lesson plan *"Mi papá es un héroe"* (Grade 2 Set 36), after practicing syllables on index cards, the lesson moves to practicing encoding words using paper, pencil, and a highlighter to write the word on the paper, then highlight the syllable with the sound /s/.

Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation. For instance, grade 2 lesson plans, such as *"Hoy cocina papá"* from Set 45, students learn *"palabras con la misma ortografía y acento ortográfico,"* such as grito vs. gritó; esta vs. está; si vs. sí. The lesson plan provides guided and independent practice opportunities for students to identify and read words with diacritical marks for accents.

- The materials support decoding and encoding in authentic Spanish decodable connected text that builds on previous instruction. For example, grade 2 lesson plans, such as *"Hoy cocina papá"* from Set 45, include guided and independent practice with decodable books, reinforcing the skills taught. Lessons include *"Diversión fonética"* with instructions for students to practice reading and writing words with orthographic accents as follows: *"Haz una búsqueda de palabras con acento diacrítico. Elige un libro. Hojea el libro. Anota las palabras que encuentres. Léele las palabras a un amigo."* In addition, the lessons include *"Palabras decodificables"* (decodable words) with lists such as *como vs. cómo, grito vs. gritó; papa vs. papá; que vs. qué.*

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

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

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

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

Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include a variety of Spanish activities for students to develop, practice, and reinforce skills to decode and encode multi-syllabic words through cumulative review. For example, in grade 2 Sets 32-44, the activities focus on multi-syllabic words and include syllable blending with Unifix cubes, drumstick roll, word and sentence dictation, choral and guided practice, word hunts in texts, "Reading Bingo," and *Ejercicios de Lectura K-2."* These activities help students systematically develop, practice, and reinforce their decoding and encoding skills.
- The materials offer a range of resources in Spanish, such as manipulatives (Elkonin boxes and letter tiles), decodable books, reading workouts, and detailed lesson plans for teachers. These resources provide comprehensive support for students to build and strengthen their decoding and encoding skills. For instance, the lesson *"Una nueva mascota"* in Set 40 involves students using drumsticks to tap out syllables of words with hiatuses and highlighting stressed syllables, which aids in phonological awareness and phonics skills.
- Specific lesson plans also include focused activities for both decoding and encoding multi-syllabic words. For example, in the lesson *"Mei aprende a escalar"* (Set 32), students practice decoding four-syllable words using syllable blending with Unifix cubes and choral reading. Similarly, the lesson *"En busca de chocolate"* (Set 16) has students encode words with the letter *G* through whiteboard encoding activities and timed writing exercises using decodable text. These diverse activities and resources ensure students consistently practice and enhance their decoding and encoding abilities.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

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

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. The following prefixes and suffixes are taught according to the weekly overview for Weeks 26-35: "Prefixes *des-*, *i-*, *in-*, *im-* and suffixes *-ito/a*, *-cito/a*, *-illo/a*, *ote/a*, *-azo/a*, *-ón/ona*, *-mente*, *-oso/a*, *-ido/a*, *ado/a*, *-ción/sión*". To illustrate, in the lesson for "El pequeño Wolfgang," students learn prefixes *im-*, *in-*, and *des-*. Then students find words with the prefixes in the text and discuss the meaning by using context and their knowledge of the morphemes.
- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. The materials include word lists and a spelling lesson plan for grade 2 that support grade-level morphemes. For example,

the lists include words with prefixes (*i-*, *im-*, *in-*, and *des-*) and words with suffixes (*-ito/a, -cito/a*, and*-illo/a*).

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

- The materials guide teachers in providing explicit, authentic Spanish instruction on recognizing common morphemes. For example, in Set 46, Week 26-27, the lesson *"El pequeño Wolfgang''* introduces prefixes and suffixes by stating, *"Hoy vamos a leer palabras con los prefijos i-, in-, im-, y des-."* Un prefijo es un grupo de letras que se agregan delante de la raíz de una palabra para cambiar su significado." The teacher explains the meanings of these affixes as outlined in the "Key Skills" section.
- The materials provide guidance for teachers to deliver direct and explicit instruction in authentic Spanish for recognizing common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. For example, the grade 2 *"Pacing Guide"* specifies that in weeks 26-27, instruction includes prefixes and suffixes such as *des-, i-, in-, im-, -ito/a, -cito/a, -illo/a, -ote/a, -azo/a, -ón/ona, -oso/a, -ido/a, -ado/a*, and *-ción/sión*.

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

- The materials include a variety of activities in Spanish for students to reinforce grade-level morphological skills (through cumulative review). For example, the "*Ejercicios de lectura*" (Reading Workouts), which are intended for small-group time, include vocabulary activities such as *"Análisis de las palabras."* In this activity, the teacher shows the student a prefix, root word, or suffix, and the student has to give a word part that can be combined with the word part the teacher showed. The student then writes the complete word, separates it into syllables, and analyzes the word's meaning.
- The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. Lessons build on previously acquired knowledge to develop specific lesson-targeted skills. A cumulative review is embedded in each lesson. For example, in the grade 2 lesson plan from Set 48, "*El banco de la amistad,"* students identify and read words with the suffixes *-ote/a, -azo/a*, and *-ón/ona* first with "Pencil Drumsticks," then in "Whiteboard" encoding, then through choral reading word practice.

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

- The materials include a variety of activities authentic to Spanish for students to encode words with morphemes in isolation (e.g., word lists). For example, the "Phonics Review" in "*Aventuras en la selva"* (set 49, week 32-33) has the students write words with morphemes using a whiteboard. The dictation begins with teacher directions as follows: *"Voy a decir una palabra que tiene un sufijo. Ustedes van a escribir en la pizarra. La primera palabra es finalmente."*
- The materials include a variety of authentic Spanish activities for students to decode words with morphemes in authentic Spanish decodable connected text that builds on previous instruction. For example, the students practice these skills using the decodable book *"Aventuras en la selva,"* which is used during independent reading and focuses on the suffixes—*mente*, —*oso/a*, and—*ido/a*.