

Publisher Name	Program Name
Savas Learning Company, LLC	<i>Texas miVision Lectura</i>
Subject	Grade Level
Spanish Language Arts and Reading	1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	459 / 468

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	45 / 52
2. Progress Monitoring	28 / 28
3. Supports for All Learners	30 / 30
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	155 / 157
6. Knowledge Coherence	55 / 55
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	72 / 72

Strengths

- **1.2 Unit-Level Design:** Materials include comprehensive unit overviews with background content knowledge and academic vocabulary, along with family support suggestions in both Spanish and English.
- **1.3 Lesson-Level Design:** Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, and guidance for extended practice.
- **2.1 Instructional Assessments:** Materials include a variety of instructional assessments at the unit and lesson levels, with defined purposes, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at varying levels of complexity.
- **2.2 Data Analysis and Progress Monitoring:** Materials include instructional assessments with scoring guidance, provide strategies for responding to student

performance trends, and offer tools for students to track their own progress and growth.

- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction, scaffolded lessons for students below proficiency, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students who have demonstrated proficiency.
- 3.2 Instructional Methods: Materials include prompts and guidance for explicit modeling and communication of concepts, recommendations for effective lesson delivery using various instructional approaches, and support for multiple types of practice with guidance on implementation structures.
- 3.3 Support for Emergent Bilingual Students: Materials include implementation guidance for state-approved bilingual/ESL programs, embedded teacher support for developing academic vocabulary and comprehension, and opportunities for metalinguistic transfer in dual language immersion programs.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials include systematic, sequenced phonics instruction, daily opportunities for explicit practice, phonics skills practiced in isolation and through decodable texts, and cumulative review of previously taught skills.
- 4.2 Daily Instructional Sequence and Routines: Materials include daily lessons with explicit instruction and teacher modeling, opportunities for guided

instruction with immediate corrective feedback, and varied opportunities for collaborative learning and independent practice.

- 4.3 Ongoing Practice Opportunities: Materials include intentional cumulative review and practice activities, focusing on explicitly taught phonics skills, with decodable texts incorporating cumulative practice and opportunities for practice in both isolation and connected text.
- 4.4 Assessment: Materials include a variety of developmentally appropriate assessment tools with clear directions for accurate administration, progress monitoring tools that measure students' acquisition of grade-level phonics skills, and assessment opportunities aligned to these tools throughout the school year.
- 4.5 Progress Monitoring and Student Support: Materials include data-management tools for tracking individual and whole-class progress, with specific guidance on determining progress monitoring frequency and accelerating learning based on data to reach mastery of concepts.
- 5.A.1 Print Awareness: Materials include guidance for explicit and systematic instruction in print awareness, regular review of print concepts, and frequent opportunities for students to apply print awareness knowledge across various texts and formats.
- 5.B.1 Oral Language Development: Materials include explicit and systematic instructional guidance on developing oral language through various methods,

- opportunities for social and academic communication, and authentic opportunities in Spanish for active listening, discussion, and idea-sharing.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships in Spanish, provide guidance for explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce decoding skills in both isolated and connected text.
 - 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and encoding both in isolation and connected text.
 - 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words, provide explicit instruction guidance in Spanish on syllable division principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.
 - 5.E.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, provide explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.
 - 5.F.1 Vocabulary Development: Materials support students in determining the meaning of unfamiliar Spanish words through illustrations and context and provide guidance for explicit instruction on using print and digital resources according to grade-level Spanish TEKS.
 - 5.G.1 Reading Fluency: Materials include lessons, activities, and tasks for modeling and practicing fluent reading skills in Spanish with teacher feedback, embedded practice with authentic word lists and decodable texts, and practice activities in various settings to build accuracy, fluency, prosody, and comprehension.
 - 5.H.1 Handwriting Development: Materials include explicit instruction in Spanish on teaching handwriting skills appropriate for each grade level and provide frequent opportunities, resources, and activities for students to authentically practice and develop these skills.
 - 6.A.1 Connected Knowledge-Building Units and Lessons: Materials include units designed to build knowledge in science, history, literature, and the arts, with a connected scope and sequence across grade levels, extended time on knowledge-building topics, and lessons anchored by Spanish texts that integrate grammar, vocabulary, discussion, and writing activities.
 - 6.A.2 Context and Student Background Knowledge: Materials activate or supply background knowledge by connecting to

previously learned content, making connections across units within a grade level, and providing relevant context in Spanish to enhance student engagement with the text.

- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks designed in Spanish that require students to engage with big ideas, synthesize knowledge across texts, and complete culminating tasks that demonstrate their understanding of unit topics, with opportunities to apply new understanding beyond the classroom.
- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary, with practice opportunities, scaffolds for differentiation, tasks for purposeful vocabulary use, and nonverbal techniques like images and visualization to support vocabulary acquisition.
- 6.B.1 Recursive Inquiry Process: Materials support instruction for students to ask and generate questions in Spanish for inquiry, create and follow a research plan, identify relevant sources, and practice understanding, organizing, and communicating ideas using multiple media according to the research purpose.
- 7.1 High-Quality Grade-Level Texts: Materials include text types and genres required by the grade-level Spanish language arts TEKS, with core texts that are authentic or appropriate transadaptations written at grade level, well-crafted, and of

publishable quality, encompassing traditional, contemporary, classical, and diverse texts that reflect students' backgrounds and experiences.

- 7.2 Interaction with Grade-Level Text: Materials include opportunities in each lesson for students to interact with, listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts; discuss specific aspects of the texts; and engage in a variety of reading skills such as questioning, predicting, inferencing, analyzing, evaluating, and synthesizing.
- 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and embedded scaffolds to ensure all students can access grade-level authentic or transadapted Spanish texts while maintaining rigor and provide opportunities for proficient students to engage in additional text analysis.
- 7.4 Analysis of Text Complexity: Materials include quantitative and qualitative analysis of each Spanish core text, with a rationale for its educational purpose and grade-level placement, ensuring that core texts have the appropriate level of complexity for the grade according to their analysis and relationship to student tasks.
- 7.5 Read-Aloud, Shared Reading, and Independent Reading: Materials include authentic or transadapted texts for read-aloud and shared reading that are at or above grade-level complexity with appropriate scaffolds, independent reading texts with a range of complexity levels, and a plan for students to self-select high-

quality Spanish texts, read independently, and achieve reading goals.

- 8.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks in Spanish that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims, while evaluating language, key ideas, and text structure through various strategies at different levels of cognitive complexity.
- 8.A.2 Teacher Guidance for the Use of Text Evidence: Materials include guidance for teachers in Spanish on effectively modeling the use of text evidence to generate evidence-based claims and construct text-based responses, and on structuring opportunities for students to engage in evidence-based discussions using Spanish academic vocabulary and syntax.
- 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials include authentic or transadapted Spanish mentor texts as models, and provide opportunities for students to compose literary, informational, argumentative (3rd grade only), and correspondence texts in Spanish for multiple purposes and audiences, each with genre-specific characteristics and craft.
- 8.B.2 Writing Process: Materials support students' coherent use of the writing process elements—planning, drafting, revising, conferring, editing, and sharing/publishing—to compose texts in Spanish with age-appropriate conventions, and provide guidance for teachers to explicitly model and support each element

of the writing process through instruction, conferencing, and revising.

- 8.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials include guidance for teachers to provide explicit instruction in Spanish on sentence-level writing, focusing on structure, syntax, and vocabulary, and offer systematic instruction that progresses from sentence-level writing to full compositions, with opportunities for students to engage in increasingly complex writing, revising, and editing.
- 8.B.4 Grade-Level Standard Spanish Conventions: Materials include opportunities for practice and application of Spanish academic language conventions, such as sentence structure, verb tenses, and grammar, both in and out of context, and provide systematic practice for writing grammatically correct sentences and paragraphs with proper capitalization and punctuation according to grade-level Spanish TEKS.

Challenges

- 1.1 Course-Level Design: Materials do not include suggested pacing, explanations for the rationale of unit order, or resources to support administrators and instructional coaches.
- 5.D.1 Phonological Awareness: Materials do not include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors.

- 5.D.2 Phonemic Awareness: Materials do not include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with

recommended explanatory feedback for students based on common errors.

Summary

Texas MiVision Lectura is a Spanish phonics and Spanish language arts K–5 program that offers meaningful learning and high-quality instruction materials that align with Texas standards. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, fluency, vocabulary, and comprehension into every lesson. The program includes diverse texts that incorporate different cultures, promoting students' language use and connecting to their culture and experiences. Additionally, the program includes resources for family engagement.

Campus and district instructional leaders should consider the following:

- The program offers teachers a variety of resources and tools to collect data on student's progress toward the standards. It also supports teachers' planning, learning, and understanding of the standards, as evidenced by the "Tema de Destrezas." The materials include connections to lesson objectives and specific citations for locating these resources.
- The program incorporates the effective use of technology to enhance student learning through the *Texas MiVision* Digital Savvas website, which provides teachers with guidance on how to use the online tools. The online resources are user-friendly, and teachers can assign reading materials, mini-lessons, and assessments as they see fit for their students.

Intentional Instructional Design

1.1	Course-Level Design	7/14
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.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	0/4

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. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for lesson and unit internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence outline of the TEKS, concepts, and knowledge taught in the course. The grade 1 materials include a scope and sequence document titled "*Contenido y secuencia*," found in the "Teacher Guide." Each unit in "Teacher Guide" consists of a "*Plan de destrezas*" that shows its alignment with state standards.
- The materials for *Unidad 4*, "*Plan de destrezas*" support the inclusion of the TEKS, concepts, and knowledge taught in the course for SLAR in grade 1. There is also a scope and sequence located at the back of the Teacher Edition, as well as evidence of the correlation of the TEKS with oral language development in the domains of reading, speaking, writing, listening, and thinking.

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 grade 1 materials include suggested pacing to support effective implementation under the table of contents, "*Introducción a miVisión*." It is an at-a-glance overview page with accessible click-on sections labeled Program Overview, under How-To, Planning Resources, with detailed scope and sequence pages, including instructional guides called "*Plan de destrezas*" for each unit within six weeks.
- The outline for each week, from the beginning of the Teacher Edition up to Unit 5, Week 1, the materials are consistent with a detailed and clear overview of a pacing guide which gives a suggested breakdown of times allotted for small group instruction in the areas of SLAR for reading and writing in grade 1. However, the materials do not effectively support the implementation of various instructional calendars.

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

- The "Teacher Guide" includes materials within each unit to show how lessons are organized and sequenced. For example, it explains how the concepts in Unit "*Unidad de estudio*," "*Unidad Vistazo a la Unit*," "*Plan de destrezas*" "*Plan para los talleres*," and "*Plan sugerido de la Week*" are connected, outlined in an order that correlates with the TEKS throughout the unit. There is an explanation for each component as well as for the following abbreviations: "LE (*Libro interactivo del estudiante*), GM (Guía del maestro/Teacher Guide), and RE (*Recursos en línea para el estudiante*)." The materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.
- The materials provide several pages titled "*Contenido de la Unidad*" at the beginning of the "Teacher Guide" that describe themes, essential questions, and weekly topics across all five units. No graphic or written rationale exists for the interconnection between the units and their themes. The "Teacher Guide" includes suggested weekly pacing within each unit but does not explain the connection between unit themes.

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

- The materials include guidance, protocols, and/or templates for unit and lesson internalization. The unit introductions include a video, questions for talk and share, lesson objectives, essential questions, and activities for group interaction. A snapshot of the student workbook pages, and the online activities connected to the lessons is also available for the teacher on one page. These supports are in place to help the teacher internalize the lesson and unit in the materials.
- The materials include lesson plan templates in the "*Plan de la Lesson editable*," which provides an outline covering mini-lessons, small groups, and grammar throughout the weeks. The online teacher edition features a "*Plan sugerido de la Semana*" tab, showing time allocation for each instructional component.

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

- The materials include templates for lesson plans. The "*Plan de la Lesson editable*" provides an outline covering mini-lessons, small groups, and grammar. The online teacher edition features a "*Plan sugerido de la semana*" tab showing time spent on each instructional component. There is no evidence of materials designated for administrators or instructional coaches, such as observation tools, lists of materials, or implementation checklists.
- The materials provide resources for teachers and students available in print and online. For example, the "Dual Language Guide" provides the yearly pacing with specific week, daily, and minute pacing, including whole and small group options. The unit planning has an at-a-glance visual page of all the resources to read and use as a manual for teaching. mySavvasTraining, linked below, includes comprehensive self-paced courses, videos, and downloadable resources that support implementing the program. Users will find annotated classroom videos, strategies for implementing core routines, and samples of student work resulting from lessons and units. There are no implementation resources for instructional coaches or administrators to use in supporting teachers to implement the materials as intended.

Intentional Instructional Design

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

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their students.

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 grade 1 materials provide a comprehensive unit overview at the beginning of each unit. "Plan de destrezas" provides information and background content on how the activities connect concepts and standards. For example, materials include "Vistazo a la semana" for every week with a table of the activities aligned with the TEKS and the academic vocabulary for the unit.
- Grade 1 materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to teach the concepts in the unit effectively. They are under "Vistazo a la Unidad," which includes visual details for phonological awareness, phonics, themes, and bridges to reading and writing, including academic vocabulary, language, and conventions.
- The materials provide background knowledge on the concepts, topics, or themes of each unit at the beginning of each unit under the learning goals which include foundational skills, genre, theme, weekly question, listening comprehension, quick check for connections to past knowledge, academic vocabulary, handwriting, guided and independent reading, literacy activities and flexible options for the teachers to add supplemental resources to each lesson.

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

- The materials contain support for families in both Spanish and English for each unit, with suggestions on supporting their student's progress. Teachers can use the "Teacher Guide". The materials provide a search for Spanish resources. For example, in unit 3, the teacher can provide students with materials in Spanish to be printed and taken home. Examples of printable Spanish materials found under the Program Resources tab "Centro de recursos para

descargar" include "*Estructura de las palabras*," "*Evaluación y diferenciación*," "*Club del libro*," "*Puente entre lectores y escritura*," "*Lenguaje y normas*," and "*Verificación del progreso*." Student consumables are in Spanish to facilitate family participation.

- The materials provide specific strategies and activities for families to use at home in both Spanish and English. The student consumables are in Spanish, and the teacher can print resources both in English and Spanish. This dual-language access to resources for the teacher supports students' learning and development and helps families track the progress of learning for each unit. They are available in different formats.
- There is evidence of the family-school connection in the letter addressed to grade 1 families. Each unit presents an overview in Spanish and English of the skills being taught and ways that parents can reinforce them at home. The "*Guía de evaluación*" Assessment Guide has some forms in Spanish and English that parents can fill out. These forms provide teachers with different ways to support parents. There are teacher forms that can be used as reference materials to help parents support their children at home as well, referenced as "*Formulario para los padres*."

Intentional Instructional Design

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

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- The materials include comprehensive, 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 provide specific and systematic instructional routines to develop grade-level skills, which include modeling, guided practice, scaffolded application, evaluation and differentiation tools, and formative or summative assessment activities.
- The lesson plans include objectives, questions, and tasks to build conceptual knowledge. This is available under Planning Resources which provides a detailed scope and sequence for grade 1.
- The digital version of grade 1 includes materials that support comprehensive structures, detailed lesson plans that include daily questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. For example, "Teacher Guide, *Guía para grupos pequeños, Guía de evaluación,*" and kit "de *Destrezas fundamentales.*"
- The Unit 4, ""*Plan de destrezas,*" "*Tema de la Unidad*" *antes y ahora*" for grade 1 outlines a different week which includes a variety of comprehensive structured materials, with a detailed overview that leads to include objectives, the essential question, tasks, materials, and

instructional assessments required to meet the content and language standards of the lesson for that particular week.

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

- The materials include "*Plan sugerido de la semana*" for every week that includes suggested timing for each component. For Example, Unit 1, Week 1 suggests 10-20 minutes for "*Taller de lectura*" and 5-10 minutes for "*Taller de escritura*." Materials include a lesson overview outlining the suggested timing for each lesson component in the teacher's guide, "*Plan sugerido de la semana*."
- The materials include a lesson overview outlining the suggested timing for each lesson component. The materials include guidance and recommendations on required time for lessons and activities with options for various scheduling considerations. For example, Unit 3, Week 5 includes the "*Plan sugerido de la semana*," which shows each activity with minutes attached to each activity.
- The materials include guidance to engage in tasks and for responding to lessons so students can apply their knowledge during class. The "*Taller de escritura*" helps to ensure all lesson components are covered on time. It helps teachers pace lessons and complete the lesson cycle within a given time frame. Students receive instruction with appropriate time to learn the material in each lesson.
- The materials for grade 1 in Unit 1, Week 1, "*Plan sugerido de la semana*" outline a suggested time frame for Lessons 1–5 in the areas of reading, writing, and small group instruction. The "*Introducción al taller de escritura*" for grade 1 outlines a suggested time allotment to be dedicated to each part of the writing process instruction and student interaction with activities. There are also instructional resources that allow a teacher to utilize as part of the instructional model for writing.
- Unit 4, Week 5, "*Taller de escritura, publicar, celebrar y evaluar*" for Grade 1 outlines allotted times which could be dedicated to a Daily Plan with mini lessons to help support students' writing through the process

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

- The "Teacher Guide" includes teacher and student materials necessary to deliver a lesson. "*Vistazo a la Week: Plan para los talleres*" lists materials needed for the week on "*Taller de lectores*," "*Grupos pequeños*," "*Taller de escritores*," and "*Mini lecciones*."
- The materials include, for each unit, a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. For example, in Unit 3, Week 2, "*Plan para los talleres*" has all the resources listed, even pictures of the resources, for an effective delivery of the lesson.
- The materials include an overview of the lesson's objectives and estimated teaching and practice time. Included are the necessary documents with locations for teachers and students to achieve the lesson's objective. Also included are resource names with pages to support

teachers in understanding how to use all materials and resources as intended. The materials have a Getting Started Guide that provides teachers with a list of recommendations, materials, and online resources to prepare for the lessons in each unit.

- In Unit 5, Week 2, "*Puente entre los talleres de lectura y escritura*," there is an overall structure that includes a lesson overview between each lesson from the beginning of the unit to support it using teacher materials necessary to effectively deliver the lessons on high-frequency words, model and practice, apply, spelling sentences, and spiraling reviews for students.

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

- The "Teacher Guide" guides the effective use of lesson material for extended practice. For example, in Week 2, Lesson 1, "*Presentación de la Week—género y tema*," teacher and student materials provide a lesson overview of what is necessary for a teacher to effectively deliver the lesson "Interacción con las fuentes." Week 2, Lesson 1, "*Estructura de las palabras*" includes a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson on the overall phonological awareness.
- The materials include guidance for teachers on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). Teachers can also access the unit resources online which include "*audio, anotar, video, juego, descargar, and investigación*" and "evaluación" to further enrich the content and learning experience in class or at home for students. The materials provide access to printing handouts, worksheets, and other activities for students to complete at home, connecting the family to the learning experience. This guidance supports the teacher by providing the resources to assign activities outside the school day that enrich the student's learning and encourage the family to participate in the student's education process. For example, in Unit 5, Week 3, Lesson 2, there is a section under "*Opciones de evaluación formativa*" mentioned as "*Comprobación rápida*," section "*Notar y evaluar*" and "*Decidir*," which provides the teacher with the materials necessary to effectively use in assigning and enrichment and extension to the skill(s).
- The Digital Walk Through Realize (online platform) and the Digital Realize Reader (Online Student Edition) located in the "*Introducción a miVisión*" Program Overview include guidance on the effective use of lesson materials for extended practice, which can be assigned for homework and/or enrichment. These include bullet numbers 7,8 and 10 on page 5 of the myView Literacy/*miVisión Lectura digital* pdf.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The grade 1 materials include a variety of assessment tools for measuring reading skills, such as diagnostics, summative assessments, and formative assessments at the unit and lesson levels. For example, Unit 3 has a section called "*Reflexionar sobre la Unit*" for every week and teachers have assessment options. One option is called "*Mi turno*," where students fill in the blanks to questions. The "Teacher Guide" also has reading and writing strategy assessment checklists to help monitor student progress. In addition, the "*Libro interactivo del estudiante*" provides independent or home assessments. Online options for assessments called miVision Digital are available.
- Each unit includes a Unit Test that monitors students' progress on skills and standards taught during the unit. Items assessed are conventions, high-frequency words, listening/reading comprehension, phonics, and writing.
- Materials include instructional assessments on each lesson. For example, Unit 1, Week 4, Lesson 3 includes "*Opciones de evaluación formativa*" in the "Teacher Guide," providing options for teachers to use as formative assessments: Option 1: "Have students compare characters by completing the chart on p. 164 in the *Libro interactivo del estudiante*." Option 2:

"Guide students to describe the characters and characters' actions they read about in their independent texts. Encourage them to share their decisions with a partner."

- The grade 1 materials include the following assessment resources for teachers: "*Guía de evaluación*," "*Verificaciones del progreso*," "*Evaluaciones sumativas*," and "*Lecturas independientes para la fluidez y la comprensión*." The "*Programa para Kindergarten a Grado 2: Vistazo a las evaluaciones*" provides a baseline test, middle-of-year test, and end-of-year test. Unit tests, formative assessments, and progress check-ups are also included.
- The ExamView Test Generator is a test-making software that creates customizable tests in seconds using question banks that align with Texas myView Literacy. This guide explains the basics of ExamView, including how to build and customize a test, edit and delete questions, and print multiple versions of a test. This guide explains the basics of ExamView, including how to build and customize a test, edit and delete questions, and print multiple versions of a test. The ExamView Version 11 question banks for myView Literacy align to the TEKS."

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

- The grade 1 materials define and explain the intended purpose of the types of instructional assessments included. This is achieved within each unit in the "Teacher Guide" and with the ExamView Test Generator. These resources provide the teacher with informational instruction, planning explanations, cues for monitoring student progress, and data-driven decisions needed for the student assessments.
- The introduction to the "Teacher Guide" provides definitions and the intended purpose of assessments. For example, the baseline test "determines a starting point for students, identifying students who are struggling, on-level, or who are ready for a challenge." Unit tests monitor students' progress on skills and standards taught in a unit.
- Materials include the definition and intended purpose for formative assessments at the beginning of the teacher guide: "Formative Assessments gather comprehensive assessment data to inform instructional pathways using these embedded daily routines and multiple digital/print assessment resources: Quick Check, Assess and Differentiate, Assess Prior Knowledge, Assess Understanding, Observational Assessments, Conferring checklists, and Rubrics."

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

- Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments in each lesson. For example, Unit 1, Week 4, Lesson 3 includes guidance on providing options for teachers to use as formative assessments: Option 1: "Have students compare characters by completing the chart on p. 164 in the *Libro interactivo del estudiante*." Option 2: "Guide students to describe the characters and characters' actions they read about in their independent texts. Encourage them to share their decisions with a partner." The grade 1 "Teacher Guide" includes guidance to ensure consistent and accurate

administration of assessments. Lessons provide options and directions for teachers to administer formative assessments. For example, Unit 1, Week 3, Lesson 2 provides the following options for formative assessments: Option 1: "Have students complete the rest of p. 99 and p. 100 in the *Libro interactivo del estudiante*." Option 2: "Students can create a picture book of words with initial consonants s. Have them cut out pictures from magazines or draw the pictures. Have them label the pictures with syllables which begin with s."

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. The "Teacher Guide" has a scope and sequence document that provides teachers with a checklist for assessment goals. For example, it shows that foundational skills have eight skills to test, and phonological awareness has eight skills to test. These subheadings cover every skill and concept taught in grade K. The checklist allows the teacher to assess the students fairly, and the evaluations of student performance are consistent with the content taught.
- The materials include clear guidance for teachers to efficiently administer the assessments. The time allotted to complete the assessments and recommendations for breaking parts of a long assessment across days is possible due to the "Teacher Guide," "*Vistazo a las evaluaciones*." This enables teachers to decide how and when to administer the assessments because every assessment is specified. For example, the baseline test, unit test, formative assessments, progress checkups, etc. along with the specified daily routines in each unit allow the teacher to insert the testing on any day.

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

- Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the units and lessons. The materials include detailed TEKS-based lesson plans that outline how the materials can be used to teach specific concepts and skills, address specific student expectations, and provide guidance on how to assess student learning. Teachers can reference the "Unit *Presentar la Unit*" section in the table of contents of the "Teacher Guide" to accomplish this alignment of lessons to the TEKS. The materials include a Summative Assessment Teacher Manual with an assessment item analysis chart aligned to the TEKS and units. The materials assess all student expectations, as outlined in the TEKS, by grade level. In the "Teacher Guide," under grade K TEKS Correlation, the materials indicate how they align with the curriculum for the grade level or subject in a manner easily identifiable by the teachers. The Score Summary provided after each "*Prueba de la Unit*" at the end of a grade 1 student assessment outlines the TEKS aligned to the unit lesson.
- Materials include ExamView Test Generator, "test making software that creates customizable tests in seconds using question banks that align to Texas myView Literacy." This test generator assesses student learning using TEKS-aligned and formatted assessment items

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

- The baseline test throughout the units of study for grade 1 is an instructional assessment that includes standards-aligned items at varying levels of complexity. For example, Unit 4, "*Hacer historia*," p. xvii helps a teacher determine a starting point for students who are struggling, on level, or ready for a challenge. The *miEnfoque*, "Teacher Guide para la intervención" includes standards-aligned items at varying levels of complexity for grade 1.
- In each unit, the grade 1 "Teacher Guide" has a section called "*Evaluación y diferenciación*," which includes on-level and advanced material for lessons. Instructional assessments include standards-aligned items at varying levels of complexity in teaching material, and an online assessment generator is available for the teacher to use in the classroom.
- The materials include a variety of informal assessments that give teachers in-the-moment feedback on student learning in each unit on every page and the grade K TEKS Correlation. Instructional assessments include standards-aligned items but not at varying levels of complexity.

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 provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials 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 grade 1 materials offer digital reporting to help track student and class progress. Online assessment tools offer a variety of reports at different levels of complexity that support teacher analysis of assessment data. Teachers can view data for assessments that are aligned to a standard.
- The materials include an *"Evaluación y diferenciación,"* page on each unit that includes group strategies, intervention activities, and on-level and advanced activities, such as in Unit 1, Week 1, on page T40.
- The DATA tab of Realize provides class and student data, including standards mastery, overall progress, and time on task. Teachers can also view data by student from the class assignment list and its alignment with the standards.
- Teachers can "create and customize tests by standards, view mastery of standards, view results by assignment, check class and student progress, see usage data for all assignments, view item analysis" online.
- The materials include the following assessments: *"Examen inicial, Lecturas independientes, Verificaciones del progreso, Pruebas de la Unit, Examen de final del año y Proyecto de indagación (Guía de evaluación)."*
- Materials include an *"Evaluación y diferenciación,"* page on each unit that includes group strategies, intervention activities, and on-level and advanced activities such as in Unit 1, Week 1, on page T40.

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

- The materials include an "*Evaluación y diferenciación*," page on each unit that includes group strategies, intervention activities, and on-level and advanced activities such as in Unit 1, Week 1, on page T52. In Units 3 and 5, materials include "*Planes para la Week*," which lists the six weeks' tasks and activities to respond to student trends in assessment performance.
- The materials provide guidance for using tasks and activities to respond to student trends in assessment performance. For example, in Lesson 3, Nivel B, "*Practicar y evaluar, Género: Ficción*," at the bottom section of the teacher page for the "*Teacher Guide para la intervención*," there is "Monitor progress, If...and Then..." followed by "Independent Practice, If...and Then."

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

- The Grade 1 online learning management system includes tools for students to track their progress and growth.
- All Student Interactive books across the units of study are consistent in presenting the tools for grade 1 students to track their own progress and growth. For example, Unit 5 introduces students to a *Lectura independiente* page, followed by a *Mi registro de lectura independiente*, *Mis metas de la Unit*. These tools allow students to think about their choices of reading, encourage them to analyze using a table to rate their reading progress, and guide students to set goals.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for grade 1 students based on the levels of text complexity or completeness. The reader and task considerations are categorized as Spanish-level learners, Intervention, and On-level/Advanced. The grade 1 "Teacher Guide" includes "*Evaluación y diferenciación*," sections with options for teachers to use every week. For example, in Unit 1, Week 4, Lesson 1, intervention activity options are a genre-fiction activity and inquiry activity.
- The materials include "*miEnfoque*," a book with intervention activities and a "Teacher Guide" with differentiated lessons for students who have not yet reached proficiency on grade-level content and skills. Each unit includes "*Biblioteca de libros por nivel*," which includes a leveled reader and complete online access to the leveled library. The teacher's support includes guided reading, differentiation, and guided writing activities.
- The "Teacher Guide" includes "*Evaluación y diferenciación*," with options for teachers to use every week. For example, in Unit 3, Week 3, Lesson 1, the intervention activity options are a traditional tales activity plus activities under inquiry.
- The materials in "*Desarrollo Profesional-Guía para grupos pequeños*" include guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for teachers. For example, *Capítulo 2*, "*¿Cómo uso las evaluaciones para informar la enseñanza?*" and *Capítulo 4*, "*Formación de grupos para diferentes necesidades*" equip educators to begin evaluating their direction with lessons for students who need more academic support.

- Materials for grade 1 include online materials for teacher guidance and differentiated instruction, which can be assigned to students who have not reached proficiency on grade-level skills. This is available under the tab "*Intervención*" tab with a complete set of leveled readers for Units 1–5 for every week.

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

- The grade 1 materials support academic vocabulary. Each unit includes a section under "*Taller de lectura*" for vocabulary. For example, in Unit 5, Week 1, Lesson 2, the vocabulary activity is an oral vocabulary routine. Students work on their "*Libro interactivo del estudiante*" to read and discuss the words. The teacher guides students in a discussion about what the pictures show and how they think they relate to the vocabulary words.
- The materials support academic vocabulary. Each unit includes a section under "*Taller de lectura*" for vocabulary. For example, in Unit 3, Week 5, Lesson 2, the teacher introduces the vocabulary terms and displays a card that represents each word. Students echo each word as they see it on the cards. Teachers can reference the "*Libro interactivo del estudiante.*" It includes a glossary at the end of each unit. The teacher demonstrates to the students how to use the glossary for unfamiliar vocabulary words found in the texts.
- Every lesson throughout the plan of units of study for grade 1 has a section called "Fundamentales de destrezas" in the "*Plan sugerido de la Week,*" where the materials include Word Work on a daily basis and a Quick Check or "*Comprobación rápida*" embedded as a support for teachers to use. For example, in Unit 1, Week 1, Lesson 2, the Word Work "*Tarjetas de sonidos y grafías*" can be used to introduce vowels as a pre-teaching technique for sounds gives students a visual of the skill before the teacher releases independent Word Work. This will be followed up with a Quick Check and Notice and Assess to determine if a student is struggling or showing understanding.

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

- The grade 1 materials include teacher guidance on every lesson for differentiated instruction, enrichment, and extension. The Evaluation and Development section includes options on activities for teachers to use to differentiate or enrich a lesson.
- Lessons include guidance for differentiated instruction. For example, Unit 1, Week 1, Lesson 3 intervention activity "uses Lesson 45 in the *miEnfoque: Guía del maestro para la intervención*" for instruction on story elements, including character.
- The materials include teacher guidance for differentiated instruction, enrichment, and extension activities in every lesson for students who have demonstrated proficiency in grade-level content and skills. Unit 5, Week 5 is an example of "*Evaluación y diferenciación,*," with options on activities for teachers to use to differentiate, enrich or extend a lesson.
- Teachers have enrichment and extension activities. For example, Unit 3, Week 5, Lesson 5 has differentiated instruction with students comparing three stories read during the week while

using the week's vocabulary. There is an activity for on-level and advanced students. The students have to do a research project on myths and mythology and present it to the class.

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

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 grade 1 "Teacher Guide" supports teachers in modeling, explaining, and communicating the concepts to be learned in the lesson. For example, Unit 1, Week 1, Lesson 1 minilesson prompts the teacher to "Model and practice how to decode three-syllable words. Write the word *pintura* say: "*Escuchen mientras digo lentamente las sílabas de la palabra pintura pin (pausa) tu (pausa) ra*. Say each syllable slowly so students can identify the syllables with the final consonant n."
- The materials support teachers in guided, independent, and collaborative practices, and provide guidance for structures. Each lesson includes directions for the whole group, small group, and individual implementation of the lessons. For example, Unit 5, Week 3, Lesson 2 guides the teacher to ask the class to use context clues to define an unknown word in the story read. The small group is instructed to read the story and help each other pronounce unknown vocabulary. The teacher gives the students instructions on reading the story independently while writing down persuasive words the author uses.
- The materials include prompts for guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly. For example, in the "*Taller de lectura-Estructura de las palabras*" section, the teacher is provided with the important pieces for modeling and explaining concepts to students, as it includes a Focus, Model and Practice and Apply, My Turn, plus a section "*Ampliación de las Destrezas fundamentales*," which are directly and explicitly linked to the skill "*Fonética*."

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

- The grade 1 materials include teacher recommendations for effective lesson delivery using a variety of instructional approaches. For example, Unit 1, Week 3, Lesson 4 uses the Turn, Talk, and Share approach: "Have partners decode the words at the top of p.103 in the *Libro interactivo del estudiante*."
- The materials include teacher recommendations for effective lesson delivery using a variety of instructional approaches. For example, the teacher guidance in Unit 3, Week 3, Lesson 2 directs the teacher to remind students of the definition of "digraph." The materials direct the teacher to Model and Practice by writing selected words on the board. The students are guided to practice Turn, Talk, and Share by opening up the "*Libro interactivo del estudiante*" to decode words with a partner.
- The materials include teacher guidance for grade 1 in "*Taller de escritura*," with recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, the "*Introducción e inmersión*" section offers conference prompts that lead a teacher to immerse students into the genre that will help generate ideas, and then students will plan their How-to Book. The section on the following page is the continuation of the facilitation of the lesson through "*Desarrollo del lenguaje en español: Apoyo para la mini-Lesson*." The area of "*Generar ideas*" has an excellent 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.

- The grade 1 materials support teachers in guided, independent, and collaborative practices, and provide guidance for structures. Each lesson includes directions for the whole group, small group and individual implementation of the lessons. For example, Unit 5, Week 3, Lesson 2 guides the teacher in asking the class to use context clues to define an unknown word in the story read. The small group is instructed to read the story and help each other pronounce unknown vocabulary. The teacher gives the students instructions on reading the story independently while writing down persuasive words the author uses.
- The "Teacher Guide" supports teachers in implementing guided, independent, and collaborative practices. Each lesson includes directions for small groups and independent work. For example, Unit 1, Week 5 includes the following for small group instruction: "Lectura guiada/Libros de nivel, Conferenciar, Grupos para las estrategias, *Desarrollo del lenguaje en español*, and Actividades de intervención."

Supports for All Learners

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

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The teacher "*Vistazo al programa*" provides information in English and Spanish about the program components. The information includes a brief definition, how to use the component, and the objective as part of a dual language program. For example, the students use the "*Libro interactivo de lectura*" to practice the learned skills and to practice, access supplemental information, and think about the elements of writing as they plan their own writing.
- The program has embedded professional development resources like "Dual Language Educator's Guide" to help teachers with the implementation of the dual language program. This tool offers information about the academic language, such as contrastive language analysis, dual language program planning guides, and suggested routines and activities.
- The "Conexión entre idiomas" offers background knowledge to teachers to guide them in effectively using the program. For example, CLC 2.5.2 "*Conjunciones*" explains how to make connections between the two languages when teaching and using conjunctions.

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 all Unit 3, "Teacher Guide," there are materials that 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, and making cross-linguistic connections through oral and written discourse through the "*Modelo pedagógico: Kindergarten A Grado 2.*"
- The teacher edition includes sidebars with information to support emergent bilingual students, such as the lesson script in Spanish, weekly over-daily plan suggestions, and the use of a mentor stack. For example, in Unit 1, Week 2 explains the criteria for choosing stack texts to support weekly instruction and language development.

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 give guidance for grade 1 dual language teachers on how to implement a dual language program through a guide. It has outlined a customizable plan for integrating "an at-a-glance view of all Spanish and English language arts and reading skills for ten days." It also included options to extend it further. There is a chart offering an at-a-glance view of literature selections that lend themselves well to comprising biliteracy units of study focused on teaching authentic texts, language arts skills, and a variety of genres. The grade K planning guides offer daily pacing plans for each unit.
- Dual Language Immersion program resources have been included for grade 1 through a Dual Language Program Planning chart, labeled Biliteracy Unit Planning for *miVisión* and *myView: Kindergarten* with suggested unit plans. There is also a "guide that offers two options for customizing end-of-unit instruction in each language to suit a learners' needs." It includes the resources that outline opportunities to address metalinguistic transfer from English to the partner language.
- The materials include a note at the bottom section of the "*Desarrollo del lenguaje en español: Apoyo para la mini-Lesson*" as implementation guidance to support teachers in effectively using the materials in bilingual/ESL programs. This prompts an educator to connect to the online Dual Language Educators' Implementation Guide for additional reading or writing support.

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.

- Materials for grade 1 include a systematic and sequenced instruction of phonics and foundational skills, as shown in Unit 5, Lesson 3, Week 1, where there are opportunities for students to engage in the lesson of Phonological Awareness: Manipulate Syllables. For example, in the See and Say section, the teacher guides students in their "*Libro interactivo del estudiante*" with the practice of "phonological awareness: manipulate syllables." The Practice section of the "*Teacher Guide*" offers the opportunity for teacher-student interaction through guiding the skill and engaging students in the thought process of understanding the effects of letter-sounds to make new words.
- Each lesson includes a mini-lesson for phonics, for example, in Unit 1, Week 1, Lesson 3, "*Decodificar palabras con las vocales i u.*" The teacher identifies the skill during "Enfoque," with the guidance, "Remind students the sounds of the vowels a, e o, and how to spell them. Explain that i, and u are also vowels. Use the "*Tarjetas de sonidos y grafías*" 14 (*iguana*) and 34 (*uniforme*) to introduce the vowels i, u." The teacher models and practices with students as they say the vowel several times. Students apply what they learn in their "*Libro interactivo del estudiante.*"
- The "Teacher Guide" includes daily mini-lessons for phonics (sound-symbol correspondence) that follow a systematic progression from simple to complex concepts. For example, Unit 1 starts with vowels Ae, Ee, Oo and the consonant introductions come on the following units.

- The "*Modelo pedagógico de miVisión*" includes "*Taller de lectura*" which address "*Destrezas fundamentales*." Phonics is listed as one of the Focus Areas. In "*miVisión lectura*," the scope and sequence is represented by a chart that includes Foundational Skills developed in "*Taller de lectura*." "*Fonética*" is included in grades K–2.
- In Unit 3, Week 4, Lesson 1, materials guide teachers with instructions to develop phonics skills, simple concepts, and complex concepts by providing methodical reviews and practice opportunities for phonic skills. For example, students decode words with the combination sounds of "br" in the "*Libro interactivo del estudiante*" following the order of what was taught.
- In Unit 3, Week 4, Lesson 2, materials provide students with practice on high-frequency words in the "*Libro interactivo del estudiante*" that teachers use daily to demonstrate and model phonics skills.
- In Unit 1, Week 1, Lesson 1, there are opportunities for students to be engaged with "Phonological Awareness: Segment and Blend Syllables" through a See and Say guided by the teacher in their "*Libro interactivo del estudiante*." This is followed up with a practice section for teachers in the Teacher Edition, as a gradual release of instruction for students in the Apply, My Turn.

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

- Grade 1 materials in the "*Estructura de las palabras*" section include explicit and intentional daily opportunities for phonics and foundational skills in every lesson, such the Word Work, Foundational Skills Extension, Quick Check, and the "*Desarrollo del lenguaje en español*."
- Materials provide specific time on how much time to spend in the area of "*Taller de lectura*" on a daily basis for each lesson component (i.e. phonological awareness, phonics, connected reading text) and including daily practice of phonics. For example, in "*Plan sugerido de la Week*," there is a sequenced list across lessons with its components and the recommended length. The suggested time for these areas is 10-20 minutes.
- Each lesson includes a mini-lesson with a focus, model, practice, and apply routine. For example, Unit 1, Week 1, Lesson 5 asks the teacher to write or point out the letters Aa, Ee, Ii, oS, Uu, Mm, and Pp and have students name each letter. The teacher models by writing and reading a sentence on the board and having students read the sentences with a partner for practice.
- Materials provide 20-30 minutes of phonics mini-lessons daily that provide teacher-led instruction that clearly and specifically teaches a skill through concise skill introduction, explanation, modeling, and practice. Lessons follow the gradual release of responsibility. For example, Unit 1, Week 2, Lesson 5 asks the students to work on "*Libro interactivo del estudiante*" with teacher-guided assistance before they practice on their own.
- Materials include opportunities for teachers to provide systematic phonics instruction in all units. The "*Modelo pedagógico de miVisión*" includes "*Taller de lectura*," which addresses "*Destrezas fundamentales*." Phonics is listed as one of the Focus Areas. The teacher can reference the "*Plan de destrezas*." For example, Unit 2, Week 4, "*Plan de destrezas*" includes "*Fonética: Las palabras con gue, gui; El dígrafo rr*."

- Teacher guidance materials in Unit 3, Week 3, Lesson 5 provide additional practice on phonological awareness changing initial syllables using the words "vaso (caso), loza (caza), locación (vacación)". Activity pages are downloaded from the "*Centro de recursos para descargar*." Materials include daily opportunities for phonics. Unit 3, Week 3, Lesson 5 includes additional phonics spiral reviews on words with consonants y and h in the "*Libro interactivo del estudiante*."

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

- The materials include the practice of phonics skills in isolation, such as in individual words, through decodable texts and word lists. For example, in Unit 5, Week 1, "Leer juntos, *Libro interactivo del estudiante*," instructions for the teacher to read to the students state, "Nombra las imágenes. Escucha los sonidos de las palabras. Separa cada palabra en sílabas. Luego, combina las sílabas para volver a formar cada palabra."
- The materials include decodable texts to practice phonics, reading, and writing skills. For example, in Unit 3, Week 2, "*Taller de lectura*" with phonics activities connect to the academic vocabulary and handwriting activities. The guided reading activities integrate the week's phonics lessons. The reading text is an extension of the independent writing and spiral reviews.
- The materials include the practice of phonics skills both in isolation, such as individual words, and word lists. For example, in a grade 1 lesson, the teacher introduces "Palabras de uso frecuente" in a mini-lesson with a focus, model and practice, where the teacher is prompted to "escriba la palabra historia en el pizarrón. Diga: Esta es la palabra historia Tiene tres sílabas y ocho letras. Las letras son h, i, s, t, o, r, i, a. Pida a los estudiantes que digan y deletreen la palabra. Repita el procedimiento con las otras palabras de uso frecuente." In the "*Cuento de Fonética*" section, students apply the "Palabras de uso frecuente" in their decodable story located in their "*Libro interactivo del estudiante*, Los murales de Pedro."
- Materials throughout each grade 1 unit include the practice of phonics skills, both in isolation and through decodable texts, and also provide teachers with the tools and resources needed to deliver effective and targeted phonics instruction, ultimately supporting students in developing strong reading and decoding skills.
- The materials include decodable texts used to practice taught phonics skills in context. Lessons and activities include instructions in Spanish for teachers. For example, in Unit 1, Week 3, Lesson 2, the teacher introduces the decodable book "*El palo y el pelo*," which students use to practice reading high-frequency words and more words with that week's consonant.

Materials include opportunities for cumulative review of previously taught skills.

- The materials offer various opportunities to review previously taught skills, through both traditional workbooks and online practices. For example, Unit 5, Week 6, Lesson 2 teacher instruction reads, "*Pida a los estudiantes que lean el libro de Fonética La estrella ingrata. El cuento reforzará su comprensión de los prefijos in-, im-, y las palabras de uso frecuente.*"

- The materials offer various opportunities for cumulative review of previously taught skills through both traditional workbook pages and online practices such as the section in "Savvas Realize" called "*Juegos*." For example, there is a grade 1 lesson on a Spiral Review Consonant Blend "pr and Dieresis," and there is a "*Práctica adicional*" located in "*Mis palabras del Centro de recursos para descargar*."
- The materials include opportunities for cumulative review of previously taught skills through a variety of instructional strategies with consistent routines for each phonic skill or word in isolation. For example, in a grade 1 lesson, "*Desarrollo del lenguaje en español*" section, the "*Palabras de uso frecuente*" use an instructional strategy as a cumulative review by having the teacher display sentence starters/"*marcos de oraciones*" to help the student with speaking, reading, writing and listening to how these "*Palabras de uso frecuente*" make sense.
- The "Programa para Kindergarten a Grado 2: *Vistazo a las evaluaciones*" references a unit test as a way to monitor student progress on skills and standards taught in a unit. In grade 1 Phonics is assessed.

Phonics Compliance

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

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

- Materials provide daily lessons that include explicit teacher modeling before students practice the phonics skill on their own. For example, Unit 1, Week 3, Lesson 3 asks the teacher to model by writing the letter s and model the sound /s/: "Write the word *isla* and tell students that the sound /s/ can be spelled s at the beginning and the end of syllables in some words." The teacher writes and decodes the words *pasta*, *rosca*, and *mascota*, and students decode and segment the words before completing the activity in the "*Libro interactivo del estudiate.*"
- The materials include modeling with the elements of explicit instruction in their lessons. For example, the Unit 5, Week 2, Lesson 4 mini lesson starts with precise directions and instructions using academic language. The teacher introduces the skill by telling the students "that suffixes -ado, -ada, -ido, ida are added to base words that name an action to make words that mean 'something or someone that is _____'". The teacher models by writing "*pintar, pintando*" on the board and using them in sentences as the students repeat them. Students work with partners on reading the words in "*Libro interactivo del estudiante.*"
- In Unit 3, Week 1, Lesson 1, the teacher models by reading "*La liebre y la tortuga*" to the students. The teacher asks how they can tell it is a fable. The teacher reads the anchor chart on fables and discusses it with the students. The class fills out the anchor chart with the teacher. The teacher assigns fables during independent reading and provides a sequence chart for students to use in taking notes about the plot in each fable they read. Students circle and label the problem and resolution on their sequence chart.
- Daily lessons include direct and explicit instruction with teacher modeling for grade 1 lessons. For example, in a grade 1 lesson, the teacher models fluency by reading out loud a short excerpt of "*Pablo Picasso.*" The teacher explains that fluency is "reading in a manner that is natural for the type of text." The teacher prepares this lesson to frontload what students are

expected to read later that week with the text "*A través de los ojos de Georgia*" as they will practice reading it naturally. The teacher will end with a Start-Up Read Aloud Routine Chart that will help guide students to read a type of genre, read the entire text aloud, and re-read the text to pause for the Think Aloud strategies related to the genre. The teacher continues to model the Think Aloud strategies in "Pablo Picasso" using the fourth paragraph. To wrap up the lesson, a sequence chart will be used to help students record their responses to the events and person's life in time order.

- Daily lessons include direct and explicit instruction with teacher modeling for grade 1 lessons. For example, the teacher creates an anchor chart on the genre and biography, then reviews the words' details and sequences to verify student understanding. The mini-lesson states "Focus on Strategies to include Who is the biography about? What do you know already about this person?" Students will think about the sequence of events, such as what happened first, and what happened next. The teacher will conclude with a model and practice using George Washington's text while students follow along in the "*Libro interactivo del estudiante*."

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

- Daily lessons include opportunities for direct and explicit guided instruction and immediate and corrective feedback. Lessons also include a Quick Check section that notices and assesses students' skills and provides suggestions for teachers to use as feedback or enrichment. Materials include phonics lessons with a "*Comprobación rápida*" that teachers can use during core instruction to guide students' practice and application of new phonics skills by providing options to use as corrective feedback. For example, Unit 1, Week 2, Lesson 4 Quick Checks suggest the teacher revisit instruction for phonics in small groups using script lessons on the teacher's guide.
- Teachers can offer personalized guidance through guided instruction and feedback, addressing specific student needs, and adjusting instruction accordingly. For example, in Unit 3, Week 3, Lesson 1, the teacher reads a text while the students listen. The teacher asks the students, "*¿Cuál de estas personas ha tenido el mayor efecto en sus vidas? ¿Por qué?*"
- Daily lessons include opportunities for direct and explicit guided instruction and immediate corrective feedback. For example, in a grade 1 lesson on Respond and Analyze, there are whole group or small group opportunities for the teacher to utilize the "*Comprobación rápida/Quick Check*" as a means of noticing and assessing if students can identify the use of new vocabulary words and teacher will decide according to two categories. First, if a student struggles, the teacher will revisit instruction for developing vocabulary in small groups. If students show understanding instruction will be extended to developing vocabulary in small groups. The teacher will conclude as a whole group with a Check for Understanding, My Turn by having students use their "*Libro interactivo del estudiante*" as a means of independent work for the skill "*Desarrollar el vocabulario*."

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

- Lessons include a variety of resources and activities for students to review and practice new phonic skills in small groups. Every unit includes weekly options for small group instruction in "Vistazo a la Week." These activities include teacher-led and independent/collaborative options. The lesson plans include specific guidance for daily independent practice of the newly taught phonics skill. For example, in Unit 1, Week 3, Lesson 4, students work on "Destrezas fundamentales," an additional practice handout where they connect pictures with words practicing the consonants.
- The materials specify which page in the student workbook or which activity in the digital student materials is used for independent practice. In Unit 5, Week 2, Lesson 2, after the teacher reviews the vocabulary words with the students, the students complete a page on vocabulary in their "Libro interactivo del estudiante."
- Daily lessons include a variety of opportunities for student practice through collaborative learning and independent practice. For example, in a grade 1 lesson, students can choose from a list of literacy activities, such as "write or draw in their readers' notebook in response to the Weekly Question, complete an activity from the 'Centro de recursos para descargar', play the "MiVisión" games, or talk to their partner about their self-selected text."
- The activity for a grade 1 lesson includes the opportunity for students to collaboratively work in sorting words that include the letter sounds for x, k, or w in their spelling list (i.e. x- *taxi*, *texto*, *éxito*, k: *kilo*, *karma*, w; Washington, wasabi).

Phonics Compliance

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

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

- Materials suggest ways to review and practice activities throughout the curriculum. Every unit includes Foundational Skills with daily lessons that follow the same routine for phonological awareness, phonics, and high-frequency words. For example, in Unit 2, "*Fonética: Repaso en espiral de las sílabas ca, co, cu; las sílabas con F,*" the teacher points to words, and students identify words beginning with ca, co cu, and syllables with F and review the sounds for the syllables "ca, co, cu, and syllables with F. The teacher asks, "*¿Qué sonido tiene la c en las sílabas ca, co, cu?*"
- In Unit 3, Week 5, Lesson 1, the materials guide the teacher to introduce Z at the end of the word. Students identify the sound /s/ with the z. In Week 6, the project students are assigned puts all the phonics learned in the previous weeks together. Spiraling activities are present in each lesson.
- The materials include lessons that use consistent routines to introduce and review phonics skills. Each week, units include "*Destrezas fundamentales*" with daily lessons that follow the same routine for phonological awareness, phonics, and high-frequency words, including spiral reviews, practice activities, and an end-of-unit project in Week 6.
- The materials include intentional practice and review for "*Ortografía, Escribir palabras, Evaluar los conocimientos previos, Lenguaje y normas: Repaso en espiral.*" throughout the year by providing teachers the necessary cumulative review and practice activities under each one of these categories for the grade 1 curriculum. The materials include intentional cumulative review and practice activities throughout the grade 1 curriculum by embedding a "*Comprobación rápida/Quick Check*" in each lesson for the "*Taller de lectura.*"

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

- Teachers can view opportunities to develop phonics skills. For example, "*Taller de lectura*" includes a "*Mini Lesson de Fonética: Identificar y emparejar sílabas con la consonante b.*" The teacher helps paired students create note cards for the syllables ba, be, and bo. Students create cards with ca, te, so, ta, la, and da. Students create and read words and work on "*Libro interactivo del estudiante.*"
- Materials suggest the teacher orally segment words with the consonant z into syllables. Unit 3, Week 1, Lesson 1 suggests students turn to the "*Libro interactivo del estudiante*" and practice segmenting words with the consonant Zz. The practice opportunities in the materials include only phonics skills that have been explicitly taught. For example, in Unit 3, Week 1, Lesson 1, the teacher introduces the consonant Zz, and in Lesson 2 students practice reading and writing words with the consonant Zz. In lesson 3, the teacher introduces the consonant Rr, and in Lesson 4, the students practice reading and writing words with the consonant Rr.
- Practice opportunities for grade 1 include only phonics skills that have been explicitly taught such as the practice of "Phonics: Spiral Review: Consonant Blend bl and pl." Students will be reminded that the blend bl is made by consonants b and l while pl is made by consonants p and l and review the rule that these blends will almost always be followed by a vowel. Students will have the practice opportunity to identify if the following words "*tabla, planta, blusa, bloque, plomo y Plutón*" determine if they use the consonant blends bl or pl.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade 1 decodable texts allow students to practice applying their knowledge of newly learned letter-sound relationships and reinforce previously learned skills. For example, the decodable book, "*En primavera,*" pp. 21-23 incorporates the cumulative practice of the taught phonics skills of "*sílabas trabadas bla, bra and gla.*" Students will be paired for reading as they listen carefully to the use of letter-sound relationships to decode.
- The teacher can see which decodable texts align with lessons for small-group or independent practice. Decodable texts allow students to practice applying their knowledge of newly learned phonics. For example, in Unit 3, Week 1, Lesson 4, students identify the /r/ sound from words written on the board. Students are assigned additional practice on the letter r on a worksheet from the "*Centro de recursos para descargar.*"
- The materials give specific guidance on which decodable texts should be used for cumulative practice after lessons. For example, the teacher's guide includes a decodable text "*Verano con Flora, invierno con Fina*" in Unit 5, Week 2, Lesson 4. The teacher reviews the week's high-frequency words "*pero, fuera, hacer, verde, and al revés*" before the students practice their reading.

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

- The materials include mini-lessons with an instructional focus and opportunities for practice in isolation. For example, the focus in Unit 1, Week 5, Lesson 4 is to "write the letter t on the board and review the sound /t/. The teacher is instructed to "write the word 'tamales.' Underline the first syllable of the word. Have students practice segmenting the word into syllables and reading it with you. Repeat the words *tanto*, *Teresa*, *pato*." Students practice with partners decoding the words using "*Libro interactivo del estudiante*."
- Lessons include an instructional focus with opportunities for practice in connected text. Each week teachers introduce "Cuento de *Fonética*" and students practice their taught skills in connected text. For example, Unit 5, Week 3, Lesson 4 includes "*Cuento de Fonética: Max y Mixi*."
- In "*Fonética: Decodificar sílabas con la consonante b*," the teacher introduces the letter b and writes the syllable with the b on the board. Using the Model and Practice strategy, the teacher writes and says the word "*bola*" and points to the syllables. The students say the syllables. Students practice decoding words using the "*Libro interactivo del estudiante*."
- Lessons include an instructional focus with opportunities for practice in isolation and connected text. For example, in Unit 3, Week 2, Lesson 1, materials guide teachers to write words on the board that have the /y/ sound. Students complete an assignment in the "*Libro interactivo del estudiante*" to reinforce the concepts learned.
- After explicit instruction on a sound-spelling pattern in the materials for "*Estructura de las palabras*," students practice decoding words that include that sound-spelling pattern in isolation. For example, in a grade 1 lesson, the teacher creates word cards with "fla, fle, fli, flo, flu" and hands out one card to each student. The teacher will say sentences where the student will hold up the card when one of these syllables is heard. The sentences recommended for the instructional focus are as follows, "*Flavia infla un globo*," *El río fluye por la montaña*, *Tengo una chaqueta con flecos*, *Tienes un diente flojo*, and *Di un chiflido con un silbato*."

Phonics Compliance

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

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include a "Lexile Information: Selections" list which helps the teacher identify the texts the student can read and understand that are developmentally appropriate for assessment guidance. Students in grade 1 are given an "*Evaluar la comprensión/Assess for Understanding*" every week during Lesson 5 as progress monitoring with the words that were introduced at the beginning of Lesson 1 using 10 words in sentences that would be repeated at the end of the week. Students are given a variety of opportunities that lead up to preparing them for their spelling of the word as used in sentences.
- There is a section in the Teacher Edition, "*Aplicar mi turno*" that prompts a teacher to direct students to their "*Libro interactivo del estudiante*" to practice these words independently for "*Ortografía*," as well as the following day with "repaso y más práctica" from the "*Centro de recursos para descargar*," which are developmentally appropriate for preparing students for their "*examen de Ortografía*."
- Materials include a Reading and Writing Assessment Checklist developmentally appropriate for grade 1, which allows teachers to record and monitor progress on different skills and levels. For example, for reading strategies, each category is evaluated on a student being either "proficient, developing, emerging, or not yet." The same levels also apply to writing strategies for grade 1.

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

- The teacher's guide provides information about the assessment text, an opportunity to build background and genre, and embedded formative assessment questions throughout the reading. The materials provide specific guidance as to when to ask the question, depth of knowledge, and an answer key in the same document.
- The materials provide ExamView to ensure accurate assessment data. Teacher-created tests use an existing question bank that aligns with the curriculum. The directions for accurate assessment administration are clear, as they include detailed step-by-step instructions on creating a test.
- The directions for accurate administration of assessments are listed in the table of contents, in four parts, in the Teacher Edition. Part 1 outlines Chapters 1–7 in the areas of Assessment Data, Building Blocks of Literacy, Benchmark Assessment and Instructional Grouping, Ongoing Assessment Assessing Writing, Project-Based Inquiry and other Performance Assessments, and a Guide to Conferencing. Part 2 consists of Tools and Printables for Reading and Writing, as well as Progress Reports and TEKS Records. Finally, Part 3 consists of a Test Preparation Support, and Part 4 is a Teacher Personal Reflection.

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

- The materials recommend embedded systematic "*Comprobación rápida*" for teachers to use in everyday activities and interactions to track progress and assess skills. For example, a Quick Check in Unit 1, Week 5, Lesson 2 assesses if students can decode and write words with the consonant d.
- The "Teacher Guide" includes "*Examen inicial, de medio año y de fin de año, Exámenes de las Unites, ExamView, guía para calificar y listas de comprobación, verificación del progreso y evaluaciones de escritura.*" The materials include progress monitoring for each unit of study for grade 1 throughout the year, as mentioned under the "*Evaluaciones y prácticas called Verificación del progreso*" tab.
- Materials for grade 1 include a progress monitoring tool for reading called "*Lecturas independientes para la fluidez y la comprensión*" to be assigned to students after each unit and week. It systematically measures a student's reading progress with four questions at levels classified as "*Desarrollo, Al Nivel, and Avanzado.*" If a student does not meet the desired results, then the TEKS will appear in the "Score Summary" section to alert the teacher of the result. Students have the option to click for speech to text.

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

- The Assessment Guide provides an overview of all the assessments throughout the school year. The materials provide different tests, such as benchmarks, ongoing progress monitoring, and writing assessments. The guide also specifies when to use the different assessments

throughout the year. For example, informal assessments such as ongoing exit tickets, with benchmarks at the end of the school year, and performance-based assessments at least once per unit.

- The "Teacher Guide" includes "Examen inicial, *de medio año y de fin de año*, *Exámenes de las Unites*, *ExamView*, *guía para calificar y listas de comprobación, verificación del progreso y evaluaciones de escritura.*"
- The materials for grade 1 include progress monitoring assessments to assess students, if needed, on a weekly or every two-week basis. For example, teachers have the tools in the "*Guía de evaluación*" / Assessment Guide" online, which includes a table that outlines the assessment opportunities across the span of the school year and is aligned with progress monitoring tools.

Phonics Compliance

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

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- Materials include data management tools that include graphs of class results by assignment. The graphs include the due date and the average score in each unit. When hovering over each graph, they display the assignment name, due date, and class mastery score. It also includes the class or group's average completion and the class or group's average score and gives the option to zoom in to the individual academic student performance.
- The "*Guía de evaluación basada en datos/Data-Driven Assessment Guide*" has weekly "TEKS Test Prep" for grade 1 with standard practice "Quick Assessments" embedded into the instructional pathway of the *miVisión Teacher Edition*. The materials include individual data management tools. ExamView lets the teacher generate reports based on the progress made in teaching phonological awareness and phonics skills. It generates customized test reports by standards, views mastery of standards, views results by assignment, checks class, sees usage data for all assignments, and individual views item analysis.
- The materials include Text Complexity Quantitative Measures charts for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Data-management tools can be for tracking individual student progress in grade 1 to make appropriate instructional decisions to accelerate instruction. For example, in the "*Vistazo a las evaluaciones*" a "Baseline Test" assesses grade 1 skills "Fluency, Listening Comprehension, Phonemic Awareness, Phonics, and Word Recognition" which will then determine that

students' results to determine a starting point for students who are identified as struggling, on-level or who are ready for a challenge.

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

- Materials include an online data-management program for tracking whole-class students' progress to analyze their patterns and needs. Teachers can use the program to generate whole-class reports to guide instruction. The program provides teachers with customized progress reports by skill, class, and grade level. Assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension.
- Materials guide teachers to use tools for tracking whole-class progress. For example, "*Verificaciones del progreso*," *Tabla del progreso de la clase: Grado 1*," shows weekly scores for each student in the class. Materials guide teachers to manage data with various tools. One resource is the weekly check-up assessments such as the Unit 5 check-up.
- Materials include data management tools for tracking whole-class student progress and analyzing patterns and needs of students through the "*miEnfoque Intervención Nivel B*" for grade 1. For example, there are several "*Puntos de evaluación*" throughout the "*miEnfoque Intervención*," which are structured for the teacher to assess the student after each lesson.

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

- The materials include suggestions for how often to progress monitor different groups of students or individuals, depending on the results of their diagnostic assessment. The teacher's guide includes "*Evaluación y diferenciación*," every week to monitor learning and provide teachers with options on activities to do.
- The materials provide the teacher with the "*Libro miEnfoque: Teacher Guide*."

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

- The material's data reports/sheets can guide teachers to "*Evaluación y diferenciación*." These resources include intervention and extension activities for students to reach concept mastery. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.
- An electronic data entry system provides data reports on how to group students according to progress monitoring assessment results and suggests lessons, materials, and/or activities to support the development of students' phonics knowledge and skills based on the data.
- There is a "How to Measure Reading Fluency" table that allows a teacher to utilize a "Fluency Progress Chart" to track students' fluency progress and show them how repeated readings and practice improve their scores.

Foundational Skills

5.A.1	Print Awareness (K–1)	5/5
5.A.1a	Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. (m)	4/4
5.A.1b	Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (s)	1/1

The materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes. Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats.

Evidence includes, but is not limited to:

Materials include guidance for the teacher to provide explicit (direct) and systematic instruction in print awareness and regular review of print concepts, including how print has different purposes.

(K-1) (T)

- In grade 1, materials include a scripted lesson that models and identifies the title page and its purpose. In Unit 5, Week 3, the materials suggest the teacher display words on the board, then explain how to use a dictionary to find words and their meanings and model how to find the words in the dictionary.
- The materials include modeling of systematic instruction of print in texts. For example, Unit 3, Week 1, Lesson 1 guides the teacher to demonstrate, "*En esta Unit estamos aprendiendo la palabra acostumbrarse, pero encuentro la palabra acostumbrado. Por eso son palabras relacionadas. Comienzan de la misma manera, pero tienen diferente terminación.*" Students practice in the "*Libro interactivo del estudiante.*"
- Materials include guidance for the teacher to provide direct, explicit, and systematic instruction in print awareness. Lessons include a scripted lesson modeling and identifying the title page and its purpose. For example, the Unit 2, Week 5, Lesson 2 script includes the following: "Ask students to point to the author's name, Wade Hudson, and the illustrator's name, Tracy Bishop, and tell what each one does. (Authors write the text; illustrators draw the pictures.) Then, have the student point to the box with the setting and characters. Have them name the characters."

Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S)

- In the grade 1 lesson "*Describir conexiones,*" students are directed to focus on the strategies that readers can make and describe as connections between ideas and information in biography. The teacher assists students in understanding connections by describing it "like a

bridge." Model and Practice follows, then students engage in an activity in their "*Libro interactivo del estudiante*" where underlining words will help them understand the connections to the text, "*A través de los ojos de Georgia.*"

- Materials include frequent opportunities for students to apply print awareness knowledge in various texts such as "*libros por nivel, libros de Fonética, libros comerciales,*" and stories in the "*Libro interactivo del estudiante.*"
- In Unit 1, Week 3, students examine several books of nonfiction to explore the information found in their text features. The teacher asks students to point to the title while reading decodable stories, and the Leveled Readers' "Teacher Guide" also prompts the teacher to ask questions to practice the skill.

Foundational Skills

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

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- In Unit 1, Week 1, Lesson 5 includes guidance for modeling speaking audibly and clearly, followed by guided and independent practice. The teacher models oral language by explaining the main characters in "*Misión imposible*," Rena and Cristobal. The teacher works with students to brainstorm words to describe each character and records the responses on a word wall. Students practice in pairs to talk about how Rena or Cristobal are similar to or different from a character in another story they read. Partners take turns using words from the word wall to compare and contrast.
- In Unit 1, Week 1, Lesson 2 includes guidance for modeling speaking audibly and clearly, followed by guided and independent practice. The teacher models oral language by reading aloud sentences with nouns she writes on the board. Students practice by creating oral sentences using one or more nouns.
- In Unit 5, Week 1, Lesson 1 directs teachers to say and model, "*Diga: Escuchen atentamente las sílabas de esta palabra: glo (pausa) bo (pausa). ¿Qué palabra se forma cuando combinamos estas sílabas? (globo). Pida a los estudiantes que repitan las sílabas y luego digan la palabra. Repita este procedimiento con iglú y regla. Pida a los estudiantes que digan primero las sílabas y luego cada palabra.*" Students are assigned independent practice in the "*Libro interactivo del estudiante.*"

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

- In Unit 3, Week 6, Lesson 5 states, "Explain that when students work in small groups and when they present to the class, they should share ideas and information using the conventions of language. Allow time for pairs to discuss how they will present their opinion test." Students are divided into small groups and present their texts and drawings to the class.
- Materials include authentic opportunities in Spanish for students to listen actively and ask questions. For example, student responses to Quick Checks during lessons allow students to engage in social and academic communication. For example, in Unit 2, Weeks 1–5, "*Guía rápida para comenzar*," students reflect and share. The students share what they learned about the text and connections made through oral and written responses.
- Lessons in the "Teacher Guide" include opportunities for students to engage in academic communication. For example, in Unit 1, Week 3, Lesson 3 includes scripted opportunities for teachers to use academic vocabulary previously taught when asking questions. "As you discuss the text during the Close Read, model using the Academic Vocabulary word: *varias*." The teacher asks, "*¿Tiene el guardia de cruce escolar varias tareas?*" and students practice the vocabulary when answering the questions.

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 include authentic opportunities for students to share information and ideas with their peers. For example, in Unit 1, Week 2, Lesson 3, the teacher asks during a close read "*¿Dónde se desarrolla el cuento?*" Students share their answers before listening to a read-aloud.
- Each lesson includes "*Lectura en voz alta*," where students listen actively and ask questions in Spanish. Students engage in discussions to understand information and share ideas. For example, in Unit 2, "*Taller de lectura*," mini lessons include the section "Talk about it." In Weeks 1–2, students respond to informational text, while in Week 4 they read "Talk about it: Respond to literature."
- The materials include opportunities for students to share information and ideas with their peers. For example, in Unit 3, Week 6, Lesson 5, the students read out loud to the class in Spanish a presentation on their chosen folktale. The students share feedback on the presentation with their partners and ask questions about the presentation.

Foundational Skills

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

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text.

Evidence includes, but is not limited to:

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

- The materials in "Unit 3, Week 2, Lesson 1" provide specific language the teacher can use to teach letter names and sounds explicitly. For example, in grade 1, students review the letters b and r before reading and spelling words. The lesson plan suggests that the teacher say the following: "*Esta es la imagen de un libro. Escuchen con atención cada sílaba de la palabra libro: li-bro. ¿En qué sílaba se escucha la combinación de los sonidos /b/ y /r/? Así es, en la segunda.*" The materials allow weekly practice on letter-sound relationships. The guidance states, "Práctica Weekl de los estándares para evaluar el progreso de los estudiantes en 'Lenguaje y normas.'"
- Materials directly introduce letter-sound relationships. In "Week 1, Lesson 1," "*Taller de lectura,*" the teacher uses a "*Tarjeta de sonidos y grafías*" to introduce the letter b. The teacher explains that the letter b has the same sound heard on the syllables ba, be, bi, bo, and bu. Students practice decoding words with b syllables in the "*Libro interactivo del estudiante.*"
- Materials allow for application of basic decoding in Spanish in "*Destrezas fundamentales Palabras de uso frecuente.*" The teacher displays high-frequency words *qué, luego, tarde, bien, and quiere*, then asks students to practice reading these words. The teacher points to each word and spells the word. The students spell and repeat the words with the teacher.

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

- Materials include guidance for the teacher to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words and explanatory feedback for students based on common errors. For example, in grade 1, Unit 3, Week 1, Lesson 1," the teacher is directed to help students notice the difference between the /s/ and /z/ sounds in the section, "*Desarrollo del lenguaje en español*" by stating, "*Es posible que los estudiantes tengan dificultades para saber cuándo una palabra se escribe con z dado que la pronunciación de esta consonante es igual que la pronunciación de la /s/.*" There are suggestions that follow for prompting students to make the difference between the two phonemes. Resources for addressing this common error are supported with resources such as "*Ampliación de las Destrezas fundamentales,*" and in "*miEnfoque Intervención para Grado 1 Nivel B- Lesson 20, ¿ c, s, o z?*" "*Practicar y evaluar*" prompts a teacher with the script to guide students through this common error.
- For example, grade 1 materials include digital tools on the online platform that provide support for the students. "Unit 3, Week 1, Lesson 2" guides the teacher to the "*Tarjetas de sonidos y grafías*" for instruction on misconceptions on reading words with the sound /s/ spelled z. Materials include a Quick Check for teachers to use to check students' progress. It provides two options for the teacher to use, one for students struggling and one for students who show understanding. The material does not include recommended feedback for misconceptions.
- Teachers can access Biliteracy development and enrichment strategies including the "*Mural de palabras.*" The teacher sets up a word wall at the beginning of the unit or at the beginning of the week. The students also contribute words that are important to understand content or words that follow specific spelling patterns. The teacher encourages students to use the newly learned words in reading and writing.

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 direct teachers to texts where students can practice decoding connected text. For example, through "*Lectura independiente,*" the teacher reads aloud from "*Libro interactivo del estudiante*" and asks students to select texts by favorite authors, favorite activities, or genres that are fun to read. Throughout the units of study as presented in the "*Componentes del programa*" for grade 1, there are a variety of resources that connect a teacher to help students develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode.

- The materials suggest ways to reinforce Spanish language skills. For example, using "*Desarrollo del lenguaje en español: Destrezas orales en el Vocabulario académico.*" To guide "classroom talk," the teacher offers "*marcos de oraciones*" to reinforce Spanish language structures. Grade 1 materials include decodable readers that include the sounds introduced, and prior sounds learned. Online resources are also available on the online platform.
- The materials include a variety of activities and resources in Spanish for teachers and students to use when practicing letter and word decoding in isolation, such as "*Tarjetas de Fonética,*" "*Tarjetas de palabras de uso frecuente,*" "*Guía para grupos pequeños,*" "*Libro interactivo del estudiante,*" "*Libros por nivel,*" "*Libros en el salón,*" and digital resources on PearsonRealize.com

Foundational Skills

5.D.1	Phonological Awareness (K–1)	11/12
5.D.1a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	1/2
5.D.1c	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	6/6

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

Evidence includes, but is not limited to:

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

- Lesson plans include a systematic and authentic Spanish sequence for introducing phonological awareness activities. For example, students begin with sentence awareness and simple syllable awareness activities before moving on to more complex activities such as manipulating syllables, rhyming, and alliteration. "Unit 1" includes a phonological awareness lesson where students segment words into syllables, change initial syllables, and recognize alliteration. "Unit 3" lessons focus on segmenting words into syllables, rhyming words, and

changing syllables. "Unit 5" continues segmenting words into syllables, alliteration, and removing phonemes.

- "Teacher Guide" materials provide systematic phonological awareness lessons that are aligned with the TEKS and systematically organized from less complex skills to more complex skills. In grade 1, lessons include identifying and then producing rhyming words, identifying and later, manipulating syllables and phonemes, and alliteration. For example, in "Unit 3, Week 5, Lesson 3," the phonological awareness lesson begins with learning how to pronounce the sound /k/ in syllables with consonants k and c. The teacher sounds out the words *koala*, *karate*, and *coco*, and the students repeat the words. In "Lesson 4," the teacher reads a story with words with the sound /k/ like *kiwi* and the students repeat the words. In "Lesson 5," the students orally identify words with the /k/ such as *casa*, *crema*, and *cola*. The teacher repeats the words removing the first phoneme and asks the students to orally identify which phoneme was removed.
- Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities. Grade 1 phonological skill lessons on segmenting and blending syllables begin with a See and Say activity. The teacher models and emphasizes the /ks/ sound using the picture card of a *taxi* on their "*Libro interactivo del estudiante*." The teacher continues modeling the sound with other examples, such as *saxofón* and *examen*. Students practice segmenting and blending other words by listening carefully to the syllables with the consonant x in words such as *nexo*, *taxista*, *boxeo*, and *sexta*.

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

- The lessons include specific and precise terms, phrasing, and statements for teachers to use during instruction. For example, in "Unit 2, Week 1, Lesson 1," the teacher models segmenting words into syllables. Teacher points to the picture of the button in "*Libro interactivo del estudiante*" and tells students, "There are two syllables in the word *botón*: *bo-tón*." Students listen as the teacher says the syllables *bo - tón*. Students repeat segmenting the word several times. The teacher repeats this activity with the pictures for *bebé* and *bate*. Students practice authentic Spanish phonological awareness in "*Libro interactivo del estudiante*" by naming each picture in syllables. Materials include recommended explanatory feedback for students based on common misconceptions but not on common errors.
- The "Teacher Guide" includes phonological awareness lessons with strategies of the gradual release of responsibility model (I do, we do, you do). For example, in "Unit 5, Week 1, Lesson 1," students learn how to segment and blend syllables. The teacher points to the picture of the balloon in "*Libro interactivo del estudiante*." The teacher models: "*Escuchen atentamente las sílabas de esta palabra: glo (pausa) bo (pausa) ¿Qué palabra se formó cuando combinamos estas sílabas? (globo)*." Students repeat the syllables and say the word. Teacher and students practice segmenting and blending the syllables of the following words *i-gle-sia*, *glo-bal*, and *gla-dio-lo*. Finally, students practice segmenting and blending syllables in "*Libro interactivo del estudiante*" by naming and segmenting the pictures for *globo*, *iglu*, and *regla*. Materials

include recommended explanatory feedback for students based on common misconceptions. Materials include direct and explicit instruction for teaching phonological awareness skills for grade 1 with recommended feedback based on common misconceptions. For example, in the "Teacher Guide *para la intervención*," the teacher uses different methods to address common misconceptions made with letter sounds like /b/, /v/, /y/, /ll/, /s/, /c/, and /z/.

- In a grade 1 lesson, the teacher refers to "Lesson 26" in the "*miEnfoque*" on Spanish Diphthongs and Hiatus, where a common misconception for identifying, recognizing, and segmenting the sounds of common diphthongs is addressed directly during instruction. The teacher script explains to students as follows in "Practice 1: Spanish words with diphthongs ia, ie, io, iu, ua, ue, ui": "Explain to students that one type of diphthong is formed by joining a weak vowel and a strong vowel in the same syllable. The teacher indicates the following combinations of weak + strong vowels." In "Practice 2: Diphthongs ai, au, ay, ei, eu, ey, oi, oy," instructions state, "Explain to students that other diphthongs are formed by joining a strong vowel and a weak vowel in the same syllable." Each page contains at the bottom guidance for "Monitor progress... If... and Then..." as a way of continuing to address the skill at each level. The materials do not include recommended explanatory feedback on errors.

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

- The resources include "*Libro interactivo del estudiante*," picture cards, and digital resources on "PearsonRealize.com" to practice phonological awareness skills. Throughout the units, the foundational skills section materials guide teachers to model and lead guided practice on segmenting, blending, and manipulating different syllables in multisyllabic words.
- The materials provide online resources and materials to develop, practice, and reinforce the phonological skills offered in spiral reviews throughout the units of study, as well as in the "*miEnfoque: Teacher Guide para la intervención*." For example, there is a "*Fonética* espiral" for grade 1 that begins with the spiral for phonological awareness that changes initial sounds and is demonstrated with pairs of words where students identify the changes that were made in the first word in each pair to create the second word, such as *regla/sigla*, *alba/beba*, *goloicina/bocina*, and *glotón/botón*.
- Memory-building strategies are presented for students in grade 1 to assist students in developing, practicing, and reinforcing phonological awareness skills. In grade 1 "Lesson 1," students learn the skill to practice rhyme/*Aplicar rima* through a Think Aloud to model using rhyming words, followed by the learning expectation for students to collaborate with a brainstorming of a list of rhyming words. The teacher reminds students about rhyme patterns and notices if words follow the same middle and ending sounds. The teacher reads a poem out loud while students listen in for rhyming words with the same ending sounds.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	12/13
5.D.2a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR.2.A.1)	3/3
5.D.2b	Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2)(T)	1/2
5.D.2c	Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR.2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

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

- Materials guide teachers by providing a sequence for phonemic awareness activities by grade-level Spanish TEKS. The "*Correlación con los TEKS: Destrezas fundamentales del lenguaje*" is a resource to introduce simple skills and transition to complex skills. Teachers introduce counting syllables in spoken words, before segmenting multisyllabic words into syllables. A systematic sequence for introducing phonemic awareness activities that begin with blending and segmenting phonemes, then transition to blending the phonemes into syllables. For

example, Unit 1 starts with segmenting words into syllables, students identify and categorize groups of words by initial and later on by final sound.

- The materials for grade 1 include a systematic sequence in which the phonemic awareness skills move from simple to more complex skills, such as deleting, adding, and substituting phonemes. In Unit 5, Week 6, Lesson 3, "students will "manipulate the syllables in each of the following words to form a new word: *desanimar, descongelar, recolectar, and reanimar*, In possible responses: *animar, descontrolar, reconectar, revivir*." The lesson includes a model and practice of this skill as the students continue with teacher guidance in using the following words for students to decide the prefix des- or re- to complete a new word. Suggested words are *aparecer, cubierto, trabar, leer, poner, and cubrir*.
- In "Unit 2, Week 2, Lesson 1," the materials guide the teacher to say, "*Escuchen esta palabra: lindo, lin-do. ¿Cuántas sílabas tiene la palabra? Si, tiene dos sílabas. ¿En qué sílaba está el sonido /l/? Escuchen las sílabas: 'lin-do'. Sí, el sonido /l/ está en la primera sílaba. Repita la actividad con las palabras luces, malo, lomo, lombriz, palo. Guíe a los estudiantes para que dividan las palabras en sílabas y reconozcan dónde aparece el sonido /l/.*"

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

- Lesson plans include a Quick Check section that suggests two activities if students struggle and one for students who show understanding. Materials do not include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors.
- Teachers can view direct and explicit instruction to teach phonemic awareness in Spanish. "*Destrezas fundamentales*" include Formative assessment options. Teachers guide students to read the words and match them to the cards with the same vowel blends. Teachers can view direct and explicit instruction to teach phonological awareness in Spanish foundational skills and include formative assessment options to identify possible misconceptions.
- In Unit 2, Week 2, Lesson 1, the materials guide the teacher to say, "Listen to this word *lindo, lin-do*. How many syllables does the word have? Yes, it has two syllables. In what syllable do you hear the sound /l/? Listen to the syllables *lin-do*, Yes, the sound /l/ is in the first syllable." Then guidance states, "*Repita la actividad con las palabras luces, malo, lomo, lombriz, palo. Guíe a los estudiantes para que dividan las palabras en sílabas y reconozcan dónde aparece el sonido /l/.*" Materials don't include feedback based on common errors.

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

- In "Unit 1, Week 4, Lesson 1," the teacher starts the lesson by using "*Tarjeta de sonidos y grafías (nido)*" to introduce how to spell the initial consonant n. Students repeat the sound

several times. The teacher writes the words *nada* and *nudo* and students read them. Students practice the skill in "*Libro interactivo del estudiante*." The materials provide specific terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. In "Unit 1, Week 3, Lesson 1," the teacher uses "*Tarjeta de sonidos y graffias sapo*" and uses the following script: "The word has two syllables, and the first syllable starts with the sound /s/ Can you listen to the sound when I do the syllable sa?" Students practice the skill with the words *sapo* and *silla*. At the end of the lesson, students practice the skill in "*Libro interactivo del estudiante*."

- In "*miVisión Contenido y secuencia*" for grade K and grade 1, the foundational skills taught in "*Taller de lectura*" include print concepts, phonological awareness, phonics, and high-frequency words. One exception is that only students in grade 1 learn to alphabetize words to the first or second letter. Materials include opportunities to begin with simple phonological awareness skills and transition to complex skills. In Unit 5, Week 5," the "*Taller de lectura*" includes "*Destrezas fundamentales*." In "*Fonética: Decodificar y escribir palabras con los diptongos ai, ay, oi, oy, ei, ey*," The teacher writes words on the board, *maizal, hay, oigo, doy, reino, and ley*, and asks students to read the words. The teacher writes headings on the board, *ai, ay, oi, oy, ei, and ey*, and asks students to classify words under the correct diphthong.
- The materials provide specific phrasing statements that teachers use during core instruction. For example, in "Unit 3, Week 1, Lesson 1," the teacher says: "This image shows a cabeza. Listen attentively while I say the syllables together: cabeza. Repita el procedimiento con la palabra zorro: zo-rro."
- A grade 1 mini-lesson in Unit 4, Week 2, Lesson 3" allows a teacher to support students in the transition from oral language activities to basic decoding and encoding. The teacher connects the phonemic awareness skills to the alphabetic principle by displaying the following word as a practice on high-frequency words, which is *nombre*, and the teacher calls attention to students as it is spelled on the board, *n-o-m-b-r-e* and asks students to identify the number of letters and syllables. Students will say, spell, and use the word in a sentence during this oral activity. The teacher will continue this skill by writing the following words, *cada, juego, mismo, and reciclar*, and repeating the same procedure of phonemic awareness to the alphabetic principle. Materials include direct and explicit guidance in Spanish for a grade 1 lesson in Unit 4, Week 2, Lesson 4." The teacher will model and practice with words *franela, fresco, frijol, frontal, and frugal* with students as they repeat each word after the teacher. The activity will continue to solidify the understanding that "syllables are word parts" by decoding the words and underlining the syllable with the consonants *fr, fra* as in the word *franela*. Students will repeat the activity with the teacher's direction as an oral activity and then transfer this to a Turn, Talk, and Share for decoding in their "*Libro interactivo del estudiante*."

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

- The "Teacher Guide" provides activities to reinforce phonemic awareness skills through cumulative review. For example, every unit includes a Week 6 with a cumulative review of skills taught previously and a project-based inquiry. Materials include various activities and

resources in Spanish to reinforce and review phonemic awareness. For example, the "*Programa para Kindergarten a Grado 2: Vistazo a las evaluaciones*" includes "*Preparación para los exámenes de TEKS.*" Starting in grade 1, students practice responding to TEKS-aligned test items included in the "miVisión" program.

- Materials include various activities and resources in Spanish to develop phonemic awareness. These resources include "glosario, glosario ilustrado, infografía, libros por nivel y *Centro de recursos para descargar.*" Other program resources include decodable readers, alphabet cards, picture cards, and project-based inquiry.
- The materials are designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, "Unit 5, Week 2, Lesson 1" reads, "*Prepare tarjetas con las sílabas fla, fle, fli, flo, flu y entregue una tarjeta a cada estudiante. Luego, diga algunas oraciones y pida a los estudiantes que levanten su tarjeta cuando oigan palabras con esas sílabas. Si lo desea, puede usar las siguientes oraciones: Flavia infla un globo. El río fluye por la montaña. Tengo una chaqueta con flecos. Tienes un diente flojo. Dí un chiflido con el silbato.*" Students practice identifying the sounds of syllables with the raising of the cards.
- Grade 1 includes a variety of activities and resources in Spanish for students to develop and practice their understanding of phonemic awareness. For example, each unit of study begins with a weekly essential question/*pregunta esencial* that focuses on an overarching theme that helps teachers frontload their lessons to include activities and resources for that week. The phonemic awareness skills are developed and practiced from the start of each week by suggesting to teachers to create Word Walls that will display keywords that will focus on the spelling patterns which encourages students to use them and "recycle learned ones in their daily speaking and writing activities" These words also can be used for anchor charts that can be added as a Spanish/English component for "language-bridging or bilingual-center activity time to compare and contrast Spanish and English words and language patterns."
- After each lesson in every unit, there is a section that provides activities for "*Evaluación y diferenciación,*" that allows a teacher to select and customize the reinforcement of activities from a variety of online resources located for students in the "*Juegos*" section to practice with letter tiles, decodable, and cumulative phonemic awareness test online which will score a student based on the TEKS mastered or needs further assistance with teacher guidance using the "*miEnfoque: Teacher Guide para la intervención*" for further reinforcement of the skill(s).

Foundational Skills

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

The materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (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 "Teacher Guide" includes five spelling lessons every week with a systematic sequence for introducing grade-level sound-spelling correlations to decode single and multisyllabic words as outlined in the Spanish TEKS. In Unit 1, Week 1, Lesson 1, the objective is "*deletrear palabras con patrones silábicos tales como CV, VC, CCV, CVC, VCV. CVCV, CCVCV, CVCCV.*" The materials include a vertical alignment that outlines the progression of sound-spelling patterns skills and concepts in Spanish. The progression is presented week by week on "*Puente entre los talleres de lectura y escritura*" throughout the school year, providing an overview of the skills and concepts to decode single and multisyllabic words as outlined in the Spanish TEKS. The lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. In Unit 3, Week 3, Lesson 2, the script reads, "write and read the word *pajarillo*. Say: the word *pajarillo* has the sound /y/ in the last syllable *pa-ja-ri-llo*. Write the word on the board and point at the last syllable llo where the *dígrafo ll* is located. *Pida a los estudiantes que*

repitan la palabra y la separen en sílabas." Students practice in the "*Libro interactivo del estudiante.*"

- In "*miVisión Contenido y secuencia*" for grade K and grade 1, the foundational skills taught in "*Taller de lectura*" include print concepts, phonological awareness, phonics, and high-frequency words. One exception is that only students in grade 1 learn to alphabetize words to the first or second letter. Teachers reference Word Work activities in Unit 2, "*Grupos pequeños*" independent/collaborative. The Word Work activity states: "Students build words with the sound /r/ spelled r or rr or the sound /k/ spelled c. Possible words: *roca, carro, copa, cuna.* Students can also play the Letter tile game online in *miVisión* games."
- In Unit 4, Week 3, in the "*Plan sugerido de la semana*" section, the outline for grade 1 sound-spelling correlations in the "*Destrezas fundamentales/Foundational Skills*" provides a teacher with Lessons 1–5 that have the guidance to instruct segment and blend syllables, decode and write words followed by a Quick Check, listen for the stressed syllable, decode and write words, manipulate syllables within words, and end with a spiral review. In Unit 4, the "*Plan de destrezas*" is outlined to follow TEKS for grade 1 that begin each weekly lesson with "*Destrezas fundamentales/Foundational Skills*" "*Separar y combinar sílabas: Cambiar las sílabas*" are done for two weeks, followed by "*Conciencia fonológica: Separar y combinar sílabas: Agregar sílabas*" in Week 3, and "*Conciencia fonológica: Trabajar con sílabas dentro de las palabras*" in Week 4. Finally, students complete with phonological awareness, compound words, changing final syllables, and changing parts of the word.

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

- The "Teacher Guide" includes guidance for teachers to provide explicit instruction for grade-level sound-spelling patterns. For example, in Unit 1, Week 1, the Lesson 3 script directs the teacher to say, "What is the first sound of the word *mono*? Listen while I make the sound /m/ (pause) /m/ (pause) /m/ (pause) *mono*. *Mono* starts with the sound /m/. The materials include traditional and digital multimodalities to help teachers provide explicit instruction. Digital resources include student and teacher print resources on savvasrelize.com ELL Support for language awareness handbook and fundamental skills, including SLAR sound-spelling patterns.
- Materials include opportunities to provide instruction on sound-spelling correlations. For example, in Unit 5, Week 1–5, "*Plan de destrezas*" includes "*Puente entre los talleres de lectura y escritura.*" The "*Vocabulario académico*" subsection covers related words, word parts, and oral language. The teacher guides explicit instruction. Unit 5, "*Unit Vistazo a la Unit: Plan para los talleres*" provides an overview of Weeks 1–6. Skills include "*separar y combinar sílabas, cambiar sílabas iniciales, agregar sílabas, escuchar la sílaba tónica, and quitar sílabas.*"
- The materials provide teachers with points to emphasize grade-level sound-spelling patterns. In Unit 3, Week 2, students spell out the following words while the teacher separates them into syllables: "*almohada (al-mo-ha-da)* and *helado (he-la-do).*" Students look up the words in the dictionary and practice in the "*Ortografía del Centro de recursos para descargar.*" In the grade

1 Unit 4, Lesson 1, Week 1 sound-spelling pattern lesson, the teacher is provided with precise words and phrases that can be used during direct instruction such as, "This is the image of a *dragón*. Listen to the syllables and sounds in the word *dra-gón*. What sounds can you hear at the beginning? Let's repeat the word slowly, *dragón*. Now, let's pronounce the syllables slowly, *dra-gón*." There are options for the teacher to select from. For example, there are "videos, a *Libro de rimas*," online "Juegos" for the interactive letter tiles, and the "*miEnfoque: Teacher Guide para la intervención*," which is scripted for direct and explicit instruction.

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 "Teacher Guide" provides activities in every lesson to help students review, practice, and reinforce sound-spelling patterns, as well as teacher-guided lessons with scripts for teachers to follow. Materials also provide "*Tarjetas de imágenes, tarjetas del alfabeto*" that teachers use in lessons. Students reinforce the skill in "*Libro interactivo del estudiante*." Materials include resources authentic to Spanish. For example, "*Componentes del programa Grado 1*" lists "Recursos para los talleres." Digital only resources include "ExamView en español" and "*Videos de los autores para el desarrollo profesional*." Materials include resources to reinforce sound-spelling patterns, such as "*Programa para Kindergarten a Grado 2: Vistazo a las evaluaciones*." Progress check-ups monitor student progress on skills and Spanish standards covered. Grade 1 skills/standards assessed include "*Palabras de uso frecuente, comprensión auditiva, fonética, and escritura*."
- The materials include activities and resources in Spanish to help students review, practice, and reinforce their understanding of sound-spelling patterns at their grade level. For example, in Unit 3, Week 5, Lesson 4, the teacher directs the students to practice the consonants k and w with the "*Tarjetas de sonidos y grafías*." Students decode words *kerosene, kimono, kilo, Walter, kiwi, and web*. The teacher guides students to connect sound and letter in the "*miEnfoque: Guía del maestro para la intervención*" for additional instruction in reading words with consonants k and w. Students play a card game and practice forming words with consonants k and w. The teacher downloads the card game on "miVisión," PearsonRealize.com.
- Grade 1 materials include "*Tarjetas de imágenes, Tarjetas del alfabeto, Tarjetas de letras, and Tarjetas de sonidos y grafías*." The teacher also is guided in the "*Desarrollo del lenguaje en español for Destrezas fundamentales*" section in each unit to continue to assist students to develop, practice, and reinforce a particular grade-level skill for sound-spelling patterns as students are engaged in teacher created activities as suggested and scripted for teacher planning.

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)

- Every unit provides weekly lessons for "*Puente entre los talleres de lectura y escritura.*" Lessons include activities and resources in Spanish to support students in decoding and encoding words both in isolation and in authentic Spanish decodable text. In Unit 2, Week 1, Lesson 4, the teacher introduces "*Cuento de fonética Rita pasa un buen rato,*" and students practice the sounds /r/ and /b/ that were previously taught.
- "*Componentes del programa Grado 1 Recursos para los talleres.*" Print and digital resources include "*Libros interactivos del estudiante, libros por nivel con Guía del maestro, libros comerciales, superlibro de canciones y poemas.*" Digital only resources include "*Juegos de práctica.*" Materials include various activities and resources in Spanish to decode and encode words. These resources include "*glosario, glosario ilustrado, infografía, libros por nivel y Centro de recursos para descargar.*" Other program resources include decodable readers, alphabet cards, picture cards, and project-based inquiry.
- The materials provide traditional and digital multimodal activities in Spanish for students to decode and encode words both in isolation and context. In Unit 3, Week 1, Lesson 4, the materials include opportunities for the teacher to instruct students on the sounds of consonant r. The teacher shows the students the "*Tarjeta de sonidos y grafías*" with a picture of a "*pera.*" The teacher writes a tongue twister with the consonant r on the board. Students practice a lesson in the "*miEnfoque: Guía del maestro para la intervención*" to learn how to read words with the consonant r.
- In Unit 3, Lesson 3, Week 6 on manipulating syllables, students will practice the skill of "*diéresis*" using the words "*güe* and "*güi,*" where students will say, repeat, and interchange the "*güe* and "*güi*" for words such as "*pingüino* and "*cigüeña.*" The activity is guided by the teacher to assist students in differentiating between the syllables as the teacher directs students' attention to the idea that the syllable "*güe*" is written with two dots on the letter *ü*, so the letter *u* must be pronounced. In Unit 3, Lesson 5, Week 6, "*Repaso en espiral/Phonics Spiral Review*" is focused on consonant words with *x*, *k*, *w*. The teacher will create a three-column table on the board and label each section with the consonants *x*, *k*, *w* as students say words with each letter sound. The teacher then writes while the whole class will read and segment the words into syllables. Suggested words would be "*x: xilofón, extraño, Xavier. k and w: kilo, kiwi, Hawái, and Taiwán.*" The the same unit, the teacher will then introduce the skill "Change initial syllables" through a model and practice of the following pair of words where students will learn to recognize the syllable that changed the first word to make the second word such as "*compre/siempre, imprimir/suprimir, aprender/reprender.*"

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 Teacher Edition includes a Week 6 cumulative review. Digital resources include student and teacher print resources through the SavvasRealize.com ELL support for language awareness handbook and fundamental skills. In Unit 1, Week 5, Lesson 4 reviews the sound /t/, previously taught. The teacher writes the word "tamales" on the board and reads it "ta-ma-les." Students read the word and count the syllables. Students practice segmenting "tanto, Teresa, and pato" into syllables before working on "Libro interactivo del estudiante."
- "Destrezas fundamentales" includes formative assessment options. Two options are listed: to work on the "Libro interactivo del estudiante" or an independent activity where the teachers write the words "carey, aceitar, estoy, oigan, voy, ley" on cards for the students. The teacher guides students to read the words and match the words that have the same vowel blend. The teacher does a Quick Check to assess if students struggle or show understanding, with guidance stating, "Notice and assess the question: Are students able to decode and write words with diphthongs? If necessary, the teacher will conduct a review."
- In Unit 3, Week 6, Lesson 1, students read aloud words and sentences. In Lesson 2, students focus on the consonant blend pr. Students complete an activity in the "Libro interactivo del estudiante." In Lesson 3, students practice the consonant blend pr by writing sentences. Students work in pairs to fill in the blanks on a handout from the "Ortografía Centro de recursos para descargar." In Lesson 5, students take a test.
- The materials provide digital resources and activities, such as in the section "Juegos" in Savvas Realize, where there are matching or drag-and-drop games in Spanish for students to practice and review previous skills and concepts. In a Unit 4, Week 1, Lesson 1, "Puente entre los talleres de lectura y escritura," "Ortografía" section, the teacher begins by helping students access prior knowledge as "Evaluar los conocimientos previos" with words and sentences already seen the previous week as a cumulative review before introducing Lesson 2 the following day, as outlined in the table for Unit 4 Week 1." The teacher will end Lesson 5 by evaluating students with the skills from Lesson 2–4.

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, roots, 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, roots, 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 scope and sequence document that identifies grade-level morphemes in unit 3 under "Planes de la Week, *Plan de destrezas*" for all six weeks. This page layout with the methodical sequence is available in every unit of the "Teacher Guide". Materials introduce the meaning of words with affixes -s -ces and -es in unit 3 and the affixes -or strats in unit 5. It includes a scope and sequence document that identifies grade-level morphemes. For example, in unit 3, week 4, lesson 4 the teacher reviews that plurals can be formed by adding -s, -es, or -ces. The teacher practices with students by writing the words *camión* and *mosca* on the board and adding a suffix to make them plural. After the guided practice students work on '*Libro interactivo del estudiante*'.

- In Unit 5 Unit *Vistazo a la Unit* the section "*Puente entre los talleres de lectura y escritura*" includes '*Ortografía*'. In "*Ortografía*," the lessons for week 1 and week 2 focus on suffixes -ando, -iendo, -ado, -ada, -ido, -ida. Week 3 focuses on words with written accents. Week 4 covers hiatus ae, ao, ee, eo, oa, oe, oo, and *diptongos* ua, ue, ui, eu, au. Week 5 also covers diptongos ai, ay, oy, ei, ey, in addition to "*raíces de palabras*". "miVisión Lectura Correlación con los TEKS" "Foundational skills" include "decodificar palabras con diptongos, decodificar palabras de tres y cuatro sílabas, y decodificar palabras con prefijos y sufijos comunes". Increased levels of difficulty. For example, "decodificar palabras de tres y cuatro sílabas" is taught in Unit 2 week 5 while prefixes and suffixes are covered in unit 5 week 6.
- In Grade 1 that lists all of the Spanish Language Arts TEKS and indicates which units and sections introduce multisyllabic words, syllable types, and syllable division principles. This is located at the end of the Teacher Guide and labeled as *Correlación con los TEKS*, R 35-37. In Unit 3, Week 1" in the section of "*Plan sugerido de la Week*," the lessons introduced for "Decodificar palabras con la consonante z," a teacher spends two days and will follow-up with a Quick Check/*Comprobación rápida* for student understanding. The teacher is provided with direction for struggling students and students with mastery of the skill through resources and activities before assigning the "*Libro interactivo del estudiante*" or "*Práctica adicional*". In "Lesson 4" students will apply the skill of the consonant z in the decodable, "*El jefe y el maestro*".

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, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1) (T)

- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example: lesson plans include script guides for the teacher to use the Gradual Release of Responsibility as students learn and apply affixes -s, -es, and -ces to decode and understand the meaning of words. Unit 3, week 4, lesson 4 states: write the word *camión* on the board. Now, say the word *camión*, it has two syllables *ca-mión* and it ends in the consonant (n). To make a plural word, we need to add -es to the end of the word if it ends in a consonant. Then now we have *camiones* as the plural of *camión*. How many syllables do we have in *camiones*? *ca-mio-nes*, now they are three syllables.
- In Unit 5, week 1 the "*Taller de lectura*" includes Word work. There is a subsection titled Phonics: Decode and write words with suffixes -ando, -iendo. The teacher writes these words on the board: *bailando, bebiendo, abriendo*. Students repeat the words after the teacher. Students underline the suffix -ando. The teacher adds these words to the board: *limpiando, barriendo, aplaudiendo*. The teacher guides students to identify the suffix.
- Materials direct teachers to "*Destrezas fundamentales*" in unit 5, where the teacher guides students to work with suffixes and affixes. Lesson 3 is to decode words with suffixes -ando -iendo and Lesson 4 is to decode and write words with suffixes -ando -iendo. Lesson 5 focuses on the affixes -oso and -osa. In unit 5, week 6, lesson 3 the teacher is directed to "Write the word *desenvolver* on the board and read it aloud. Segment the word into syllables. Ask students to repeat the syllables in the word, except for the prefix des-. Say: (See Spanish.)

Write the word *replantar* on the board. Segment the word in syllables. Say: (See Spanish.) Ask students to add the prefix *des-*, *re-* to the following words to change their meaning: *aparecer*, *cubierto*, *trabar*, *leer*, *poner*, *cubrir*. (*desaparecer*, *descubierto*, *destrabar*, *releer*, *reponer*, *recubrir*.)"

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)

- Resources include student interactives, "*Teacher Guide*," small group guide, level readers, Foundational skills kit, trade books, intervention guides, and assessment resources. It also includes digital resources and activities in Spanish for students to develop grade-level morphological skills. Digital resources include student and teacher print resources on *savvasRealize.com*. Intervention support for teachers and students, Foundational skills activities, writing support activities, and additional digital resources to use as needed. In "*Puente entre los talleres de lectura y escritura*" under "*Evaluar la comprensión*" there is an orthography section. In "*Ortografía*" students spell words with consonant blend *gl* and suffixes *-ando* and *-iendo*. Students can access resources to practice skills. For example, in Unit 5, lesson 5, the "*Taller de lectura*" includes "Foundational skills." The section Phonics: Spiral review allows students to reinforce compound words and suffixes *-oso -osa*.
- Unit 5, week 6, lesson 2 students view the "*Tarjeta de sonidos y grafías*" and say the words with prefix *im-*: *imposible*, *improductivo*, *imprudente*, *insostenible*, *increíble*, and *inoportuno*. Students identify base words and prefixes in each word. Students continue to practice in the "*miEnfoque: Teacher Guide para la intervención*". Students build words with letter tiles from the "*miVisión*" games on *PearsonRealize.com*. Students use the Decodable Reader to read the story "*La estrella ingrata*" to reinforce the understanding of prefixes *in-*, *im-*.
- The digital resource "*Juegos*" on *Savvas Realize* provides teachers the ability to assign students to online activities which include matching or drag-and-drop games in Spanish for students to practice and review previous skills and concepts with multisyllabic words. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode and encode multisyllabic words. Grade 1 provides a section for teachers to create or assign activities to students for collaborative or independent work, as it is described in Unit 5, Lesson 2, Week 3," for Word Work Activity: "*Formar palabras con tarjetas de letras*". The second option is to assign the online activity under "*Juegos*" in *Savvas Realize* for the drag-down letter tiles for reinforcement of the skill.

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)

- Unit 1, week 6, lesson 2 includes a high-frequency words lesson. The teacher displays and reads aloud the words: *voy*, *agua*, *como*, *buena*, *mucho*. The teacher dictates each word, and

students spell them aloud. The teacher covers the words and dictates them again. Students write the words as the teacher dictates each one. The materials include a student practice on taught morphemes to decode words with morphemes in isolation and on decodable connected text. For example: the teacher's guide includes a lesson a week "*Leer como un escritor, escribir para un lector*" where students practice reading and writing.

- Many resources are provided to support minilessons in the units. For example, in a minilesson about the suffixes *-ando -iendo*, students have access to the pictorial representation of vocabulary by using the '*Tarjetas de sonidos y gráficas*. *Tarjeta (horneando)* and *Tarjeta (corriendo)*' are used to illustrate the suffixes *-ando and -iendo*.
- The materials include student practice books (paper and digital) with word lists focused on the targeted morpheme(s) for the lesson. Students read the word lists and complete an exercise to focus on meaning. For example, students can access the online platform for every unit and every skill, and the teacher has the online resources available along with the student consumables to complete the objective of the week.
- In a "Grade 1 lesson in Unit 5, Week 3, *Puente entre lectura y escritura: Ortografía-Escribir palabras con cl y el acento*" an activity for the "Assess prior knowledge" is provided for students to begin the week with. Next, students will continue with lesson 2 with the ten words provided in the "*Libro interactivo del estudiante*" to classify their list as words with *cl* or "acento escrito" and understand how the accent changes the meaning. In "Lesson 3," students will practice and demonstrate an understanding of the same skill through an activity from the "*Ortografía Centro de recursos para descargar*". Students will end Lesson 4 and 5 with a spiral review and an "Access of Understanding" of the ten words. Students will connect the words to their assigned decodable, as well as write the words, identify spelling errors, share how the words can be corrected, and understand their meaning.

Foundational Skills

5.F.1	Vocabulary Development	7/7
5.F.1a	Materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)	3/3
5.F.1b	Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)	4/4
5.F.1c	[2nd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. (S) [3rd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S)	N/A

The materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries.

Evidence includes, but is not limited to:

Materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)

- The materials include "*Tarjetas de imágenes*," books with illustrations and guidance to support students in associating the visual representation with the word's meaning. For example, in Unit 1, Week 2, Lesson 2, the teacher reviews the vocabulary words using the illustrations in the story "*Henry sobre ruedas*." The teacher guides students to describe the setting of the story using the vocabulary words "*arena, calle, cuadra, and esquina*." The teacher provides sentence frames for students to practice the words with a partner.
- Materials support students in determining the meaning of unfamiliar words with illustrations, texts, and guidance. For example, in Unit 2, Week 1, Lesson 2, the teacher presents a lesson to develop vocabulary. The teacher reminds students of the meaning of the vocabulary words "*rana, tranquilo, renacuajo, and huevos*." The teacher and students look for photographs or illustrations that help them understand the words as they participate in a class discussion. Students match the word to the picture in "*Libro interactivo del estudiante*."
- In Unit 2, Week 1, Lesson 2, students learn new vocabulary on the life cycle of a frog in the "*Libro interactivo del estudiante*." Students read the new vocabulary. Students look at the photos to help them understand the vocabulary and information in the text. Students generate and ask questions about the information they read. Students talk to a partner about the new vocabulary in the text.

Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)

- "How to use a picture dictionary" provides direct and explicit instructions on the purpose and use of it. For example, at the end of Unit 1, a mini-lesson focuses on using a picture dictionary. The teacher models reading the word "escuela" aloud and students repeat the word. The teacher explains that "the words and pictures in the picture dictionary are organized by a topic or a group of similar words." This helps students know what kinds of words they will find in the picture dictionary. The lesson continues with a teacher-guided practice on "*Libro interactivo del estudiante*." Students use the glossary as the teacher reads the words and students point to the picture that shows the word. Savvas Realize is the online learning management system for the materials, featuring a full suite of personalized teaching and learning tools. Units on the digital platform include resources such as glossaries, e-books, and dictionaries. For example, students can read the e-book "*Este es mi hogar*" using complete online access to the leveled library.
- In Unit 3, the teacher asks the students to open the "*Libro interactivo del estudiante*," read the word "correr" aloud, and sound out the word. The teacher then says "Now say: We are learning the word *correr*. Next to the word, we have an image de un *hombrecito de jengibre corriendo*. The image shows the meaning of the word *correr*. Explain that the images in a glossary are organized by themes or similar words."
- Materials include visual representations such as pictures or illustrations that provide context clues to help students associate the visual representation with the word's meaning. In a Unit 5, mini-lesson, "*Cómo usar un glosario ilustrado*" the focus on strategies assists students with understanding the purpose of using a glossary for locating words that can be associated with visual representations.
- Materials include a student activity in the "*Libro interactivo del estudiante*" for "*Cómo usar un glosario ilustrado*" by using photographs and categories and explaining the reason the words are paired under the "*categorías de color, estaciones, and medios de transporte*." The interactive student book gives the option to access definitions and pronunciation by clicking on the vocabulary word.

[2nd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. (S)

[3rd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S)

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

Foundational Skills

5.G.1	Reading Fluency (1–3)	16/16
5.G.1a	Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context in Spanish with suggestions for teacher feedback. (T)	6/6
5.G.1b	Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)	3/3
5.G.1c	Materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)	3/3
5.G.1d	Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.	4/4

The materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context in Spanish with suggestions for teacher feedback. Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). Materials include authentic Spanish-connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

Evidence includes, but is not limited to:

Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context in Spanish with suggestions for teacher feedback. (T)

- The "Teacher Guide" includes structured lessons with objectives, activities, and assessment strategies tailored to develop fluent reading skills. "*Opciones guiadas por el maestro*" includes teacher guidance to develop prosody, rate, and accuracy. Students "pairs practice" reading a short passage fluently. The teacher listens as students read, offers feedback, and records each student's performance.
- The materials include lessons on fluent reading skills in context and out of context. For example, each unit includes a lesson on read-aloud where the teacher models and practices fluent reading skills. In Unit 1, Week 2, Lesson 1, the teacher reads "*De paseo por el vecindario*," with suggestions to provide feedback.
- In Unit 5, Lesson 4, Week 5, "*Evaluación y diferenciación*," "*Fluidez "prosodia*," the materials guide the teacher to asks students to "find a partner and practice reading out loud." Students will read short passages at a rate that "is not too fast and not too slow." The teacher will model this area of fluent reading skills. Under the section for "Oral reading assessment of rate and accuracy," the teacher is to use "*Lectura independiente*" from Unit 5, Week 5. The teacher provides the feedback and records the student's performance to track student progress with the fluency tracking chart.

- Materials for grade 1 include lessons, activities, and tasks with modeling and practice of fluent reading skills in the "Teacher Guide para los libros por nivel" in Savvas Realize. The teacher uses Unit 5 of the "*Seleccionar textos para el aprendizaje.*" The teacher will refer to the "Teacher Guide para los libros por nivel" then give students the opportunity to practice words out of context before reading and then, in context, using the level B books.

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

- Materials include modeling and practice with decodable texts. For example, in Unit 1, Week 2, Lesson 4, the teacher models reading the decodable story "*El niño va*" and reviews the list of high-frequency words. Students practice reading these words in the story. The teacher's guide includes modeling and practice in reading word lists, decodable sentences, and texts. In Unit 1, Week 4, Lesson 2, the teacher reviews high-frequency words "*hay, casa, ella, and tiene*" with students. Students work in "*Libro interactivo del estudiante*" to read the words and continue reading sentences as they practice with a partner.
- The Mini-lesson in Unit 3, Week 1, Lesson 3 has the teacher display the words "*gran, había, quería, decían, maestro.*" Students are instructed to read the words, spell the words, and use the words in a sentence. Students use the words in sentences. Students read the words in the "*Libro interactivo del estudiante*" and they complete the sentence activity. In a Word Work activity in Unit 5, Lesson 2, the teacher models reading and writing the high-frequency words for the week, "*estoy, soy, peine, siente,*" as students will practice reading and identifying them in "*Libro de Fonética*" for the text, "*Jaime y la peineta.*" After students have completed this activity, the *miVisión* in Savvas Realize provides students with the interactive "Letter Tile" game.
- Materials include embedded modeling and practice for connected texts in the lesson for grade 1. For example, in a mini-lesson for modeling the academic vocabulary in Unit 5, Lesson 3, Week 5, the teacher focus is on strategies that build a student's understanding with the decodable "*Usar las imágenes y el texto,*" as teacher models questions for students to ask when describing the key ideas or words in the text, such as "*¿Qué información obtengo de las imágenes? ¿De qué manera las imágenes me ayudan a entender el sentido del texto?*" Students will practice this strategy as the teacher is directed to Unit 5, Lesson 3, Week 5, "Leveled Readers" in "*Grupos pequeños*" to build on the mini-lesson by asking students to note pictures and words that help them better understand the key ideas in the text. During the lesson, students have the opportunity to practice reading words in isolation and connected text.

Materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)

- Each unit in the teacher's guide includes "*Biblioteca de libros para leer*" which includes level readers for students to read independently that align with the unit theme. For example, Unit 1 includes level B books. Books are accessible online for teachers and students. Materials

include "*Guía para grupos pequeños*," which includes practice activities to develop word reading fluency. For example, the guide includes a chapter "*Fluidez y libros por nivel*" that provides activities for teachers to do with students to better their fluency. For example, students record themselves reading and then listen to them.

- In Unit 3, Week 1, Lesson 1, during independent text reading, the teacher is instructed to "Have students look at and read fables during independent reading. Provide a simple sequence chart for students to use in taking notes about the plot in each fable they read. Have students circle and label the problem and resolution on their sequence chart." In Unit 4, Lesson 4, Week 2, "*Evaluación y diferenciación*," "*Fluidez*," the teacher provides oral reading assessments for rate and accuracy. The teacher will "listen as students read the Decodable book," provides feedback, and records the student's performance to track student progress with the "*Tabla de progreso en la fluidez*."
- Materials include practice activities and tasks to develop word reading fluency in teacher-facilitated small groups. In Unit 1, Lesson 5, Week 3, "*Desarrollo del lenguaje en español*," the teacher will work in small groups with a set of cards that will be paired by segmenting each word in syllables as students work with the teacher to identify syllable change in the pair of words. The teacher will assess this skill in small groups by asking students to "think of other words that they could make changing one syllable."

Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

- The materials include exercises and tasks that students can complete individually to enhance word reading fluency. Materials include "*Libro interactivo del estudiante*," where students practice their fluency and comprehension. For example, in Unit 1, Week 2, Lesson 4, decodable story "*La niña juega*," the teacher pairs students for reading and listen carefully as they use letter-sound relationships to decode words. One student begins. Students read the entire story, switching readers after each page. Partners reread the story.
- The materials include opportunities for repeated reading of the same or similar text to enhance accuracy, fluency, and comprehension. In Unit 1, Week 2, Lesson 2, the teacher introduces the story "*Henry sobre ruedas*" during "*Lectura compartida*." The teacher explains that readers monitor their comprehension as they read a text. Readers adjust by rereading when their understanding breaks down. Students read the text and ask questions about the setting of the story to deepen their understanding.
- Unit 3, Week 5, Lesson 4, students read for comprehension from the "*Libro de Fonética*." The students read "*El taxi de Walter*." Guidance states, "Look for high-frequency words and words with the consonants x, k y w. After the students finished reading "*El taxi de Walter*," ask them: What do you like the most from the story?"
- In Savvas Realize, miVisión, in the section "Professional Development Resources," part 2 of "Routines and Activities/*Rutinas y actividades*," the suggestions provide teachers with ideas for building reading skills through reading strategies such as, "Echo, Choral, and Total Physical (TPR) Routine." This resource sets the understanding for connecting texts to help build accuracy, automaticity, and prosody through "purpose, procedure, and teaching tips."

- In Unit 5, Lesson 2, Week 5, "*Presentar el texto*," the teacher explains to students the purpose of monitoring comprehension while reading the text is to remember that "readers can make adjustments by using their background knowledge, or what they already know, when their understanding breaks down." Students will apply the "First Reading Strategies" or "*Estrategias para la primera lectura*" with "Read, Look, Ask, Talk" in the "*Libro interactivo del estudiante*" for the text, "*Las señales del invierno*."

Foundational Skills

5.H.1	Handwriting Development	5/5
5.H.1a	Materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (r)	2/2
5.H.1b	Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (s)	3/3

The materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level.

Evidence includes, but is not limited to:

Materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (r)

- The "Teacher Guide" includes a weekly section "*Puente entre los talleres de lectura y escritura*" with explicit instruction on the teaching of handwriting skills. In Unit 1, Week 1, Lesson 1, the focus is "Proper Sitting Position." The teacher tells students that there is a proper way to sit when writing. The teacher models a "sitting position that enables you to write properly and without strain. Show how sitting up straight and resting one's arms on a desk or table are ways to get ready to write." Students practice it as the teacher helps them "achieve a healthy, proper sitting positing for writing at a desk."
- The materials integrate handwriting skills with ongoing classroom learning to connect handwriting practice with other subject areas or topics. In Unit 1, Week 2, Lesson 2, the phonics lesson is "Decode and write words with initial consonant l." The teacher presents the lesson, and students use "*Libro interactivo del estudiante*" to practice writing words and sentences with initial consonant l.
- In Unit 5, Week 4, Lesson 1, "*Caligrafía*," instructions are: "Read the following sentences, "*¿Qué tipo de ave es esa? Es un reyezuelo.*" Demonstrate how to write the second sentence by using the correct space in between words. Explain that the space in between the words is bigger than the space in between the letters. Ask the students to write a sentence and make sure that they use the proper spaces in between words."
- In Unit 5, Lesson 1, Week 5, "*Caligrafía*" the teacher models the importance of printing legibly and leaving spaces in between words. The teacher will model with the sentence, "*¿Qué día es hoy?*" as the teacher will ask students to respond while modeling the spaces in between the words. Students will respond to the question by using a sentence frame, "*Hoy es_____.*" In Unit 4, Lesson 1, Week 4, students will practice writing uppercase and lowercase Xx using the activity sheet from "*Caligrafía, del Centro de recursos para descargar.*" The teacher will guide students with questions such as, "When do we use upper case?"

Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

- Materials include "*Práctica de caligrafía*" and "*Recursos para el estudiante en línea and Modelos de caligrafía*" for students to practice on grade level handwriting. The materials include consistent and frequent handwriting practices in "*Libro interactivo del estudiante.*" Students practice handwriting during different activities and tasks embedded into daily lessons. For example, in the Unit 1, Week 6, Lesson 2, phonics lesson, the teacher guides students to practice phonics and handwriting.
- In Unit 3, Week 4, Lesson 1, "Handwriting Write Words," the script reads, "Write the word *sol*, showing students how much space should be used between letters within a word. Help them develop their handwriting by printing words legibly while leaving appropriate spaces between words and letters." The instructions for Unit 3, Week 4, Lesson 1 ask students to practice writing, leaving the appropriate space between letters and words. In Unit 4, Lesson 3, Week 3, the teacher will use the resource "*Caligrafía, del Centro de recursos para descargar*" to continue helping students develop handwriting skills. The directionality of the uppercase and lowercase *Ww* will be practiced through teacher guidance.
- The materials include practice pages with guidelines and examples for students to trace or imitate letters, words, and sentences, focusing on proper letter formation and spacing. In Unit 2, Lesson 3, Week 5, "*Caligrafía: Escribir palabras*" the teacher will model "improper spacing between the letters" using the words "*yo, gato, and dedo.*" The teacher will rewrite the words showing students the appropriate spacing needed for words to be written appropriately. Students will practice independently writing words with spaces in between through an activity page from "*Caligrafía, del Centro de recursos para descargar.*"

Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	12/12
6.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
6.A.1b	Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
6.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts	1/1
6.A.1d	Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
6.A.1e	Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.	4/4

The units are designed to build knowledge based in the fields of science, history, literature, and the arts. Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels. Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts. Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.

Evidence includes, but is not limited to:

Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

- Unit 3, Week 1, Lesson 1, under "Explore the website," reads, "Have students follow along in their '*Libro interactivo del estudiante*', as you read aloud the website 'Planificar tu visita al zoológico.' Explain that a website is a type of digital text, or text that you can read on a computer or other device. Then place students in small groups to talk about the different activities based on the photos. Ask students how they could use the features of the website, such as links to further information, to decide what they might like to do on a visit to the zoo."
- Unit 3, Week 1, Lesson 2, in the "*Libro interactivo del estudiante*," includes the fable "*La hormiga y el saltamontes*." The "Teacher Guide" has this cross-curricular perspective: "Tell students that Aesop probably lived in ancient Greece. He told a lot of tales that became known as 'Aesop's Fables.' His fables tell lessons that pass on beliefs and values that many communities share."
- The "*Proyecto de indagación*" for a grade 1 lesson includes a section on "*Integrar la enseñanza*" with a science focus which includes engineering. Students will be asked to gather information on the science topic related to different seasons of the year. The teacher will guide students through the process of an inquiry-based question that is relevant to the topic of

seasons. The "*Libro interactivo del estudiante*" provides students with a graphic organizer to begin gathering information.

- Materials are designed around texts that engage students to learn from different fields of study such as science, history, literature, and the arts to connect in meaningful ways to texts that will motivate grade 1 students to read. In Unit 4, Week 6, "*Club del libro*," the text "*Felipe Poey: el científico que amaba los peces*" is selected for a Book Club between students and teachers. The instruction for this book is for three weeks meeting twice a week with the teacher for group discussions and different elements of the topic to be explored within the same time frame. Each meeting will focus on the areas of students, "Noticings, Connections, and Wonderings."

Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.

- The "Teacher Guide" states that the materials are for 150 calendar days. The materials provide five units and six weeks of instruction per unit. Each unit includes an introduction layout, "Unit *Vistazo a la* Unit Tema de la Unit," with a scope and sequence for six weeks. If it's building knowledge across six weeks, there is evidence for the six weeks of instruction. The "*Teacher Guide*" includes a Scope and Sequence at the end of the guide "*Contenido y secuencia*." Materials provide a connected scope and sequence in the teacher's guide that demonstrates the approach to knowledge-building from grade kinder through grade 5.
- Materials provide a connected scope and sequence within across grade levels located at the end of the grade 1 Teacher Edition, which outlines "*Contenido y secuencia*" for "*Taller de lectura*" for sections K–2 in the areas that build knowledge of the "*Destrezas fundamentales*" or Foundational Skills. The "*Estructura y conocimiento de las palabras*" provides a scope and sequence for Grades K–5 with some areas of knowledge-building within some grades earlier or later depending on the skills.
- The back of the "Teacher Guide" has "*Contenido y secuencia*" with some foundational skills connecting grades K–2 and some foundational skills connecting grades K–5. Materials provide a connected scope and sequence across grade levels located at the end of the Grade 1 Teacher Edition, which outlines "*Contenido y secuencia*" for "*Taller de lectura*" for sections K–2 in the areas that build knowledge of the "*Destrezas fundamentales*" or Foundational Skills. The "*Estructura y conocimiento de las palabras*" provides a scope and sequence for grades K–5 with some areas of knowledge-building within some grades earlier or later depending on the skills.
- Materials at the beginning of the Teacher Edition include an outline of "*Programa para Kindergarten a Grado 2*" on the left and right-side section, "Skills/Standards Assessed" for grades K–2 that connects the different skills that are expected at each grade level.

Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts.

- The materials include units with lessons for six weeks for students to spend extended time on connected knowledge-building topics and Spanish texts. Each unit of study includes an essential question, theme, and multi-genre lessons. The materials provide Spanish texts that deepen students' knowledge incrementally in each unit. Each unit's topic is broken down into six-week units. Within each unit, the materials guide the teacher in building knowledge across the weeks. Daily foundational skills instruction explicitly and systematically covers phonological awareness, phonics, and fluency in Spanish TEKS. Units are thematically connected, exploring the weekly questions and spotlight on genre exploring the weekly question. Week 6 ends with a cumulative review of the unit and project-based inquiry/leveled research articles.
- The "Teacher Guide" states materials are for 150 calendar days. The materials provide five units and six weeks of instruction per unit. Each unit has an introduction layout "Unit *Vistazo a la Unit Tema de la Unit*" with a scope and sequence for six weeks. If it's building knowledge across six weeks, there is evidence for the six weeks of instruction.
- Units for grade 1 are designed for students to spend five weeks on connecting knowledge-building topics and Spanish texts. In Unit 4, Unit *de estudio*," the unit theme is "*Hacer historia*" located in the section, "Unit *Vistazo a la Unit*." The units are in an outline of a five-week plan with a focus on biography, historical fiction, and informative text. At the end of the unit, student's time is spent with Week 6 on "*Proyecto de indagación*" which connects students back to the unit's theme, "*Hacer historia*." Students spend time researching and collecting information in Week 6 to find an answer to an essential question.
- Grade 1 units throughout the Teacher Edition are designed for students to spend extended time on connected knowledge-building topics in Spanish. For example, the section called, "*Proyecto de indagación*" for Week 6 provides students with an extension of their learning connected to the topics and texts provided during five weeks. For example, the "*Enfoque del proyecto*" in Unit 3, Week 6 outlines what the student research collectively to support their understanding of the topic on "*Investigarán cuentos folclóricos, Escribirán un texto de opinión*."

Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.

- The materials include guidance on how text sets connect to the unit's themes. In Unit 1 theme is "*Mi vecindario*." Level readers include support for students to make connections to the unit's theme and essential question. Some of the level readers' titles include "*El vecindario de Erin*, *Buenos vecinos*, and *Hogares*." Materials include Spanish texts designed to intentionally build student background knowledge. The "*Teacher Guide*" includes a "*Club del libro*" section. It includes books for students to read and build background knowledge over time. For example, in Unit 1, the teacher chooses a book and follows the lesson provided in "*Guía para grupos pequeños*." The teacher selects a book and guides a class discussion before reading it. Students enjoy the book as they build background knowledge.

- In Unit 3, Week 3, the texts available for the mini-lessons to build knowledge include "Cartel de referencia para la lectura," sections called "Lectura en voz alta, *Lectura compartida*, and "*Club del libro*" with titles related to the reading genre and theme of the week, "*Centro de recursos para descargar, Superlibro de canciones y poemas, and Libros por nivel.*"
- In Unit 3, the teacher has online access to the grade 1 leveled library. It includes guided reading levels that align to the unit theme, and to the unit genre in the stories read in class, with guidance, "See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre."
- In grade 1, each unit begins with an "Essential Question/*Pregunta esencial*" and sets the theme of the unit. The Essential Question sets the overarching understanding of the learning which is connected to students relating it to a weekly "*Pregunta de la Week*" with the texts assigned for five weeks. In grade 1, Unit 5, Unit *de estudio*: Más allá de mi mundo" the theme is "*Al aire libre*," including the "Weekly Questions/*Preguntas de la Week*" for weeks 1–5 that are relatable to the selected texts. Lessons in grade 1 are connected by anchoring Spanish sets of texts designed to build connected student knowledge over time through a theme for the unit, an essential question, and weekly questions connected to the texts for a five-period week.

Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.

- The Unit 1 theme is "*Mi vecindario*" and the target vocabulary across the lessons are "*acostumbrarse, grupo and varios.*" The lessons include opportunities for students to use newly acquired vocabulary in speaking and writing tasks in "*Libro interactivo del estudiante.*" The materials include discussion and writing activities in the teacher's guide related to the topic. For example, in Unit 1, Week 4, Lesson 2, the teacher leads a classroom discussion of the vocabulary words and students work on "*Libro interactivo del estudiante*" where they write them.
- Unit 3, Week 3, Lesson 5 allows the teacher to use contrastive analysis with "language-bridging or bilingual-center activities to compare and contrast the sound of consonant h in English with silent h in Spanish" which connects to prior knowledge building. Unit 3, Week 3 has the "*Búsqueda de libros por nivel*" at PearsonRealize.com with activities for the mini-lessons to identify reading texts, develop vocabulary, identify elements of the story or poem, make connections, compare texts, and word structure activities connected to the lesson.
- In a grade 1 lesson, Unit 4, Lesson 2, Week 1, "*Puente entre los talleres de lectura y escritura*," the teacher reminds students that sentences have a subject and verb. Under the "Oral Language: Action Words" section, students discuss the action words with the teacher as written sentences on the board to help students with identifying them. This activity follows up with students creating "simple oral sentences that include interesting action words or verbs." Students listen to each other read them and check one another for correct verb usage in the oral sentences. The grammar lesson "*Los sustantivos en singular y plural for grade 1*" provides discussion and writing activities connected to the knowledge-building topic of the lesson. For example, the focus is to spiral review imperative sentences "*oraciones imperativas*" and to have students recall how they are used, followed by the lesson on identifying "*Los sustantivos*

en singular y plural" as students create "simple oral sentences as students listen to one another to check the formation of plurals and subject-verb agreement."

Knowledge Coherence

6.A.2	Context and Student Background Knowledge	3/3
6.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	1/1
6.A.2b	Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. (S)	1/1
6.A.2c	Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (T/S)	1/1

The materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text.

Evidence includes, but is not limited to:

Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

- The back of the "Teacher Guide" has "*Contenido y secuencia*" with some skills connecting grades K–2 and some skills connecting grades K–5. The materials use consistent language across the grade levels for supporting knowledge building aligned with the TEKS. For example, in grade K, Unit 5, Week 3, Lesson 1, the teacher introduces the elements of poetry such as rhyming words using an Anchor Chart. In grade 1, Unit 3, Week 3, Lesson 1, the teacher uses the same Anchor Chart to review the elements of poetry before students read "*Balada con animales*." Materials activate background knowledge by making connections to previously learned content. For example, in grade k, Unit 1, Week 3, Lesson 3, the teacher uses strategies for students to find the main ideal. In grade 1, Unit 1, Week 6, Lesson 2, the teacher uses that previously taught skill when students read "*En la biblioteca*" and find the main idea of the story.
- In grade K, Unit 4, "Unit *Presentar la Unit*," students are introduced to "*Vocabulario académico, Rutina de vocabulario oral*," which provides a background on knowledge building skills to vocabulary. This is a preview for the remainder of the unit. Students are directed to the "*Libro interactivo del estudiante*" to practice and apply the words. In grade 1, students will continue to routinely use the procedure of "*Vocabulario académico, Rutina de vocabulario*" and the "*Libro interactivo del estudiante*" to transfer their understanding, make connections, and apply previously learned content, as described in Unit 5, "Unit *Presentar la Unit*."
- Materials help students make connections to previously learned content from a prior grade level in every unit of study. For example, in grade 1, Unit 5, Lesson 2, Week 5, "*Presentar el texto*" students are introduced in each section of "*Lectura compartida*" to a structured "Plan de la *Lectura compartida*" which includes students applying the First Read Strategy "pause to

discuss" as the teacher guides students in Lessons 3 and 4 with a Close Read of "Eleanor Roosevelt."

Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. ^(S)

- Each unit includes a weekly question related to the topic, and students relate the question to their week's reading. For example, the Unit 5 essential question is "*¿Cómo nos afectan las estaciones?*" The Week 1 question is "*¿Qué sucede durante las estaciones?*" and the Week 3 question is "*¿Qué nos gusta de las estaciones?*" These questions connect to topics covered earlier in the unit. The lessons provide teachers with options for supplying background knowledge by making connections to lessons in earlier units. For example, in Unit 1, Week 1, Lesson 1 includes "*Cartel de Referencia Ficción Realista*" for the teacher to present the lesson, and students work on "*Libro interactivo del estudiante*." The teacher uses "Cartel de Ficción" in Unit 3, Week 4, Lesson 1 when presenting the lesson and students work on "Libro interactivo del estudianto."
- The materials provide five units and six weeks of instruction per unit. Each unit has an introduction layout "Unit *Vistazo a la* Unit Tema de la Unit" with a scope and sequence for six weeks. If it's supplying knowledge across six weeks within a unit, there is evidence for the six weeks of instruction.
- The materials provide questions, statements, and activities that activate students' background knowledge before reading each text or at the beginning of each lesson. For example, in the "Biliteracy Development and Enrichment Strategies" of Unit 5, "Unit *Presentar la* Unit," students use "new words and recycle the learned ones in their daily writing activities" using a Word Wall for every unit of study. The speaking or writing activities help students make connections to topics covered in earlier units within a grade 1 unit. The unit overview for grade 1 explicitly states the connections between the Essential Question in relationship to the present unit of study and the Questions of the Week for each lesson in the units. Students have opportunities to connect or reflect on the learning through writing activities mentioned in the section, "*Puente entre la lectura y escritura*." For example, in Unit 4, "Unit *Vistazo a la* Unit," students will apply the skill of "*Escribir una narración personal usando los elementos de las narraciones personales*."

Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. ^(T/S)

- The materials provide opportunities for students to reflect on their learning by writing a response. In Unit 5, Week 4, the teacher presents a mini-lesson on how the authors edit how-to books and makes sure students use prepositions correctly. Students write in "*Libro interactivo del estudiante*" about how to edit how-to books to make sure the use of prepositions is correct. The materials provide students with relevant and targeted context to enhance engagement with the text. The "Teacher Guide" supports the teacher's ability to activate and build background knowledge, before reading the story "*¡Mira a ambos lados!*" In

Unit 1, Week 3, Lesson 2, the teacher uses previously learned vocabulary in a mini-lesson asking students to share what they know about the words "*derecha, guardia, izquierda, y cruce de peatones.*"

- Unit 3, Week 1, Lesson 1, "*Desarrollo del lenguaje en español,*" provides background knowledge and reads, "Remember that the fables have a moral or a small lesson. Ask students if they know the use of a moral in a fable. Ask them to think about the moral in the fable "*La liebre y la tortuga.*" Have you ever been in that situation? What did you learn from it?" Students engage with the text.
- In grade 1, the online "Teacher Resource" tab in Savvas Realize, under the section, "Audio/Video *Libro interactivo del estudiante,*" provides teacher access to one-minute videos for each unit of study, and the essential question for students to stop and discuss with the teacher at the end of the video with "*intercambiar ideas.*" In Unit 5, "*Más allá de mi mundo*" the "U5 Video" targets students' background knowledge in Spanish to be able to interact with the essential questions, images, and the exchange of ideas in the end.
- The materials provide opportunities for students to reflect on their learning by speaking or writing a response to a question or a personal reflection. For example, in a grade 1 lesson, Unit 4, Week 3, the teacher provides students with questions to help build an understanding of their thinking while engaging in the text, such as "What do you think about when you read the text? Can you connect the big idea to your life? How are the big ideas of this text and another text you have read like or different?" Students reflect on these questions and respond to the teacher during the reading.

Knowledge Coherence

6.A.3	Developing Student Comprehension with Connected Topics, Questions, and Tasks	20/20
6.A.3a	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)	2/2
6.A.3b	Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	16/16
6.A.3c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)	1/1
6.A.3d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	1/1

The questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom.

Evidence includes, but is not limited to:

Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)

- The materials include questions and tasks in Spanish that integrate knowledge and ideas around recurring topics. The "Teacher Guide" in Unit 1, Week 2, Lesson 1 guides the teacher to say, "What reasons does the author give? Highlight the words that help to predict the text" while students read "*En primavera*." "*Guía del maestro para los libros por nivel*" includes questions and tasks in Spanish that require students to engage with topics. For example, the task at the end of the level 1 reader "*El vecindario de Erin*" includes a sequence graphic organizer. Students "use a graphic organizer to describe the beginning, middle, and end of the story."
- In Unit 3, Week 1, Lesson 1, students decode words with the consonant z. For example, the teacher's instructions read, "show the sound, and graphic card 43 zorro to present the consonant z." In the '*Libro interactivo del estudiante*', ask the students to practice each syllable of each word. Then ask them to practice the whole words." In Unit 3, Week 1, Lesson 4, the students decode words with consonant r between vowels as shown in the "Teacher Guide": "*Escriba la letra r en el pizarrón*. Listen to the following words: *tarima, aro, pero, caravana*. Can you hear the sound of the soft /r/? Ask for a volunteer to identify the sound of /r/ in each word. Point at the written letters again. Divide the words into syllables and identify the sound of /r/."

- The materials include questions and tasks in Spanish that integrate knowledge and ideas around recurring topics and themes within a single text and from multiple texts. For example, in a grade 1 lesson on "*No ficción narrativa*" in Unit 4, Lesson 1, Week 1, the teacher will read the text, "George Washington" and students respond to the following question that connects to the genre: "Who is the biography about? What do we already know about this person?" Students engage in describing the order of events with identifying questions such as "What did the person do first? What did the person do next?" Students use this skill and transfer over to read other biographies independently and use a chart to write the sequence of events that happened at the beginning, middle, and end of the biography.
- The materials give a variety of ways for students to engage with topics, themes, and big ideas through listening, speaking, reading, writing, and thinking. In a grade 1 lesson in Unit 5, Lesson 1, Week 3, "*Desarrollo del lenguaje en español*" for "*Actividades estacionales*," students engage with the infographic as visual support in the "*Libro interactivo del estudiante*" to read the names of each season, describe each season with the infographic, and select a season to draw a picture of that describes what people do during that season. Students will end with a "turn and talk" with a partner to describe their picture.

Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

- Tasks are designed in Spanish and prompt students to synthesize concepts across texts within units and lessons. For example, in Unit 1, the materials provide texts and lessons related to the theme "*Mi vecindario*." The texts include questions such as, "How can I meet my neighbors? What is a neighborhood?" The questions and tasks throughout the unit and across units integrate grade-level reading, writing, speaking, listening, and language TEKS to synthesize subject matter concepts. For example, Unit 5 provides texts and lessons that go with the theme "*Al aire libre*." The texts include questions such as, "How can we describe the weather? and how can rain help the planet? The unit includes books that go with the theme such as "*Un día muy caluroso*" and "*¿Dónde está la lluvia?*"
- Unit 5, Week 1, Lesson 5 prompts students to reread the "*Libro miEnfoque*" with students. Teacher guidance states, "Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what happens during the seasons. Encourage students to use the unit's Academic Vocabulary words." In Unit 5, Week 2, Lesson 3, students practice the week's word study by creating a chart of words with the consonant blend fl. Students play miVisión games and complete activities from the "*Centro de recursos para descargar*" to practice learned concepts.
- In a grade 1 lesson for Unit 5, Lesson 1, Week 5, the teacher reviews with students the essential question, "*pregunta esencial*," for the unit, "How can the 4 seasons affect us?" and "*pregunta de la Week 5*," "What do living beings do during winter?" Students will do a Turn, Talk, and Share activity where they will interact with the infographic in the "*Libro interactivo del estudiante*" and speak about and listen to each other's choice of animal and what makes it interesting. As the week progresses in this unit, students will engage with learning other ways animals and people get through the winter.

- The material provides opportunities for students to synthesize information from a text and apply the knowledge to make connections to their lives and the world around them. In a grade 1 lesson for Unit 5, Lesson 2, Week 5, students share what they already know with the words "*tiempo, horas de luz solar, estaciones, temperatura.*" The students "act out some activities they do in the daylight and show how it feels when the temperature is high." Students follow up with a writing activity and the provided vocabulary words introduced to complete the following sentence frames: "In _____ we have _____. The weather is _____, The temperature feels _____."

Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)

- Each unit includes culminating tasks for students to demonstrate their knowledge of the unit theme. Each unit consists of six weeks. Week 6 includes a unit skills review and a project-based inquiry research. In Unit 1 project is to research a neighborhood worker. Students research, write, and read to the class an informational text. The materials include projects that encourage students to make connections between the unit theme and content standards through culminating research projects. In Unit 5, the theme is "*Más allá de mi mundo.*" Students research the best season and write a persuasive play. Students read their play to the class.
- In Unit 3, Week 6, Lesson 4, students do an extended research project with the unit theme, folktales. Students create a diagram of their favorite part of their chosen folktale. Students use primary resources to choose a folktale for this project.
- In Unit 5, Week 6, Lesson 1, students complete an assignment that shows a culmination of their knowledge of the seasons studied in the unit. Students choose two seasons and draw a picture of each season on blank cards. Students pick up a random card, describe the picture, and tell which season the picture is about based on what they learned in this unit.
- A grade 1 lesson provides students to engage with projects at the end of a five-week lesson on a unit with a Week 6, "*Proyecto de indagación.*" Week 6 provides a project focus for "*Enfoque del proyecto*" with an emphasis on students' weekly connections to the related science texts within the unit, "*Más allá de mi mundo.*" Students research the best season and write a persuasive play. The materials provide culminating tasks for students to demonstrate their knowledge of the unit topic through connections across related texts. In a grade 1 lesson, the weekly questions for each lesson provide a culminating task in the end for students to write and respond to. For example, in a grade 1 lesson for Week 5, students "use the evidence they collected from what they read this week." Students "discuss their answers in small groups and provide reasons for their thinking."

Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

- The materials provide projects that prompt students to extend the topic beyond the classroom. In Unit 4, students find an older person who will allow them to interview them. Students ask the person about somebody who was important to them and why was he/she important. The materials provide an extended library of books digital and print that allow students to continue learning and exploring the unit topic beyond the classroom: "*Libros por nivel, Libros comerciales, and Superlibros de canciones y poemas.*"
- Materials provide opportunities to apply new understanding. During independent writing of poems in Unit 3, Week 1, students are asked to brainstorm ideas for their poems based on their playing a sport. Teachers prompt students to think about a time they sat in a forest or enjoyed a hobby. Students use personal experiences to write a poem.
- Students use the "*Libro interactivo del estudiante*" to use their social communication skills by talking about their experiences growing up and how they feel about growing and changing. This is connected to the weekly question in Unit 2, Week 5, Lesson 1, "*¿Cómo crecen y cambian las personas con el tiempo?*"
- In a grade 1 lesson, students explore and continue to learn through teacher-assigned digital and leveled readers from the section, "*Seleccionar textos para el aprendizaje.*" This helps students apply a new understanding of the context in a variety of genres. Student learning guides young readers through audio and structured word-by-word highlighting to assist with understanding the text. The materials provide students with opportunities to apply their learning of the topic beyond the classroom setting. In a grade 1 lesson, in Unit 4, "Tema de la Unit, *hacer historia,*" students apply their understanding of the topic at the end of the unit during Week 6, "*Mi entrevista.*" Students' focus is to "find an older person who will allow you to interview him or her." Students connect the unit theme to real-world learning and their lives as students extend their understanding of the project find an older person who will allow you to interview him or her.

Knowledge Coherence

6.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
6.A.4a	Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building.	2/2
6.A.4b	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. (S)	8/8
6.A.4c	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)	1/1
6.A.4d	Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization. (M)	1/1

The materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization.

Evidence includes, but is not limited to:

Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building.

- Unit 2, Week 1, Lesson 2 includes science words *rana*, *branquias*, and *renacuajos*. The materials delineate tier 2 and tier 3 words in each unit/lesson, as well as multiple-meaning words, but there is no evidence of a year-long sequence for intentional knowledge building.
- Image cards are provided for tier 2 and tier 3 words to support students' understanding of these words in a variety of contexts with student practice in the "*Libro interactivo del estudiante*."
- Unit 2, Week 3, Lesson 2 has science words *crías*, *canguro*, and *oso polar*. The materials delineate tier 2 and tier 3 words in each unit/lesson, as well as multiple-meaning words. Image cards are provided for tier 2 and tier 3 words to support students' understanding of these words in a variety of contexts with student practice in the "*Libro interactivo del estudiante*."

Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. (S)

- The "Teacher Guide" includes opportunities to practice vocabulary with language scaffolds that support teachers and students. Lesson plans include weekly lessons on Spanish vocabulary and academic vocabulary. In "Unit 1, Week 1, Lesson 1," the teacher introduces the academic vocabulary as they discuss the infographic by asking the following questions: "What kind of help can you offer to a group? What are the differences and similarities in the activity?" Students practice the words *tipo*, *acostumbrarse*, *grupo* and *varios* by answering the questions during the class discussion. The materials include opportunities for students to practice vocabulary development in context by scaffolding simpler tasks and gradually moving to more complex ones, thus allowing a deeper understanding of key academic vocabulary. In "Unit 1, Week 4, Lesson 2" includes vocabulary words like *sale*, *sacude*, *resbala*, and *persiguiendo*. First, the teacher introduces the words using pictures from "*Libro interactivo del estudiante*." The teacher reads the words and students say the word after her. Students share what they already know about the words as the teacher guides them through a class discussion asking questions such as, "Do you think all the squirrels are the same?" At the end, students take turns acting out each word.
- The materials include scaffolds and supports for teachers to differentiate vocabulary development. "Unit 2, Week 2, Lesson 2" allows the teacher to use "Lesson 14" in the "*miEnfoque: para la intervención*" to teach decoding words with consonant initial l. Students who need support, complete lessons in the Phonological Awareness lessons available in the "*miEnfoque: Teacher Guide para la intervención*," "Lessons 1-9."
- "Unit 2, Week 5, Lesson 5" has students segment words into syllables and explain how the first syllable in the first word has changed to make the second word: *tapa/mapa*, *dama/doma*, *toda/soda*, *tanto/manto*. The mini-lesson allows students to review words with initial and final consonants n. Additional practice is provided by completing a handout from the "*Centro de recursos para descargar*."
- In grade 1, Unit 5, Week 1, Lesson 2," the materials include words such as *otoño*, *verano*, *primavera*, and *invierno*. Students match the words with the pictures in their "*Libro interactivo del estudiante*." Later, students practice words orally and within "*integrar el vocabulario*" through sentence frames. In the end, students complete a T-chart in their "*Libro interactivo del estudiante*" as they describe and illustrate their personal experiences with *primavera* and *otoño*. The materials include scaffolds and supports for teachers to differentiate vocabulary development. In Unit 4, Week 1, "Lenguaje y normas: Las palabras de acción," the materials introduce the concept of *verbos* through an "Oral Language activity: Action Words." The teacher "reminds students that a sentence has a subject and verb" while the model and practice of three sentences are displayed for students to read aloud as a group. Students apply the understanding of verbs after identifying the action in the sentences modeled by the teacher. Students "create simple oral sentences that include interesting action words or verbs." Students engage in their learning by listening in for the correct verb usage.

Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. ^(S)

- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. Each unit includes weekly lessons on vocabulary during "*Taller de lectura y Puente entre los talleres de lectura y escritura*." In "Unit 5, Week 1, Lesson 2," the teacher previews the vocabulary before students read the story. Teacher presents the *otoño, invierno, verano* and *primavera* from "*Libro interactivo del estudiante*." Students share what they already know about the world in a teacher-led discussion. Students use the vocabulary word in sentences during the debate before they read the story "*Cada estación*" In "Unit 1, Week 1, Lesson 2," the teacher introduces the vocabulary words *ver, murmurar, silencio, and escuchamos* students share what they already know about them during a teacher-led class discussion, and they roleplay interpretations of the words. The teacher and students read the story "*El apagón*" and discuss vocabulary words as they read them in the story. Students practice the words in "*Libro interactivo del estudiante*" by reading the words and choosing the best word to complete a sentence. Materials include an extended activity where the teacher helps students find the vocabulary in the text. They read the sentences aloud and students think of other contexts in which they could use the word. Students work with a partner to use each vocabulary word in an oral sentence.
- In "Unit 2, Week 3, Lesson 5," the students read aloud the words *gama, chato, chileno, gota, laguna, churro, poncho, and parche*. Students then decode the words aloud. The teacher monitors understanding and corrects. In Unit 2, Week 4, Lesson 2 students complete pages in the "*Libro interactivo del estudiante*." Students draw pictures of words with syllables *gue* and *gui*. Extended instruction has students complete an activity in small groups.
- The materials provide relevant and meaningful learning experiences that engage students with vocabulary development. In a grade 1 lesson, Unit 4, Lesson 2, Week 2," the teacher reminds students of the "Strategies for developing vocabulary" as they turn to "*Libro interactivo del estudiante*" to practice developing vocabulary and completing the activity. In the end, students apply their understanding of verbs with past tense endings and create a list from their independent reading texts. Materials include tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Unit 4, Week 1, Lesson 5," "Reflect and Share, *Reflexionar y comentar*," the teacher integrates the *Vocabulario académico* by "offering students oral practice using the unit Academic Vocabulary to discuss the Weekly Question and unit theme. The words *experiencia, proporcionar, and necesario* are Academic Vocabulary words integrated into questions for students to think through and respond to such as "Which experience that Georgia had was the most interesting?" This allows students to reflect and share.

Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization. ^(T)

- The materials provide nonverbal teaching techniques and effective use of visual design for vocabulary acquisition. In "Unit 1, Week 1, Lesson 2," the teacher introduces the vocabulary *escuchamos* and *murmurar* and students demonstrate the meaning as they mime what it

looks like to listen to their favorite music on headphones. Students replay someone as they mutter. The materials provide images and nonverbal techniques that support students in the acquisition of Spanish vocabulary words. In "Unit 2, Week 4, Lesson 2," the teacher introduces the vocabulary words *rastrillo*, *ramas*, and *coral* using the "*Libro interactivo del estudiante*." Students participate in a teacher-led class discussion to review the meaning of the words using the illustrations in the story "*El flamboyán amarillo*." Students act out the words like pretending they are trees, and their arms are *ramas*. Students have fun as they do their impressions of words.

- The students explore the infographic to acquire vocabulary. In Unit 5, Week 1, Lesson 1, the students follow along in their "*Libro interactivo del estudiante*" as the teacher reads aloud "*Las estaciones de un manzano*." Students get into small groups and discuss how the pictures support the textual information. Students ask questions to make sure they understand the infographic lesson. The materials provide images and visualizations that communicate information, and students regularly examine illustrations to determine how to create meaning or clarify parts of a text. "Teacher Guide" resources provide access to videos and a student online platform where students can see the academic vocabulary in different media.
- In grade 1, teachers have access to the entire series of Anchor Charts online through "miVisión" under the tab, "*Carteles de referencia*," which is available with premade visuals and illustrations as well as "*editable*." Students have opportunities to regularly refer to the illustrations to determine how to create meaning or clarify parts of a text. In a lesson in Unit 4, Week 1, a teacher supports student learning of the concept "*Biografía*" by illustrating the Spanish academic vocabulary on the anchor chart. This provides a teacher with helping students anchor their learning using images and visuals. The materials include visual cards online as a digital resource to support the acquisition of Spanish academic vocabulary words. The vocabulary cards for grade 1, located in "miVisión" section "Program Resources," provide teachers with access to help students engage with the image and vocabulary word at tier 2 and tier 3 levels. In Unit 4, "*Biografía*," the teacher can display the image cards to reinforce the word with the visual. The teacher also has materials available to support students' learning of high-frequency words using cards available digitally.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	8/8
6.B.1a	Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	K-1 <ul style="list-style-type: none"> ● Materials support students in identification of relevant sources based on their questions. (S) ● Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S) 	4/4

The materials support instruction for students to ask and generate questions in Spanish for inquiry. Materials support instruction for students to generate and follow a research plan. Materials support students in identification of relevant sources based on their questions. Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research.

Evidence includes, but is not limited to:

Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)

- In Unit 1, Week 2, Lesson 1 includes a mini-lesson on how students can ask questions using "*Cartel de Referencia: Ficción Realista*." The teacher reviews the Anchor Chart with the students and checks for understanding by asking oral questions. Students work in pairs and use the "*Cartel de Referencia: Ficción Realista*" to generate questions for each other as they take turns. In Unit 2, Week 4, Lesson 4, the "Teacher Guide" includes a lesson on how to generate questions. Teachers reminds the students of the poem "*Canción*" that they learned in the previous lesson. The teacher and students review the poem in "*Libro interactivo del estudiante*" and the teacher models how to generate questions. Students generate questions about other animals that change with the seasons and choose one to investigate. Throughout the week, students conduct research about their questions and work on "*Actividades de ampliación in the Centro de recursos para descargar*."
- During whole group sharing in Unit 3, Week 3, Lesson 4, students briefly discuss a connection he or she made between two poems or texts. In Unit 5, Week 1, Lesson 1, during Think Aloud, students identify the main idea and supporting details of the text. Responses are recorded on a chart. Students think about how the author organizes the details of an informational text and discuss it.
- In a grade 1 lesson, Unit 4, Week 6, Lesson 2, "*Hacer historia*," "*La hora de la verdad*," students engage in the inquiry process. This resource is located online under the tab Unit 4, Week 6, "*Proyecto de indagación*" and is available for teachers to assign or download and print. Each

reading text of "*La hora de la verdad*" is differentiated by Lexile reading levels to assist students through the inquiry process. Each text provides students with questions to ask during the assigned interview activity for "*Proyecto de indagación*." The teacher assigns each text to students at different levels of reading to support their understanding of "*¿Cómo aprendemos sobre las personas?*" The materials include information and resources for introducing and encouraging students to ask open-ended and reflective questions in Spanish for inquiry. In a grade 1 lesson, students engage in the inquiry process in Unit 4, Lesson 1, Week 6, "*Indagar, Presentar el proyecto*." The teacher reviews the Academic Vocabulary that includes the words "*anotar, necesario, experiencia, proporcionar*" as students collaborate with others to complete the activity in "*Libro interactivo del estudiante*." This guides students through developing "*Plan de investigación para una entrevista*." Materials provide a teacher with Differentiated Support ideas before students begin to generate questions for the interview by writing the question words in Spanish that help them begin thinking of questions to ask. These words include "*¿Quién, Qué, ¿Por qué, y Cómo?*," which the teacher encourages students to use for starting their interview questions.

Materials support instruction for students to generate and follow a research plan. (S)

- In Unit 1, students research a neighborhood worker. At the end of the research, the students write an informational text. The materials contain age-appropriate research instruments to aid teachers and students in generating and following a research plan. For example, Unit 1 includes a student-friendly Research Project checklist from the "*Centro de recursos para descargar*" that students use during their research.
- Students are instructed to gather or collect a list of relevant websites to use to find information to answer their questions. The teacher explains that to search online, they must come up with keywords or important words that relate to their research questions. Students brainstorm keywords and phrases. The teacher models writing the topic and questions on the board in Unit 5, Week 6. In Unit 5, Week 6, Lesson 3, students collaborate in pairs to show their understanding of the information they gathered during the research by writing three facts about their season from their research sources. Students tell how their facts answered their questions.
- In a grade 1 lesson, the "*Libro interactivo del estudiante*" provides students with a step-by-step process to follow a research plan. The activity provides students with a graphic organizer to plan out the steps in the inquiry process for "*Mi entrevista*." The materials provide students with guided instructions to generate and follow a research plan. For example, in a grade 1 lesson, Unit 4, Lesson 2, Week 6, the teacher models an interview with a student in class to support the student's understanding of an interview plan. The teacher explains that "to interview someone is writing and bringing in the questions you want to ask during the interview." The teacher starts the conversation for students to process the first step with questions modeled from the board. This includes, "What is your name? How old are you? What do you like to do in school?" The teacher will call on a volunteer to model the interview process and explain that taking notes on paper while answering the questions from the board is the second step in the process. In the "*Libro interactivo del estudiante*," students use the graphic organizer to complete their interview plan.

Materials support students in identification of relevant sources based on their questions. (S)

Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)

- The materials include multimodal resources to help students organize, find, and communicate their learning. For example, digital resources are available on PearsonRealize.com. This platform enables students to access information and communicate in diverse modes, including visual, audio, written, and video formats. The materials provide resources to help students identify sources-based information. For example, across different grade levels, units, and lessons incorporate a compilation of educational and academic sources to assist students in finding trustworthy and valid sources for their research such as "*Libros por nivel, Libros comerciales y Superlibro de canciones y poemas.*"
- The materials provide an online platform with digital resources and vetted instructional resources through OpenEd and PearsonRealize.com. This online platform enables students to access information and communicate in diverse modes, including visual, audio, written, and video formats. Students use these resources to practice and complete their research. The materials provide resources for students to identify sources-based information. All units and weekly lessons provide resources to assist students in finding valid information for their research, such as in the Leveled Research Articles and the Book Club readers.
- The materials include student practice in understanding, organizing, and communicating ideas from their research findings. For example, in a grade 1 lesson, Unit 4, Lesson 2, Week 6, "*¿PERSONALÍCELA!*" offers students the practice and guidance for supporting their learning with "realia." These "realia" are objects that include hats, coats, scarves, plastic jewelry, microphones, or jackets. The teacher models using the "realia" to provide students with the practice to begin the interview process. Students engage in several interview workstations with opportunities to act out who is the interviewer and interviewee while using questions generated to practice the steps of the interview process. Students gather ideas after the interview practice as an opportunity to reflect on the experience of their research findings through their interactions as either the interviewer or interviewee. In the end, students decide to record their "real interviewee" through video for the project or write notes. The materials include multimodal resources to help students practice their understanding of organizing and communicating ideas by the purpose of the research. In a grade 1 lesson, Unit 2, "Unit *Presentar la* Unit," students engage in a Turn, Talk, Share activity with their partner to "discuss what they learned about animal tracks by watching the video." Questions follow such as, "What did you learn from the sound in the video? What did you learn from the images?"

Text Quality and Complexity

7.1	High-Quality Grade-Level Texts	11/11
7.1a	Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.	2/2
7.1b	Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity.	1/1
7.1c	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.	1/1
7.1d	Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.	4/4
7.1e	Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)	3/3

The materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS. Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity. Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences.

Evidence includes, but is not limited to:

Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.

- In Unit 3, Week 1, Lesson 1, the teacher presents a lesson on a fable and explains that a fable has a title, and a main idea just like other stories. The teacher reads "*La liebre y la tortuga*" as students follow along. Students discuss the moral of the fable with a partner using the Anchor Chart in "*Libro interactivo del estudiante*." The materials provide a variety of authentic Spanish texts in TEKS-aligned genres for each grade level. Resources include, "*Superlibro de canciones y poemas*" with authentic Spanish poetry, a set of "*Libros por nivel*," and a set of "*Libros comerciales*." Unit 1 includes guided reading levels that range from Level A through Level D. Readers align to the unit theme and to the unit Spotlight Genre, Realistic Fiction. Teachers present the book using "Teacher Guide para los libros por nivel" suggestions such as "*Rumbo a la luna*" and "*La venta de patio*."
- Unit 2 provides fiction readings for students. The students read poetry and plays. The inquiry and research project in Week 6 allows students to review the text types and genres studied in previous lessons. The materials provide print and digital resources for various texts and genres. In Unit 5, Weeks 1 and 2, students read informational text. Students read persuasive

texts in Week 3 and fiction in week 4. In week 5, students read informational text and in Week 6, during the inquiry and research project, students use the building of knowledge in themes and topics to complete the assignment.

- In a grade 1 lesson, at the beginning of Unit 5, "*Biblioteca de libros por nivel*" provides a selection of texts that align with the theme of the unit, organized by reading levels, and with "Matching Texts to Learning" of texts selected to the "week's instruction and genre." The digital resources are available as "Complete Online Access to Grade 1 Leveled Library." The texts online provide audio and word-by-word highlighting to support student reading. This resource is available as "*Búsqueda de libros por nivel*." The materials provide a variety of authentic Spanish texts in TEKS-aligned genres for each grade level. In a grade 1 lesson, Unit 3, "Unit *Vistazo a la* Unit, Tema de la Unit, Imagínalo," the Spanish texts for "*Taller de lectura*" have a weekly text focus on fables, folktales, and poetry.

Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity.

- Materials include Leveled Passages in every unit for Week 6. As part of the student research resources, each Project-based Inquiry teaches a critical literacy skill using leveled passages. There are three different articles (passages) in each unit and each article is written at three different Lexiles. Leveled passages are research articles students use to read more about a research topic and develop critical literacy. Teacher resources include a document "Leveled-Readers TOC" with a list of passages by unit. In Unit 1, passage "*Trabajadores del vecindario*" has three Lexile levels: passage A 280L, passage B, 330L, and passage C, 390L. Core texts used for instruction are appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity. Materials include a Text Complexity document with quantitative, qualitative measures, lexile levels, word counts, readers and task considerations for Spanish language readers, Intervention and Onlevel/Advance Readers. For example, grade 1 students read "*Una visita a la tienda de arte*" that has a Lexile of 280L, a word count of 94.
- The materials are accompanied by a text complexity analysis provided by the publisher. This analysis is research-based and is found in the "*Introducción a miVisión*" under "Lexiles Information: Selections." In Unit 3, Week 1, Lesson 2, the students read "La hormiga y el saltamontes," which is labeled in the Lexile 430L, with a word count of 223. The materials include core texts used for instruction are appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity. For example, the "Teacher Guide," in myView Literacy and "miVisión Lectura" provide leveled passages by grade level. There are three different articles (passages) in each unit and each article is written at three different Lexiles.
- The publisher provides, online in miVisión, "*Tablas de complejidad del texto*" which outline each unit and week for grade 1. The text, "*¡Clic, clac, clic!*" in Unit 1, Week 4 has a Lexile measurement of 330 L and word count of 106. Each section on the Text Complexity table includes the title of the text, author, genre, a placement recommendation, quantitative measures with lexiles, complexity level, qualitative measures, reader and tasks

recommendations for Spanish Language Learners, Intervention, and On level/Advanced Readers. The text complexity analysis is in English and Spanish for Grade K. The Spanish cores texts and the series of texts connected to the materials support a selection of leveled readers. In a grade 1 lesson, Unit 4, Week 1, Lesson 3, "*Grupos pequeños*," under "Leveled Readers" for "*Apoyo para la lectura en parejas*," provides suggested matching texts, titles, and additional instructional support in the "Teacher Guide para los libros por nivel," online *miVisión*. The guide provides lessons with the core texts for instruction and are written to include appropriate grade level lexile.

Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.

- In the Unit 1 level reader, "*Buenos vecinos*" is free of spelling and grammatical errors, the font is easy to read, and it includes real-life colorful pictures to support the text. Materials include a Book Club section with fun and real books for students to read. The books are well-crafted and of publishable quality. For example, grade 1 students read "*Amigos alrededor del mundo*" by Ana Galán.
- Unit 2, Week 6 provides text in the Book Club that reflect the vocabulary and are language appropriate to the grade level and discipline the text represents. According to Richard Gómez Jr., Ph.D quoted in the "Teacher Guide," "*Los Clubes del libro deben motivar a los estudiantes a leer más y a leer por placer. Con ese fin, la mayoría de los libros sugeridos son textos interesantes con Contenido auténtico en español, y que representan la diversidad cultural y lingüística del mundo de habla hispana.*" The materials include Spanish grade-level texts that are well-crafted and of publishable quality. In Unit 3, Week 2, Lesson 1, the folktale "*El mono tramposo*" is written by Rob Cleveland, who is an author, storyteller, actor, and comedian. He has written various children's books and teaches the importance of narrating stories to people at any age.
- In a grade 1 lesson, the science texts include vocabulary and illustrations that represent publishable quality for "*Textos informativos.*" The texts "*Cada estación, Las estaciones en todo el mundo, and Las señales del invierno*" provide a "cross-curricular perspectives" in Science. Spanish texts for the genre Biography reflect grade-level Spanish language appropriate to the content and subject matter. The materials in a grade 1 lesson for "*Biografía*" include vocabulary and illustrations that represent publishable quality for the genre "*Biografía.*" The texts "*A través de los ojos de Georgia, Jackie Robinson, and Eleanor Roosevelt*" provide "cross-curricular perspectives" in Social Studies.

Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.

- The Unit 5 theme is "Más allá de mi mundo." Students read "*Las estaciones en todo el mundo*," related to the theme. The grade-level texts in the materials promote students' comprehension across multiple content areas. For example, Unit 2 includes the following books in the Book Club for students to read: "*Después de la tormenta*" by Alma Flor Ada

focuses on weather, "*El ciclo de la vida de las planta*" by Julie Lundgren focuses on plants, and "*La vida de una abeja*" by Donna Herweck focuses on animals.

- The materials include print and digital resources such as "*Libros por nivel, Superlibro de canciones y poemas, and Libros comerciales.*" "*Libros interactivos del estudiante*" provide *traditional, contemporary, classical, and diverse Spanish texts across multiple content areas.* The materials include the Realize Reader App that students launch on their electronic devices. The EasyBridge Plus and Auto users log in by selecting Pearson EasyBridge Plus and Auto link. Students select books to download from this online platform that are Spanish texts across multiple content areas.
- In a grade 1 lesson for Unit 4, a "*Contenido*" reading focuses on learning about history and the impact people had in society. In Unit 5 "*Contenido,*" the focus of the content areas include learning about the seasons across the world and its effects on animals and people. In a grade 1 lesson, Unit 3, "*Fábula*" the text, "La hormiga y el saltamontes" by Mark White is a transadapted Spanish text to "The Ant and the Grasshopper" from Aesop's Fables. The "*fábula,*" "*La vaca y el tigre*" by Sudha Ramaaswami, is a transadapted Spanish text to "The Cow and the Tiger" by Sudha Ramaaswami in the English version of MyView Literacy for grade 1, Unit 3.

Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)

- Texts include content that is relevant and authentically reflects students' backgrounds and experiences. For example "*Superlibro de canciones y poemas*" includes "*¡Aserrín Aserrán!* and *Los pollitos dicen.*" The materials include traditional, classical, and authentic Spanish text. In Unit 2, Week 1, Lesson 1, the teacher uses "*Superlibro de canciones y poemas*" to introduce the lesson "Explore the Infographic." Students follow along in their "*Libro interactivo del estudiante*" as the teacher reads aloud, "*¿Qué tan grande es la cría?*" The teacher organizes students into small groups and has them use the pictures to share information about how animals grow and change. Each group chooses a representative to share the group's answer with the class. At the end of the lesson, students circle the names of each animal baby in "*Libro interactivo del estudiante.*"
- The materials include grade-level texts appropriate for different racial, cultural, ethnic, ability, and gender groups. This criterion is met in the "*Biblioteca de libros por nivel.*" Also, in Unit 2, Week 1, Lesson 4, the "*Libro de Fonética*" story "*Mira qué bonita es mi mascota,*" displays a girl in a wheelchair with her dad taking care of her pet lizard. Unit 2, Week 1, Lesson 4, "*Libro interactivo del estudiante*" provides a reading text called, "*Rita pasa un buen rato,*" which connects students' experiences in wedding participation in their personal family lives.
- In a grade 1 lesson, for Unit 3, Lesson 5, Week 1, "*Reflexionar y comentar,*" for the fable, "*La hormiga y el saltamontes*" students use evidence from the text to make connections with how characters learn lessons. This helps students reflect on their learning and experiences related to the question in the "*Libro interactivo del estudiante,*" under "*Pregunta de la Week:*" "Why it's important to plan ahead?"

Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (S)	1/1
7.2b	Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. (S)	5/5
7.2c	Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)	1/1
7.2d	Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)	1/1

The materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors' purpose, structure, language, vocabulary, etc.). Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing).

Evidence includes, but is not limited to:

Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (S)

- The materials include Literacy Stations that encourage students to interact with texts actively to build knowledge of a topic. Literacy Stations include useful tools for small group time. They provide students with opportunities to practice strategies and improve skills. "Read for Meaning," a section of the Literacy Stations, includes reading comprehension activities that provide additional materials for students to practice target comprehension skills and strategies. For example, to practice the main idea, one of the activities asks students to read the book, write a sentence with the main idea, and then add details that support it. In Unit 1, Week 3 includes guided reading instruction prompts for the teacher to use to check for understanding such as "What is the main idea of the text? How can you tell? and Does the text tell about real people, places, or things?"
- After reading informational text, students answer the following questions in Unit 2, Week 1: "What is the title of the book? Did it help determine the principal idea in the text? What is the main idea of the text? What details did you learn about the main idea of the text?" Students

develop vocabulary and interact with the text by answering the following questions in a whole group discussion: "Are there photographs or illustrations that help you comprehend the meaning of each word? What does the word ___ tell us about the main idea of the text? Why would the author use this word?"

- The materials for a grade 1 lesson include oral and written text-based comprehension questions in the read-aloud for "*El flamboyán amarillo.*" In Unit 2, Week 4, Lesson 2, the teacher displays the words "*trillo, rastrillo, ramas* and *coral*" and encourages students to "act out" the words they know through pretend impressions of the words. The word "*rama*" students "act out" the word by pretending they are trees, and their arms are "*ramas.*" Teacher guides students to respond to questions such as, "Do you know what a rake is for? Why do you think they used a rake to plant the tree again?" The materials provide students with opportunities to interact with authentic or transadapted Spanish texts. In a grade 1 lesson, Unit 3, Week 1, Lesson 5, the teacher reviews the Read Aloud "*La gallina de los huevos de oro*" to revisit the important characteristics of a fable. Students interact with the text in a Turn, Talk, and Share about fables with animal characters that act like people. Students apply their understanding as well in a written response in their notebook for independent reading. Students respond in the Turn, Talk, and Share to the question "How do these characters act as people?"

Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. ^(S)

- In Unit 2, Week 4, the teacher reads aloud "*Los cambios en las crías de los animales.*" Students listen actively to determine the purpose of the text. The teacher reads the entire text aloud without stopping for the Think Aloud callouts. Then the teacher rereads it, pausing to model Think Aloud strategies released to the genre. At the end of the lesson, the teacher uses a chart to record students responses to the question "How does the information in the text show how pandas and birds are alike?" In Unit 2, Week 4, Lesson 2, the teacher and students read "*¡Abre la boca!*" Before the reading, the teacher reviews the vocabulary words and asks students to listen for those words in the reading. After the reading, students work in "*Libro interactivo del estudiante*" to identify the vocabulary words with pictures and print and answer comprehension questions.
- In Unit 2, Week 1, students read an informational text aloud. Students use visual support to enhance or confirm their understanding. Students work in pairs to discuss simple graphics and what they already know. Students take turns reading a paragraph of the text and telling how the visual is related to the text. In Unit 2, Week 1, students brainstorm a topic and main idea. Students write an informational book about anything or anyone they know a lot about. Students open the "*Libro interactivo del estudiante*" to list their topic ideas. Students circle the topic ideas they will write about. Students are prompted to come up with many ideas and choose one.
- In a grade 1 lesson, Unit 4, Week 4, Lesson 4, "Create New Understandings," students share deeper thinking and analysis about their independent reading as the teacher asks students

"how they synthesized information to form new understandings." Students justify their thinking orally by responding to the following questions: "What details in the text did you put together to create a new understanding? What helped you create this new idea? What is your new idea?" Students follow-up with a drawing or writing activity that includes the details that help to summarize and create new ideas. In the end, students discuss with the whole class "ways they can create new understandings as they read independently." Materials include opportunities for students to listen to, think about, and critically respond to grade level texts. A grade 1 lesson for "*Cada estación*" includes discussion prompts that encourage students to think about the text, analyze its content, and justify their responses with text evidence orally and in writing. In Unit 4, Week 4, Lesson 2, the teacher prompts students to "share what they already know about the words" such as "*otoño, invierno, verano* and *primavera*." Students think about what they already know to justify their thinking to the following questions: "What is the weather like during Spring? What do you like to do in the Summer? What are you expecting to see in Fall?" Students "demonstrate what they know about the words by making oral sentences with them." Students think about their reading of the text "*Cada estación*" as the teacher prompts students to listen to "connections to 'personal experiences" and highlight those details.

Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors' purpose, structure, language, vocabulary, etc.). (S)

- Teacher resources include Literacy Stations that provide opportunities for students to discuss specific aspects of grade-level Spanish text such as main idea and sequence. Literacy Stations include useful tools for small group time. Students discuss and skills in "Read for Meaning," a section of the Literacy Stations, which includes reading comprehension activities that provide additional materials for students to practice target comprehension skills and strategies. To practice the main idea, one of the activities asks students to read the book, write a sentence with the main idea, and then add details that support it and share it with a partner. In Unit 5, Week 1, Lesson 3, the teacher leads a class discussion on "*Las estaciones de un manzano*" by asking the students what they learned from the title, the pictures, and facts. Students take turns answering and then share their answers in small groups.
- In Unit 2, Week 3, Lesson 5, students create a Venn diagram to compare what bees need and what Maria and Alex need from the unit text readings. Students record what is the same and what is different in each text. In Unit 3, Week 1, Lesson 2, students read "*Cómo consiguió Anansi sus cuentos*." Students practice the First Read Strategies. Students follow along with the reading. Students look at the pictures to understand the text. They ask questions about the words or phrases they don't understand. They identify the vocabulary words. Students talk to a partner about the text.
- In a grade 1 lesson, Unit 2, Week 5, Lesson 1, "*Obra de teatro*," the teacher reviews the Anchor Chart on dramas or plays with vocabulary words that help students talk about it such as "*personajes, ambiente, escenario, argumento, diálogo*." The teacher involves students to create a new Anchor Chart as the teacher prompts students to "discuss what is a drama, to suggest headings and graphics, and build on to the chart as students learn more about the

genre." Students participate in reading the play in their "*Libro interactivo del estudiante*" and act it out. Students are encouraged during their independent reading time to select a drama and to use sticky notes to place next to the parts of the text that "talk about setting and characters."

Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

- The "Teacher Guide" includes shared reading lessons that include modeling and guiding students to engage in comprehension strategies such as visualizing, questioning, making inferences, summarizing, or synthesizing information. In Unit 2, Week 2, Lesson 4, students read "*El ciclo de vida de un girasol*" and make inferences. The teacher models inferencing and tells students "Sometimes when you read informational text, you need to make inferences to figure out what the text means. Readers make inferences by using what they know and what they read to figure out something about the text." Students work in "*Libro interactivo del estudiante*" and write their inference on "El ciclo de vida de un girasol." In Unit 2, Week 3, Lesson 2, "*Presentar el texto*," the teacher introduces the vocabulary before the reading of "*Cómo crecen las crías de los animales*." Students share what they already know about the words in a teacher-led discussion. The teacher reviews the first reading strategies with students: "READ: Tell students to read or listen as you read the text. LOOK: Remind students to look at the pictures to guide them in understanding the text. ASK: Have students think of a question about the text that they would ask the author. TALK: Guide students to talk to a partner about what they learned from the text."
- The materials in Unit 5, Week 1, Lesson 1 allow students to analyze what they have learned by answering questions about the theme, the seasons. Students answer the questions "When have you experienced something like what you read about the weather? Which of your five senses does this information make you think about? When you make a connection, how does it help you understand the text better?" In Unit 5, Week 1, Lesson 1, students use the infographic in the "*Libro interactivo del estudiante*" to question and investigate the unit topic of seasons. Students generate questions about seasonal changes and how they affect us. Throughout the week, students conduct research about one of the questions.
- In a grade 1 lesson in Unit 5, "*Club del libro*," a Discussion Chart connects students to their comprehension skills to help "share details they notice, connections they make, and things they wonder about from the reading." Each session of the "*Club del libro*" allows student to participate in evaluating, analyzing, and synthesizing through the Discussion Charts. The oral interaction during the reading group time includes sentence frames for constructive conversations, such as "I liked your idea about _____. I don't agree with _____ because _____. Do you agree with me that _____? What do you think about _____?"

Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	3/3
7.3a	Materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames, etc.). (T/S)	2/2
7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (S)	1/1

The materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames, etc.). Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts.

Evidence includes, but is not limited to:

Materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames, etc.). (T/S)

- The "Teacher Guide" includes guidance and support to ensure all students can access grade-level authentic Spanish text while maintaining rigor through the use of embedded scaffolds for vocabulary support. The teacher starts every lesson of "*Lectura compartida*" with a vocabulary lesson before reading the story. In Unit 5, Week 1, Lesson 2, the teacher introduces the vocabulary words "*otoño, verano, invierno, and primavera*" by writing the words by showing illustrations and asking the students to share what they know about them. "*Libro interactivo del estudiante*" includes images and print to reinforce the vocabulary before and after the story. Students write the word with the picture to check for understanding. The materials cover each grade level's objectives, integrating text complexity that allows students to apply scaffolding strategies to ensure that students develop foundational knowledge to master literacy skills. Resources include "Leveled Passages" that students use when conducting a project-based inquiry in every unit. Each Project-based Inquiry teaches a critical literacy skill using leveled passages. Leveled passages are research articles students use to read more about a research topic. Materials supports teachers by providing the passages in three Lexile levels. For example, Unit 1 includes the passage "*Ir a la escuela a pie*" at 330L, 360L, and 400L.
- Materials include teacher guidance and supports for all students. In Unit 5, Week 1, Lesson 1, during Turn, Talk, and Share, students interact with the infographic source by comparing photographs that show how an apple tree changes from season to season. The students are exposed to the unit vocabulary as the reading text is read. The teacher reminds the students "*¿Qué sucede durante las estaciones?*" Students discuss with a partner the reading text in the "*Libro interactivo del estudiante.*" In Unit 5, Week 1, Lesson 5, the teacher asks a volunteer to

give an example of a compound word. The class begins a game for vocabulary support. The teacher writes a vertical list on the board. The students read the words aloud with the teacher. The teacher says sentences with clues that lead students to make compound words using a word from each column.

- In a grade 1 lesson, Unit 4, Week 5, Lesson 1, the teacher revisits the essential question for Unit 4, "*¿Por qué es importante el pasado?*" The teacher connects this essential question to the upcoming Week 5 question, "What can people from the past teach us about helping others?" Students connect the questions to the read aloud, "*Héroes solidarios.*" Students discuss with a partner "what people from the past can teach us." The teacher encourages students to think deeply on the reading and ask questions to support their understanding of the text. The materials provide questions to encourage a conversation between pairs: "What did these people do to help us today? How might our lives today be different without their help?" The teacher directs students to their "*Libro interactivo del estudiante*" as students think of a question to ask if the heroes Clara Barton, Booker T. Washington, and Sacagawea were alive today. The materials include guidance and support for maintaining rigor in lessons through the use of scaffolds. In a grade 1 lesson, Unit 4, Week 5, Lesson 1, the teacher rereads aloud the text "Regalar una fortuna" to review the characteristics and structures of a biography. The teacher directs students to think of the purpose for reading biography through a Turn, Talk, and Share. Students discuss their "*Libro interactivo del estudiante*" with a partner and comment on "what is the purpose of reading a biography?"

Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. ^(S)

- The materials include print and digital resources and guidance for planning and delivering enrichment instruction to support and challenge students' literacy development. In Unit 5, Week 6, Lesson 1, students complete a Read-Pause-Make Connections activity. Students use a research article to help build background knowledge about a person from history. Students then generate questions for a formal inquiry to set a purpose for their interview with the list of interview questions they have generated. Students make a research plan in the "*Libro interactivo del estudiante.*" The materials include guidance at the lesson and unit levels that provides different instructional strategies and resources that target diverse students' needs to promote listening, speaking, reading, and writing. In Unit 5, Week 2, Lesson 1, the students have a conference with the teacher about the informational text they read. Students complete activities for the leveled readers. Students participate in independent reading and collaborative reading activities. Students complete extension assignments called literacy activities including miVisión games, Anchor Charts, "*Libro interactivo del estudiante*" and the Book Club.
- The materials include print and digital resources and guidance for planning and delivering enrichment instruction to support and challenge students' literacy development. Digital resources include unit launch videos, ExamView, ELL access videos, practice games and extension activities online at Savvas Realize.com. Materials include Quick Checks that provide opportunities for students who demonstrate proficiency in a skill. In Unit 1, Week 1,

Lesson 5 suggests that the teacher extends instruction for making text comparisons in small groups: "Have students share with a partner what they learned during their inquiry about how people use their imaginations. Asks students how the story relates to imagination by asking, How did the students use their imagination to change places from where they were? Students work with partners to discuss their answers and the record them in "*Actividades de ampliación*."

- In a grade 1 lesson, Unit 5, "Unit *Presentar la Unit*," "*Más allá de mi mundo*," students are encouraged to use Word Walls for reading and writing activities, their daily speaking, understanding content, and for spelling patterns. Students are directed to use the Word Wall as the teacher generates new vocabulary and students refer back to it throughout the unit. The "*Ampliar and Preguntar*" section for "Oral Vocabulary Routine" helps students respond to someone using the academic vocabulary displayed on the Word Wall.
- The materials provide students the opportunities to demonstrate proficiency in literacy development. The digital resources for "*Biblioteca de libros por nivel*" provides teachers the ability to assign students to their level readers. This provides enrichment to challenge students' growing ability in literacy skills.

Text Quality and Complexity

7.4	Analysis of Text Complexity	6/6
7.4a	Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement.	4/4
7.4b	Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	2/2

The materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

Evidence includes, but is not limited to:

Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement.

- The unit overviews include the rationale for the read-aloud and shared reading core text, along with the quantitative and qualitative analysis. A Text Complexity document with quantitative and qualitative measures, Lexile levels, word counts, readers and task considerations for Spanish language readers, Intervention and On-level/Advanced readers. For example, students read "*Fiesta de jardín*" that has a Lexile of 300L and a word count of 102. Materials include a document for "Book club trade books" that includes a synopsis of the book and the Lexile level. Materials also include a document with all the level readers and include titles, guided reading level, fiction/nonfiction, and genre of the books. Unit 5 includes "*Las formas de mi mundo*," which has a reading level of B.
- The materials provide charts with information about text complexity and how it applies to anchor texts used for interactive read-alouds, shared reading, and/or independent reading. The Teacher Resources digital page includes a "Tabla de complejidad del texto." Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. The teacher resources provide Lexiles for Reading Selections.
- Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose. The "*Tablas de complejidad del texto*" are included in English and Spanish in the lesson unit for each week as outlined through the "Recommended placement" for the quantitative measures for the text in the grade 1 complexity band. The qualitative measures suggest placement that students might need for additional support in a particular reading skill. For example, in the text "*Fiesta de jardín*," the qualitative measures suggests the levels of complexity and that students might need additional support in the areas of "Theme" and quantitative measures with a Lexile of 300 L and word count of 102. Materials include a rationale for each text's educational purpose and grade-level placement. In a grade 1 lesson, Unit 4, "*Club del libro*," "Plan Book Club"

suggests groups of students who read at similar levels and advanced readers to pair with emergent readers. The purpose is to help students enjoy reading in an "informal setting" as they read books in their club group. The rationale is "they will apply some of the same thinking they've been introduced to in the '*Libro interactivo del estudiante*'" but "the focus will be on their personal responses to the book and their interactions with their fellow club members."

Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

- Materials include a Text Complexity document with information about the level of text complexity. In "*Hacer un mapa*," the quantitative measures are 360L and 122-word count. The qualitative measures are divided into levels of meaning, texture structure, language conventionality, clarity, and knowledge demands. It also includes "Reader and task considerations" with suggestions for Spanish learners and suggestions to use as for students that need Interventions and On-level/Advanced. Teacher resources include a text complexity chart per grade level with an appropriate level of complexity in Spanish and a quantitative and qualitative analysis.
- In Unit 5, Week 1, Lesson 2, the teacher script reads, "Introduce the words *otoño*, *invier*, *verano*, and *primavera* from the '*Libro interactivo del estudiante*.' Have students share what they already know about the words. Ask questions." Core texts have the appropriate level of complexity in Spanish for grade 1. In Unit 5, Week 1, Lesson 2, teacher instructions read, "Use a lesson on the Reading: Writing Workshop Bridge to teach students about adverbs that convey time. Remind students that some adverbs tell when or how often something happens. Then guide students to find the adverb on the '*Libro interactivo del estudiante*' that tells when something happens."
- In a grade 1 lesson, Unit 5, Week 5, Lesson 2, the materials guide students to demonstrate what they know about the words "*tiempo*, *horas de luz solar*, *estaciones*, and *temperatura*" as 'they act out some activities they do in the daylight. They can show how it feels when the temperature is high.' This student task allows for the understanding that "readers can make adjustments by using their background knowledge, or what they already know, when their understanding breaks down." The materials for the core texts for grade 1 provide a teacher the resources and information in relationship to student's tasks. Online through Savvas Realize, miVisión, a text complexity chart with the appropriate level of complexity in Spanish as well as in English includes the quantitative and qualitative analysis that is grade-level appropriate.

Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
7.5a	Texts designated for read-aloud and shared reading are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.	6/6
7.5b	Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. (S)	1/1
7.5c	Materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

The texts designated for read-aloud and shared reading are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds. Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. Materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals.

Evidence includes, but is not limited to:

Texts designated for read-aloud and shared reading are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

- The materials include reading texts with a variety of structures from multiple genres at or above grade level complexity. A stack of mentor texts helps students become acquainted with authentic models of the writing genre for each unit. Teachers focus on mini-lessons to tailor instruction to students' needs and interests. The stack of mentor texts in grade 1 includes informational, "Veo, veo en el bosque" by Yanitzia Canetti, personal narrative, "Estoy orgullosa de mi pasado" by Amy White, and poetry, "El barco sin capitán" by Nora Puccini de Rosado. The "Teacher Guide" includes weekly lessons on genres. In Unit 5, Week 1, there is informational text, Week 2, informational text, and Week 3, poetry. Lessons include support for instruction for all learners. For example, in Unit 5, Week 3, Lesson 1, the teacher uses an anchor chart to review the elements of poetry. The teacher reads aloud the poem in "Libro interactivo del estudiante" and students tap the beat or rhythm with the teacher. The teacher rereads the poem and emphasizes the words at the end of the lines while students clap when they hear the rhyming words. Materials feature leveled readers with appropriate scaffolds written to guided reading levels from A–W and connected to the unit themes and genres. Teachers and students have complete online access to the "Leveled reader library" that includes audio and whiteboard-ready interaction. The Teacher Edition includes lessons for the whole group and minilessons instructional focus. "Leveled Reader "Teacher Guide"" includes

leveled reader lesson plans to support guided reading groups, model and teach skills and strategies, and possible teaching points for differentiation. "Small groups guide" includes detailed information on the complete leveled reader library, additional support for incorporating guided reading in small groups, and progress monitoring tools

- In grade 1, the materials include a guide for the teacher to pause and monitor student comprehension of literary elements by using an Anchor Chart. Teachers and students "review the Anchor Chart in the '*Libro interactivo del estudiante*' together. The teacher points out that there are two ways that informational text can be organized, say: Point at the illustrations in the poster. Help the students to establish the purpose. Ask them: What do you think is the purpose of this text? What are your expectations by reading this text?" Students work on the "*Libro interactivo del estudiante*" by (writing/drawing...etc). The materials include texts designated for read-aloud and shared reading and are at or above grade level complexity, age appropriate, and contain a variety of structures with appropriate scaffolds. "The Dual Language Program Planning: Introduction" provides opportunities for cross-language connections. It provides theme and content connections, cognate analysis, contrastive analysis of phonics, word study, and language conventions. In Unit 2, Week 1, the daily plan chart for the teacher has the following mini-lesson instructions: "Introduce an informational book, next lesson option for students is discussing main idea and details, next lesson discussion on informational books: simple graphics, next lesson brainstorm a topic and main idea, next lesson plan student informational book and use a KWL chart."
- In grade 1, Unit 4, Week 1, "*Taller de lectura*" includes a variety of structures from multiple genres such as the Matching Texts that provides an instructional range of texts for informational texts, and narrative nonfiction. The "Guided Reading Instruction Prompts" support the instruction as a read-aloud or shared reading for that particular minilesson for the week. The materials for grade 1 provide the teacher with questions, items to look for, and response prompts to use during shared reading. For the shared reading for the text "*Hacer un mapa*" in Unit 1, Week 5, Lesson 5, the teacher asks students to think about procedural text and what they already know to make a prediction. The teacher reads while students listen, as the teacher encourages students to "ask themselves questions about the steps as they listen to and/or read the text." In the end, the teacher provides students with the weekly question: What is a neighborhood like? and explains the connections it makes to the unit of study.

Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. (S)

- The materials include texts designated for independent reading with varying quantitative measures, such as Lexile levels. In grade 1, the texts for independent reading range from Lexile 700 to 250. The materials provide the students access to an online grade 1 leveled reader library. Texts designated for independent reading have a range of complexity levels for students to practice reading independently. Students complete assignments from the weekly Book Club sessions. The teacher uses suggested texts to support the unit theme and Spotlight Genre. Students complete group collaboration assignments. Students also use the trade books to match the reading texts and unit theme.

- In grade 1, Unit 1, Week 5, "*Taller de lectura*" provides the "Matching Texts to Learning" for level readers "Nivel B, D, E, G" for the target genre of the week. This supports readers at their independent reading level. The materials include texts designated for independent reading with a range of complexity levels for students to practice. In a grade 1 lesson, Unit 3, Week 6, Lesson 3, "Colaborar y comentar," the teacher distributes copies of "Usa la imaginación." This is a research article to help students compare "viewpoints on imagination." The complexity level is included in the section, "*Artículos de investigación*" with three Lexile measures of 280L, 350L, 400L. The teacher is directed to the "*Guía para grupos pequeños*" for suggestions to assign this article to students. During the activity, the teacher directs students to "pause after each paragraph to ask each other what the author says about how people can use their imaginations." Questions suggested for students to begin conversations are "How do you use your imagination? How do scientists use their imagination? What is something new you learned from this article?"

Materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

- In Unit 5, Week 1, Lesson 2 includes an anchor chart that the teacher and students use before reading an informative text, "*Cada estación*." At the end of the reading selection, students use "*Libro interactivo del estudiante*," which supports students in skill practice. Materials include a plan for students to self-select high-quality texts and read independently. For example, "*Un paseo por el bosque*," a level E reader, includes a T-chart at the end of the book to guide students to self-monitor their reading comprehension.
- The materials include a plan for students to self-select high-quality texts and read independently with assignments to self-monitor their reading comprehension. For example, the online myView Literacy provides handouts for students to complete that include sentence frames for before, during, and after reading, and they provide language structures to incorporate academic language. The materials include accountability for reading goals, such as individual reading logs and summaries. The "*Libro interactivo del estudiante*" includes a reading log for each unit. Students write down the date, the name of the book, the pages read, the minutes spent reading, and if they liked or disliked the reading text. Pp. 10 of the "*Libro interactivo del estudiante*" includes a log for students to color the thumbs up or down if they can read the text, and if they can write, form, and read the words in the text.
- In a grade 1 lesson, Unit 1, "Unit *Presentar la Unit*" for "Mi vecindario," students use their "*Libro interactivo del estudiante*" to begin reading logs on their "self-select texts" during independent reading time. The sections, "*Lectura independiente*" and "*Mi registro de lectura*" provides students with accountability to use the chart in their "*Libro interactivo del estudiante*" to write their "self-selected" texts that are "challenging but not too difficult to understand." Recording the time spent in their reading is just as important when interacting with their texts. Students record their reading goals in their "*Libro interactivo del estudiante*" by coloring a "thumbs up" if the goal is met or a "thumbs down" if there is more learning needed to meet their goal. The materials include support for increased focus and engagement during independent reading. In

grade 1, in the "*Libro interactivo del estudiante*," students are provided with several opportunities to create new reading goals and begin a new reading log at the start of a new unit of study throughout the year in grade 1. This is in each section of the unit as "*Lectura independiente*" and "Metas de la Unit." After the page "*Metas de la Unit*" in the "*Libro interactivo del estudiante*," students engage with their "*Vocabulario académico*" for that particular unit. This supports student learning with understanding the vocabulary in the context of their reading texts for each unit of study.

Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
8.A.1a	Materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)	4/4
8.A.1b	Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	10/10
8.A.1c	Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)	2/2
8.A.1d	Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)	2/2

The materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text.

Evidence includes, but is not limited to:

Materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

- In "Unit 2, Week 1, Lesson 2," students listen, read along, and look at the photos as the teacher reads "*El ciclo de vida de una rana.*" The teacher uses think-aloud strategy and asks questions to help students understand the text. The teacher guides students to talk to a partner about the text before answering the comprehension questions in "*Libro interactivo del estudiante*" such as, "How are tadpoles different from frogs?" The materials provide resources and activities for students to use information directly from the text to justify their answers. In "Unit 1, Week 3, Lesson 2," the teacher and students read "*¡Mira a ambos lados!*" Students look at the pictures and headings to help them understand the text. Teacher models how to generate questions about the text and then students generate their own questions to deepen their understanding. Students talk to a partner about important ideas in the text before answering the comprehension questions in "*Libro interactivo del estudiante.*"

- The materials include text-dependent questions in Spanish which require students to use evidence from the text to demonstrate comprehension. For example, in the "*Libro interactivo del estudiante*," "Unit 2, Week 5, Lesson 2," the students read the text "*Unos zapatos más grandes para la gran carrera*." Students follow the prompt in the student consumable. Students use the details they highlight to make inferences about the characters and to justify their answers to the questions about the text. Students demonstrate comprehension of the story "*Unos zapatos más grandes para la gran carrera*" when asked to fill in sentence frames in "Unit 2, Week 5, Lesson 2." In the "*Libro interactivo del estudiante*," students are asked to respond to the question "Darius looks happy, but on another page, he doesn't. Why?" Students also answer the following question using a sentence frame: "What kind of person do you think Calvin is? Calvin is ____." Students complete questions on comprehension in the "*Libro interactivo del estudiante*" using the text as reference to justify their answers.
- In a grade 1 lesson, Unit 3, Week 3, Lesson 5, "Reflexionar y comentar," students use evidence from their weekly texts to respond to the Weekly Question, "How can imagination produce a new idea?" Students discuss in small groups, use the sentence frame, "I believe _____ because _____." Students write their answers on a separate paper. In a grade 1 lesson, Unit 3, Week 1, Lesson 1, "Interacción con las fuentes," students use text evidence from their "*Libro interactivo del estudiante*" to support their responses to the question, "Why is it important to plan ahead?" Insert evidence narrative for guidance here.

Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

- In "Unit 2, Week 5, Lesson 2," the teacher reads "*Unos zapatos más grandes para la gran carrera*." The teacher prompt students to look at the pictures and use them to make a prediction about the text. Students read to check their predictions and ask questions about anything they find confusing. Students discuss the events in the text with a partner. At the end of the lesson, students work in "*Libro interactivo del estudiante*" and answer questions in the section "*Verificar la comprensión*," which includes questions such as, "What does the author want us to think about when we read this story? What part of the text helps you to identify this as a play?"
- The materials include questions and activities for students to explain and give evidence of how the author uses language to influence the reader. For example, in "Unit 2, Week 3, Lesson 2," the teacher reads "*¿Necesitamos esto?*" to the class and asks students to point to the title, author, and illustrator's name as they read along with the teacher. At the end of the lesson, students work in "*Libro interactivo del estudiante*" and answer questions in the section "*Verificar la comprensión*," such as, "Why do you think the author wrote this text? Why do people need shelter?"
- In "Unit 3, Week 1, Lesson 1," students use text evidence to answer questions on text structure after reading a fable called "*La liebre y la tortuga*" in the "*Libro interactivo del estudiante*." The questions include, "What can you guess about the story from the title? Think about the plot of the story. What is the order of the events? What problems do the characters face? What is the resolution, or outcome? What is the moral, or lesson, that this fable teaches?" Students go

back to the story to find the evidence to answer the questions. Students use the sentence frames in "Unit 3, Week 1" to find text evidence to evaluate key ideas during the description of the plot for their reading texts on fables. Students answer the following questions: "How does the story begin? What problem or challenge are the characters facing? What happens at the end? Describe the resolution, or outcome of the problem. Which character learns a lesson in this fable? What is the lesson, or moral of the fable?"

- In a grade 1 lesson, Unit 1, Week 5, Lesson 2, "*Taller de lectura*" for the text "*Hacer un mapa*," students highlight evidence in their "*Libro interactivo del estudiante*" that supports the details and key ideas for making predictions. Students follow the prompt, "What do you think you might learn from making a map?" Students make predictions through the graphics in their text and underline the words that help answer the prompt. These words include *calles*, *lugares*, *casas*, and *edificios*. Students identify their predictions as well through the graphics as evidence to support the details and key ideas. The materials include questions and tasks that support students with identifying evidence when evaluating the details and key ideas of the texts that help describe a character. In a grade 1 lesson, Unit 1, Week 1, Lesson 2, "*Taller de lectura*" for the text "*El apagón*," students highlight the evidence that supports the details and key ideas that describe the character. Teacher provides students with the prompt, "How would you describe the boy?" Students locate evidence in the text as "a possible response: He cares for others."

Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

- In "Lesson 52," "*Comparar textos*" includes three short paragraphs on pizzas. The teacher reads the paragraphs and students follow. The teacher models how to compare texts using a three-cell Venn diagram to record responses to the following question: "What do these three sentences have in common?" Students reread the texts and the teacher guides students to use a graphic organizer to identify texts that address the topics. For example, a question is, "Which two texts have New York's pizza as their main theme?" Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies. In "Unit 1, Week 6, Lesson 1," the teacher discusses each selection read in the unit "*Mi vecindad*" as students identify words and name something in the neighborhood, students talk with a partner about how the unit's theme. The teacher explains that texts are all connected to the unit theme. Volunteers briefly review each selection and give a short summary using key ideas and tell something they liked or did not like about the selections. At the end of the lesson, students take turns answering the essential question of the unit What is a neighborhood?
- In "Unit 5, Week 1, Lesson 1," students listen to an informative text, "*La luz del sol y las estaciones*." In a whole group activity, students respond to questions. On a chart, the teacher records the student responses. Students summarize and paraphrase the key ideas of the text and share how the author organizes the details of an informational text. Students analyze the informational text. They identify the main idea and supporting details of the text. Students use

the text to support their understanding and answers. The materials require students to support their claims and justify their thinking through a variety of strategies on evidence from two texts or more on the same topic. For example, in "Unit 5, Week 1, Lesson 5," students make comparisons between the structure of "*Cada estación*" and the structure of other texts they have read. Students use their self-selected independent reading texts to discuss how seasons affect us after they have compared several texts on the topic.

- In a grade 1 lesson, Unit 4, Week 2, Lesson 3," students use their notebooks to summarize "three to five important events in order from a biography or other text they are reading." Students apply the strategies for using text structure to help students justify their thinking during the task. Questions students consider assisting with summarizing the important events in a biography are, "Pay attention to words that tell about order such as 'first' or 'the.' Look for dates to help you understand the order of events."
- The materials provide questions and tasks designed for students to justify their thinking through a variety of strategies. In a grade 1 lesson, Unit 5, Week 1, Lesson 1," students participate in a Turn, Talk, and Share about the informational text, "*El invierno*." Students apply the strategies to identify the text structure of the text and share their ideas with a partner. Students are encouraged to create concept maps, time order charts, or any other type of graphic organizer to help keep track of the informational elements they find in their reading of informational texts.

Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (s)

- Materials include tasks at different levels of complexity with opportunities for students to engage in the analysis of text through reading. Each unit concludes with Project-based Inquiry. As part of the student research resources, each Project-based Inquiry teaches a critical literacy skill using leveled passages. There are three different articles in each unit and each article is written at three different Lexiles. "Unit 5" includes "*Deportes de verano*" with different Lexile levels of 380L, 500L and 580L. Questions are designed in Spanish at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. Each unit includes a lesson in the section "*Lectura compartida*" that asks the students to work in the "*Libro interactivo del estudiante*" to answer questions to check comprehension. Questions include different levels of depth of knowledge. For example, "Unit 5, Week 2, Lesson 2" includes three questions for students to answer. Two are at a DOK3 and one at DOK2: "What does an informative text do? and How is the weather here, in Ecuador?"
- Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. For example, in "Unit 2, Week 1," students learn new vocabulary huevos, ranas, branquias, pulmones, and renacuajo. Students use photographs and illustrations to learn vocabulary. Next students use listening and speaking to fill in sentence frames to explain the changes in tadpoles. Complexity increases when students answer questions about the life cycle of the frog. Students must engage in listening, speaking, reading, writing, and thinking to put together their answers about the life cycle of the frog and how it compares to the life cycle of other animals.

In pairs, students search the text for sequence words. Students identify the stage in a sequence where the word applies to beginning, middle, or end. Students analyze and think about what the beginning is, middle and end in the life cycle. In "Unit 2, Week 2," students learn the vocabulary in the text: *semillas*, *asoman*, *suelo*, *tallos*, and *hojas*. Students identify the parts of a flower from a photograph. In pairs, students draw a picture of a flower in a garden and label the illustration with vocabulary words. Complexity increases when students identify a common plant like a corn plant and create a diagram by drawing the seed in the soil. Students share what they know about the life cycle. Students use thinking, listening, speaking, and writing concepts they have learned to explain the life cycle. Students then research a common vegetable and how it grows. Students in pairs think of a list of photographs or illustrations that might be needed in an informational text.

- In a grade 1 lesson, Unit 1, Week 2, Lesson 1," students use the strategies to identify realistic fiction. The teacher prompts students to work with a partner to discuss the characteristics of a setting in realistic fiction. The teacher guides students to use the anchor chart to help with their discussions and monitors their understanding. Students may also read their own self-selected texts on realistic fiction and create a T-chart of the different settings; by listing the times and places they find in their books. Students justify their responses by asking, "Is the setting somewhere that is or seems real? Does the story take place in a time that is or seems real?" The materials provide questions and tasks designed at different levels of complexity to help students develop their language skills. In a grade 1 lesson, Unit 1, Week 2, Lesson 2," "Spanish Language Development," students describe the setting of the text "*Henry sobre ruedas*" using their vocabulary words to describe their own neighborhood. Words such as *calle*, *cuadra*, *arena*, and *esquina* are selected by students to complete the activity. The teacher provides sentence frames for students to use while having discussions with a partner, such as, "On my block there is _____. The street where the school is _____. The playground has sand because _____." The teacher provides additional support to students to help with additional information on neighborhoods with the "*Libro miEnfoque*."

Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	4/4
8.A.2a	Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)	2/2
8.A.2b	Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. (T)	2/2

The materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax.

Evidence includes, but is not limited to:

Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

- In "Unit 2, Week 4, Lesson 2," the guided practice activities include collaborative activities, group discussions, and teacher modeling of using text evidence to support a response. Using the "*Libro interactivo del estudiante*," students answer the comprehension questions with teacher guidance such as, "*¿Por qué usa la autora las palabras calor y sofocate?*" Materials include weekly lessons for "*Lectura compartida*" with guidance for teachers on the effective modeling of the use of text evidence. In "Unit 2, Week 4, Lesson 2," the teacher reads "*El flamboyán amarillo*." Students participate in a shared writing activity using "*Libro interactivo del estudiante*." The lesson guides the teacher to use think-aloud to model. Students collaboratively construct text-based responses with teacher guidance by underlining and circling the answers. For example, underline the words that repeat or are repetitive.
- Materials include guidance for teachers in Spanish on modeling the use of text evidence. The teacher assigns an assignment in the "*Libro interactivo del estudiante*" and students write brief comments on the informational text through text-dependent questions with teacher guidance and modeling. In "Unit 2, Week 3, Lesson 2," students are guided to answer the questions, "How do you know it is informational text? Why does the author use images? Why do animal offspring need their mother?" The teacher reminds the students to use evidence from the reading selection to write their answers.
- Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to construct text-based responses. In "Unit 5, Week 1, Lesson 3," the teacher models and reminds the students about past informational texts they have read. The teacher asks the students questions, and the students respond orally before applying the strategies to the text "*La luz del sol y las estaciones*" in the "*Libro interactivo del estudiante*." The teacher prompts students to use the text and respond to the following questions: "Are the text details

given as a series of descriptions? How are the details in the text organized? What words does the author use to describe or organize information?"

- In a grade 1 lesson, Unit 4, Week 1, Lesson 1, " the teacher provides students with a "Weekly Question" to frontload the unit's lesson for the week. The weekly question is "How do artists from the past help us to see the world differently? This guides the teacher to help students understand the key concepts of the lesson. The materials also include guidance for teachers on effective modeling of the use of the text through the "Minilessons" that provide the "Model and Practice" for the teacher to help students generate questions, practice skills independently, or collaborate with a partner to find the text evidence. In Unit 4, Week 1, Lesson 2, " *Taller de lectura,*," " *Libro interactivo del estudiante,*" the teacher guides students to return and reread the text " *A través de los ojos de Georgia*" and find text evidence to respond to the comprehension questions in the " *Libro interactivo del estudiante.*" The materials guide teachers and model instructions on how to identify relevant text evidence. In a grade 1 lesson, Unit 3, Week 1, Lesson 3, " *Puente entre los talleres de lectura y escritura,*" the teacher guides students to notice texts written in third-person and incorporate the common words *él, ella, or ellos* in their writing. The materials include the section for Writing Workshop to support students' writing by assisting students to check for first and third-person pronouns in their writing. The teacher supports students through modeling reading texts and students identifying the words in sentences from a third-person text and discussing "How they experience the text."

Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. (T)

- In "Unit 1, Week 1, Lesson 4," the teacher models how to use text evidence after reading " *El apagón.*" The teacher models the use of text evidence to find details in the story to describe the main character and students draw the main character using de evidence in the " *Libro interactivo del estudiante.*" Materials include guided practice activities where students work through examples with the teacher's support. In "Unit 1, Week 3, Lesson 2," the teacher models how to use text evidence after reading " *En la biblioteca.*" The teacher models the use of text evidence to support response by highlighting the details that support the main idea of the story in the " *Libro interactivo del estudiante.*"
- In "Unit 3, Week 1, Lesson 3," the teacher asks students to describe plot elements in a story. Instructions about describing the plot with correct sentence structure are practiced in small group discussions. The teacher asks students "What happens first? Next? Last?" The teacher asks students to use evidence from the story " *El león y el ratón*" to model describing the plot. The teacher asks the students what the problem is or challenges the characters have and how was the problem solved. The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. For example, in "Unit 3, Week 2, Lesson 2," the teacher discusses and reviews the new vocabulary words with the students from the reading selection " *El mono tramposo,*" which are *tristemente, justamente, exactamente, and atentamente.* The teacher guides students to a page in the " *Libro interactivo del estudiante.*" In pairs, students are guided by the teacher to write the

meaning of the new words. The paired-up students are coached by the teacher to write a sentence with each new word.

- In a grade 1 lesson, Unit 4, "*Hacer historia*," the teacher encourages students to engage in the Turn, Talk, and Share activity to discuss how people can learn from the past after watching the unit video. The teacher provides students with structured opportunities for discussion through the following questions: "What important person from the past do you know? What did those people do to make history?" Students exchange ideas with their partners through the Turn, Talk, and Share activity. In a grade 1 lesson, Unit 4, Week 1, Lesson 3, "Spanish Language Development" section for a "Cause and Effect" task with the text, "*A través de los ojos de Georgia*," students use the "Routine Language" statements to complete their ideas. These statements include, "how, then, _____, or If _____ then _____" to help them as they talk about connections between ideas and events. The teacher guides students to pair up and to write sentences of their own that show the connection between one idea or event and another. The teacher encourages students to "tell one partner to start a sentence with If, how, as, and the other students to finish the sentence." Examples include, "If I were to be a _____ I would _____."

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	6/6
8.B.1a	Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS.	1/1
8.B.1b	Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1c	Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1d	[3rd grade only] Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft.	N/A
8.B.1e	Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)	1/1

The materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS. Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft.

Evidence includes, but is not limited to:

Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS.

- Materials include Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS. The mentor texts help students become acquainted with authentic models of the writing genre for each unit. Teachers use focused minilessons in the lesson plans to tailor their instruction. Stacks of mentor texts provide a mental model for a genre of writing or a particular writing focus. For example, grade 1 includes five mentor texts per unit. "Unit 1" includes the following texts: "*Hogares*," "*Enfadados*," "*Ser vecinos*," "*El vecindario de Quinito*," and "*El barrio*."
- Teachers and students receive guidance as to how the organization of the texts can serve as a model for their own writing. For example, in "Unit 5, Week 1, Lesson 1," the teacher tells students that "how-to books are procedural texts. Authors compose how-to books to tell readers how to do or make something. Authors compose how-to books by writing a set of instructions or directions, numbering the steps, and including pictures to help the reader understand what to do." The teacher directs the student to their "*Libro interactivo del*

estudiante" as she reads aloud the introduction of "*Hacer un muñeco de nieve*." The teacher checks for understanding by asking students to retell the story in order. The teacher continues reading texts aloud, pausing to discuss what the author did to compose the how-to book. Students work in the "*Libro interactivo del estudiante*" and conference with the teacher to write their how-to books.

- In "Unit 3, Week 1, Lesson 3," students receive guidance as to how the organization of the texts can serve as a model for their own writing. For example, the teacher reads a story told by someone who is not a character in the story, and the teacher explains that it is called a third-person text. The students learn the narrator uses words such as *él*, *ella*, or *ellos*. The materials allow the teacher to read and students to listen and experience a third-person text with a story in the "*Libro interactivo del estudiante*." Students are guided to use third-person pronouns in a writing workshop assignment when composing their third-person texts. The materials provide the teacher/student prompts for conferences to support students' writing and guides to check whether they have used third-person pronouns correctly. Students write their poetry following the same organizational structure modeled in "Unit 3." The materials direct the teacher to guide students to understand the basics of writing poetry. For example, during conference time, the teacher assesses for understanding of the basic characteristics of poetry and to gauge where students may need support in their writing. The teacher and students are provided with stacks and minilessons available for reference. The materials provide a reading-writing workshop bridge with mini-lessons to use for helping students write and for teachers to model how to write the text.
- In a grade 1 lesson, Unit 5, Week 2, Lesson 4, "Spanish Language Development," the teacher selects a text that displays text features that students have not seen before. The teacher guides students to identify predictions based on the text features seen. Students read aloud the teacher-selected text as the teacher helps students "confirm or correct the predictions based on text evidence." This helps students prepare for the organization and structure of their writing with the following sentence frames: "I predicted that _____ because _____. The text says _____. This confirms my prediction." Students transfer the skill of predictions as they reinforce it with a graphic organizer that helps students organize their thinking through questions to guide writing and thinking, such as, "What predictions did you make? What helped you make that prediction? Could you confirm your prediction? What helped you confirm it? Did you have to correct your prediction?" Students write about this in their notebooks. In a grade 1 lesson, Unit 5, Week 2, Lesson 5, "*Taller de lectura*," the teacher prepares students for writing by modeling texts previously read about the seasons in different parts of the world. This allows students to begin thinking of their opinions to include in their writing with text evidence to support their ideas. The teacher guides students to "form opinions by comparing texts and reflecting on what they have read." This helps students begin their writing independently based on their self-selected informational books.

Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- The "Teacher Guide" includes resources to guide students in writing such as rubrics, anchor charts, and checklists, considering the characteristics and craft of different grade-level genres. Lesson plans include instructions to use mini lessons, steps to write independently, conferencing, and differentiated support. In "Unit 5," teachers use these resources to guide students as they write a persuasive play on the best season. The materials contain resources to guide students in writing, such as rubrics, anchor charts, and checklists, considering the characteristics and craft of different grade-level genres. Lesson plans include instructions to use mini lessons, steps to write independently, conferencing, and differentiated support. In "Unit 5," teachers use these resources to guide students as they write a persuasive song or poem on their favorite season or type of weather.
- In "Unit 3, Week 4," students completed an assignment in the "*Libro interactivo del estudiante*" focused on pronouns. During independent writing, the students edit their poem drafts for pronoun usage. Students read poems in the unit lessons and learn the purpose and genre-specific characteristics of poems. Students look for personal and possessive pronouns in their writing. Students write the final draft after the teacher conference. The materials contain resources to guide students in writing, such as rubrics, anchor charts, and checklists, considering the characteristics and craft of different grade-level genres. Students fill out a rubric in the "*Libro interactivo del estudiante*" on persuasive text. In "Unit 3, Week 6, Lesson 2," students read an article "*Baila sin parar!*" Students recognize persuasive text and understand why the author wrote the text. Students know what words the author uses to persuade. Students write their persuasive texts on something they have a firm opinion on. They look for information that supports their opinion modeling what they have practiced in the unit's reading selections.
- In a grade 1 lesson, Unit 5, Week 2, Lesson 3, "*Puente entre los talleres de lectura y escritura,*" during "Writing Workshop," students use simple graphics to help the reader understand their writing. Students are encouraged to include graphics, such as a map or any other student-created illustration to "enhance their writing." The teacher supports students even further during the "Writing Workshop" conferences by "helping them find opportunities to meaningfully include graphics in their writing." The materials include opportunities for students to write literary texts with different purposes and audiences. In Unit 5, Week 6, Lesson 1, "Inquire," students have the opportunity to write and perform a short play to persuade an audience that a certain season of their personal choice is the best. Students collaborate to discuss what they like or dislike about a particular season. Students review the persuasive texts read in the past units of study and work in pairs to discuss the characteristics of persuasive text. Students apply this knowledge in their writing when considering the audience, questions such as, "Who will you perform your play for? What do you want them to think or do? How will you convince your audience to think or do that?" Students conduct their research for their plays as the teacher "reminds them that they will look for the answers to their research questions, and they will use the information to write their persuasive plays."

Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- In Unit 1, Week 6, students work in pairs to write an informational text explaining what a worker in their neighborhood does. The materials include different opportunities for students to write informational texts based on the grade level TEKS expectations. Lesson plans include weekly lessons that teachers use for students to compose informational texts for multiple purposes and audiences. In Unit 2, Week 3, the teacher explains to students that writers of informational texts use words that help readers visualize, or picture, important details about the topic. Students work applying their knowledge in the "*Libro interactivo del estudiante*" by answering questions.
- For example, in Unit 2, Week 3, Lesson 1, an anchor chart in the "*Libro interactivo del estudiante*" helps students discuss the purpose of informational texts. Students include the main idea and details on the anchor chart. Students practice including the author's purpose on the chart and the genre. Students write an informational text understanding the purpose of their text and that the audience is their classmates and teacher. In Unit 2, Week 3, students organize their writing draft and final writing with the structure for informational text. Students write sentences for each part of their text in the "*Libro interactivo del estudiante.*" Students choose a stacked text and do a Think Aloud model identifying one main idea and supporting details. Students add an introduction and conclusion to their informational writing. Students read their text to the class when completed.
- In a grade 1 lesson, Unit 5, Week 6, "Conduct Research," students "gather, or collect, a list of relevant Websites to use to find information to answer their research questions" to write their persuasive plays. Students come up with keywords or important words that help with their research questions or season. The teacher guides students to brainstorm ideas to persuade an audience that a certain season is better than the others. The teacher models to students how to search online the words that relate to their research questions. Students use the search box online and begin typing their keywords or ideas. Students pair up with another student to collaborate in their writing with a graphic organizer in their "*Libro interactivo del estudiante.*" Students finalize their topics and research questions to begin writing their persuasive plays. The materials include opportunities for students to compose informational texts for specific genres and audiences. In "Unit 5, Week 1, Lesson 3, "Create a Fact Sheet," students demonstrate their understanding of the information that is relevant to their research questions. The "Fact Sheet" provides students the opportunity to write down three facts from the information gathered about their season from their sources. Students partner up to explain how their facts answered their questions with their graphic organizer in the "*Libro interactivo del estudiante.*" Students begin to revise and edit their writing to compose and read aloud to a partner their persuasive plays. Students help one another through checklists to "evaluate their plays and provide constructive feedback" in their "*Libro interactivo del estudiante.*"

[3rd grade only] Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft.

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

Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. ^(S)

- In a grade 1 lesson, Unit 4, Week 6, Lesson 4, "Extend Research," Thank-You Note," students "compose a thank-you note to the person they interviewed." In the "*Libro interactivo del estudiante*," students have the opportunity to personalize their notes by saying they liked or learned from the interview. The teacher guides students in the development of the thank-note by following the different parts of writing a letter and including the greeting word(s), "Dear _____," and the closing of the letter with, "Sincerely or Cordially." Students have the opportunity to collaborate with a partner to complete the thank-you note.
- Materials include a variety of opportunities for students to apply their understanding of literary genres such as narratives, informational texts, biographies, poetry, non-fiction narratives, and realistic fiction and engage in writing activities either guided or independently using the writing process. There are limited opportunities in grade 1 to provide students with activities to compose correspondence digitally in the form of an email.

Evidence-Based Tasks and Responses

8.B.2	Writing Process	11/11
8.B.2a	Materials support students' coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. (S)	5/5
8.B.2b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)	6/6

The materials support students' coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising.

Evidence includes, but is not limited to:

Materials support students' coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. (S)

- In Unit 3, students write a poem. Students start their planning and drafting in Week 1. The teacher chooses a stack text and does a think-aloud to model identifying elements of poetry. Students choose a text as the teacher prompts them to identify the elements of poetry. Students start working on a graph in "*Libro interactivo del estudiante*," "Planifica tu poema," which asks them to "Desarrolla detalles para una de las ideas de tu lluvia de ideas." The materials include weekly opportunities for students to use the elements of the writing process during "*Taller de escritura*." In Unit 2, Week 4, students continue writing their informational text as they edit their work for capitalization. The teacher models by sharing text with the class and making emphasis on capitalization. Students practice capitalization in "*Libro interactivo del estudiante*" before editing their writing.
- In "Unit 3, Week 1," students read a stack text and see a model identifying the main idea and supporting details. Students complete pages in the "*Libro interactivo del estudiante*." The student consumable guides the students in each part of the informational text writing process. The students follow the graphic organizers in the student consumable and identify main ideas and details. Students apply them to their writing. Students insert drawings in their writing text as instructed in the student consumable. The materials include authentic topics, visual support, and graphics to guide students' coherent use of the writing process to compose text. In "Unit 2, Week 5," students follow the graphic organizers in the "*Libro interactivo del estudiante*" to start and complete their informational text. Students write a map of ideas over a

topic of their choice. They write the main idea. Students write the introduction and conclusion included in the writing checklist. Students include drawings and illustrations. Students verify the correct usage of nouns and verbs. They are instructed and follow the organizer to verify capital letters and commas. Students complete the checklist at the end of the unit and present their writing to the class.

- In a grade 1 lesson for Unit 5, Week 1, "*Taller de escritura*" materials support a "Weekly Overview" of the skill for writing how-to books. Students generate ideas and practice writing a variety of how-to books. The teacher provides students with a selection of mentor texts, or Mentor Stacks, which are part of the preview of selections that relate to the steps to follow when planning a how-to book. The "Plan del día" is outlined to guide a teacher and help students map out the pre-planning of their writing activity. The "Steps to Writing Independently" provides the teacher a gradual release of "responsibility at each step from teacher to student toward independent writing." The first step for students to begin generating ideas is during the "Immersion Week" as students begin to generate ideas and plan their "How-to Book." The materials include authentic topics, visual support, and graphics to guide students' coherent use of the writing process to compose text in Spanish. In a grade 1 lesson, Unit 5, Week 1, "*Taller de escritura*," the materials provide students with "strategic learning techniques such as concept mapping, drawing, comparing and contrasting by using graphic organizers." During "Week 1: Introduce and Immerse," students have the opportunities to engage in writing activities for their "How-To Book" and experience "progress from simple to linguistically more demanding tasks." Students read aloud a step in one of their mentor stack texts and shares with a partner then roles reverse. Students then locate and read aloud three different steps from the directions in their mentor stack text, followed by "what they learned by looking at the visuals." Students use sentence frames to communicate with their partner such as, "Good authors _____" and complete their thoughts. The teacher supports students writing through a web diagram, a chart, a Venn diagram to organize their ideas for their "How-to Book." The materials support students in the writing process with a five-week cycle of separate steps to finalize their writing and celebrate it.

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

- In Unit 2, Week 5 includes guidance for teachers to support students writing their books as they edit their work for prepositions. The lesson plans include model, share, guided, and intervention activities. The teacher models how to use prepositions using a board or a flip chart. Teacher shares as students write and encourages them to vary the prepositions. Teacher guides students to use prepositions as they practice in "*Libro interactivo del estudiante*." Teachers can refer to "*Guía para grupos pequeños*" for intervention activities to support students. In Unit 4, Week 4, students continue writing their personal narratives as they edit their work for punctuation marks. The teacher models writing by editing a sentence for punctuation marks. During shared writing students benefit from working directly with the

teacher to explore punctuation marks. Guided writing is for students who need extra support for editing. The teacher uses daily minilessons to guide daily writing.

- The materials provide clear and systematic writing process lessons in Spanish. In Unit 2, Week 5, the teacher follows a four-point informational writing rubric to guide students in writing a text. The teacher introduces and models to students a text clearly developed throughout the unit. The teacher instructs students on the organization of their writing. The students are guided so that their text is clear with ideas presented in a well-developed and logical manner. The next column of the writing rubric allows the teacher to help the students with the development of the drafts with emphasis on including thorough details. In the next rubric concept, the teacher models language and vocabulary. The students are coached in the writing process by checking their texts for precise and concrete language, and the implementation of specific vocabulary. Finally, the teacher uses the writing rubric as a guide and directs students to check for correct grammar usage, spelling, capitalization, and punctuation. The teacher guides the students in the editing process for a final copy of the student text. The materials provide the teacher with topics, visual support, and graphics to guide students' in the writing process. In grade 1, Unit 2, Week 5, the teacher models how to use the graphic organizers in the "*Libro interactivo del estudiante*" to start and complete an informational text. The teacher discusses how to write a map of ideas over a topic. The teacher models how to write the main idea. The teacher instructs students to include drawings and illustrations if they choose to do so. The teacher, during whole group discussion, reminds students about the correct usage of grammar. The "Teacher Guide" directs the teacher to suggest the use of the stack books in the classroom as models. The teacher uses a checklist and prompts student responses. The teacher models how to follow the organizers to edit the final draft during conference time.
- In a grade 1 lesson, every week is outlined with skills that target either planning, drafting, revising, editing and sharing/publishing. The table for the "Gradual Release of Responsibility Model" is included at the start of each lesson, as it outlines the "Steps to Writing Independently" modeled through writing by the teacher, shared writing, guided writing, and independent writing that guides daily writing for students. "The Gradual Release of Responsibility Model" is explicit to providing instruction to model from "High teacher support" to "Low teacher support." The materials include guidance for the teacher to support students during the writing process through conferencing and revising. In a grade 1 lesson, Unit 4, Week 3, during the "Writing Workshop" conferencing the teacher prompts students to edit their narratives for proper point of view. Students are directed to the "*Libro interactivo del estudiante*" to apply their understanding of first-person point of view in the activity and then in their personal writing.

Evidence-Based Tasks and Responses

8.B.3	Explicit (Direct) and Systematic Writing Instruction	13/13
8.B.3a	Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (m)	3/3
8.B.3b	Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (n)	4/4
8.B.3c	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. (s)	6/6

The materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish.

Evidence includes, but is not limited to:

Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (r)

- In Unit 1, Week 2 includes lessons on present-tense verbs. The teacher guide includes five lessons to support students with instructions for the teacher to model, practice, and guide students. The "Teacher Guide" includes weekly lesson plans in "*Puente entre los talleres de lectura y escritura*" for teachers to provide direct and explicit instruction. In Unit 2, Week 4 includes a lesson on complete sentences with subject-verb agreement. Instructions start by having the teacher do a think-aloud to write a sentence that has a subject-verb agreement. The lesson includes instructions for teachers to share and guide students on writing sentences using subject-verb agreement.
- Materials include guidance for teachers to provide direct instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. The lesson on capitalizing the first word in a sentence includes a mentor text with simple declarative sentences with periods. In Unit 2, Week 2, the teacher instructs the students that declarative sentences tell about something. The teacher explains that they are telling sentences and that declarative sentences start with a capital letter and end with a period. The teacher shares an example of a declarative sentence to the class: "The sky is blue." Students are guided to a page in the "*Libro interactivo del estudiante*" to practice identifying declarative sentences. In Unit 2, Week 2, the teacher materials include comprehensive support in Spanish, including well-designed lesson plans and models to support student sentence-level writing. For example, the "Teacher Guide" instructs the teacher to teach declarative sentences. The teacher is provided with a model of a declarative sentence in Spanish for whole-group guidance and introduction to these

sentences. The teacher writes "*¿el perrito está feliz?*" (Is the puppy?) to reinforce punctuation and capitalization of a declarative sentence. The teacher asks students if they should capitalize the e in el, change the question marks to a period, and name the puppy as the subject. The teacher provides more declarative sentences for students to practice editing.

- In a grade 1 lesson, Unit 5, Week 5, "Puente entre los talleres de lectura," the teacher provides students with guidance in identifying that a complete sentence consists of a noun, verb, and adjectives. The teacher displays the following sentences to model and practice with students: "John walks down a calm street in his neighborhood." The teacher asks students, "Does this sentence have a noun? If so, what is it? What words show what John does? What word describes the street?" The teacher encourages students to create their sentences with a partner and share as a group identifying the nouns, verbs, and adjectives in their sentences. The materials provide teachers with opportunities to focus on Spanish sentence structure. In a grade 1 lesson, "*Puente entre los talleres de lectura y escritura*," the teacher lists a group of common prepositional words such as en, sobre, de, para, and con. The teacher helps students to identify prepositional phrase and contraction words. Sentences that students interact with; I gathered flowers from our garden at sunset. The prepositional word is "at" and the prepositional phrase is "from our garden at sunset." The teacher guides students to understand that a contraction word in a sentence written in Spanish is made up of a "word which is created by joining prepositions *a* and *de* and the article *el, al, del*." The materials provide a teacher with explicit instruction to guide students through sentence examples and practices to implement the application of contractions in Spanish in their writing.

Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (T)

- In Unit 1, lessons provide explicit instruction on nouns and verbs. In Unit 2, lessons include explicit instruction on simple sentences, declarative sentences, and interrogative sentences. Students practice writing a simple complete sentence, a declarative sentence, and an interrogative sentence in "*Libro interactivo del estudiante*." Lessons continue to build until students are writing paragraphs. The materials include guidance in Spanish for teachers to provide systematic, direct, and explicit instruction starting at the sentence level in units at the beginning of the year according to grade-level TEKS. In Unit 1, lessons provide explicit instruction on using singular and plural nouns. In Unit 2, lessons provide explicit instruction on adjectives and articles. Students practice writing adjectives and articles to complete a sentence in "*Libro interactivo del estudiante*." Lessons continue to build until students are writing paragraphs with teacher guidance.
- In Unit 2, the teacher has students exposed to the understanding of grammatical rules regarding capitalization, adjectives, complete sentences, and subject-verb agreement. The stacks and minilessons have been building these concepts across the lessons. One of the minilessons in Unit 2 instructs the teacher to model using possessive adjectives. The teacher displays sentences and students replace the underlined phrases with possessive adjectives when lesson one only addresses capitalization. At the end of the week, the students are ready

to write an informational book. Unit 2, Week 4, lessons provide explicit instruction on what makes a complete sentence. Students practice writing complete sentences. The teacher is guided to instruct sentence structure. At the beginning of the unit, the teacher explains to students about capitalizing the beginning word of a sentence. The teacher explains that names of people, continents, countries, and cities also have a capital letter. The teacher assigns a page in the "*Libro interactivo del estudiante*." In another lesson of the unit, the teacher's instructions on sentences include possessive adjectives. At the end of the week, the students write a book putting together all the concepts of sentence building.

- In a grade 1 lesson, Unit 4, Week 1, "*Taller de escritura*," the teacher guides students to build mastery in their writing with a "Daily Plan" that is systematic, direct, and explicit. A teacher selects a mini-lesson from the "Daily Plan" chart which outlines the skill(s) of writing listed as "Mini-lesson Bank" and aligned to "Independent Writing and Conferences" as well as to a "Share Back Focus." Each section has a suggested time for direct instruction. For example, a minilesson that a teacher guides students with such as writing a "Personal Narrative" suggests a time of 5–10 minutes, which is aligned with spending 30–40 minutes with students for independent writing and conferences, and 5–10 minutes for students to have the opportunities in a "Share Back Focus" for characteristics of a genre. The materials include guidance in Spanish for teachers to provide systematic, direct, and explicit instruction starting at the sentence level in units at the beginning of the year according to grade-level TEKS. In a grade 1 lesson in "Unit 4," lessons provide teachers with direct instruction to help students understand action words. In "Unit 4," the lessons divide the skill of action verbs throughout the week to provide a teacher with direct and explicit instructions to guide students. Students have the opportunity to implement in their writing the different forms of verbs, such as past tense, future tense, and verbs *ser* and *estar*. The teacher prompts students during the writing workshop to work with peers to edit their drafts for verbs with the past, present, or future. Students practice answering a "Standards Practice" question that relates to verb usage in the following sentence: "We _____ at home. What verb should be selected to complete the sentence?" Students select from, *somos*, *fuimos*, *seremos*, and *estamos*. This practice helps students read the sentence before answering the question.

Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. (S)

- Each unit includes weekly writing lessons that have appropriate pacing and extended time for students to engage with grade-appropriate complex sentence structure in the drafting, revising, and editing process independently and collaboratively. In Unit 1, Lesson 1 starts with lessons in nouns, Lesson 2 with verbs, and Lesson 3 with simple sentences. Week 4 includes adjectives and articles, and in Week 5, students write complete sentences with nouns, verbs, adjectives, and articles. Students apply their knowledge in each lesson when revisiting and editing their writing. The online "Teacher Guide" includes anchor charts, checklists, and guided lessons in Spanish for revising and editing that prompt students to engage with grade-appropriate complex sentence structure during the writing process. For example, grade K students work in pairs and use the chart "*Guías para calificar a un compañero*" as a checklist

during the revising stage of the writing process. Materials include checklists for narrative text, informational text, and poetry.

- The materials provide systematic anchor charts, checklists, and protocols in Spanish for revising and editing that prompt students to engage with grade-appropriate complex sentence structure during the writing process. In Unit 2, Week 3, students review questions on declarative sentences. Students are introduced to interrogative sentences with the display of the following sentence on the board: "Is that a bird?" Students learn that in Spanish, interrogative sentences begin with a question mark and end with a question mark. Students identify the first letter of the sentence as a capital letter. In pairs, students create oral interrogative sentences and share them with the class. Students complete an assignment in the "*Libro interactivo del estudiante*," practicing interrogative and declarative sentences. Students write and add these types of sentences in their informational book. Students follow a checklist in the "*Libro interactivo del estudiante*" to edit their informational book. The materials build in appropriate pacing and extended time for students to engage with grade-appropriate complex sentence structure in the drafting, revising, and editing process independently and collaboratively. For example, in Unit 2, Week 3, students structure their informational book with the help of charts, checklists, and models. Students use the "*Libro interactivo del estudiante*" to complete a page on the structure of an informational text with fill-in-the-blanks for the main idea and details that students incorporate in their book. Students share the first detail they wrote in their book. They explain to the class why they chose it first. Students continue to edit their books with the capitalization skills learned in the unit.
- In a grade 1 lesson, Unit 4, Week 1, Lesson 3, "during the writing workshop students have the opportunity to rewrite their sentences with "vivid, interesting words that help a reader visualize a scene." The teacher guides students to use the "*Libro interactivo del estudiante*" to practice before applying the revising and editing in their texts to "include specific, vivid language in their sentences." Each unit in grade 1 provides students with opportunities to engage in writing, revising, and editing in Spanish. For example, the section "Language & Conventions" provides students with an understanding of how certain skills apply to the Writing Workshop. During the "Writing Workshop," students apply their understanding of past tense verbs and include them in their writing. The teacher encourages students during the "Writing Workshop" to write about events or actions that happened. Students continue to practice the skill of including past tense verbs in their writing through the online activity from "*Lenguaje y normas*" located in the "*Centro de recursos para descargar*." This helps students engage in thinking through the writing process of revising and editing while using verbs in past tense.

Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard Spanish Conventions	20/20
8.B.4a	Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level Spanish language arts TEKS. (S)	4/4
8.B.4b	Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. (S)	4/4
8.B.4c	Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)	12/12

The materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level Spanish language arts TEKS. Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context.

Evidence includes, but is not limited to:

Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level Spanish language arts TEKS. (S)

- In Unit 5, Week 4 the lesson is on editing verbs. The teacher models writing, emphasizing the usage of verbs to tell the action in a book. The teacher uses stack texts to point out verb tense and usage and prompts students to think about what verb tense to use in their writing. Students practice editing verbs in "*Libro interactivo del estudiante*." The materials include whole group and small group lessons in Spanish on sentence structure/sentence types in which the teacher demonstrates how to edit sentences, followed by student editing of their writing pieces. For example, Unit 2, Week 4 includes a lesson on complete sentences with subject-verb agreement. The teacher does a think-aloud to write a sentence that has a subject-verb agreement. Students share how they know the subject and verb agree in a sentence they wrote. The teacher provides explicit instruction on writing sentences using subject-verb agreement and students practice in "*Libro interactivo del estudiante*." Students write and edit their writing with complete sentences with subject-verb agreement.

- In Unit 2, Week 4, students determine whether the possessive adjectives agree with the noun they modify. A class chart is displayed. Students discuss the definition and examples of possessive adjectives. Students identify possessive adjectives from sentences read aloud from a stack book. Students identify the adjective and fill in the chart. During independent practice, pairs of students continue to write their books paying close attention to adjectives. Materials include opportunities for practice on sentences with subject-verb agreement. In Unit 2, Week 4, students complete a sentence that has a subject and a verb. Students turn to the "*Libro interactivo del estudiante*" and read aloud. The students practice with sentences on the board: "The girl reads a book. The girls read a book." Students identify the subject, verb, and if the subject is one person or more than one. Students listen to sentences from a stack book text. Students respond to the same questions about subject-verb agreement. Students continue to practice in the "*Libro interactivo del estudiante*."
- In a grade 1 lesson, students focus on adverbs and the application of the words in sentences. The teacher models sentences that describe time and students underline the words. Students continue to identify adverbs in sentences that tell when, how often, in what order, or something else about the action. Students apply this skill in their "*Libro interactivo del estudiante*." During "Writing Workshop," students apply writing adverbs to add more detail to their sentences in their drafts. Students have the opportunity as well to do a "Standards Practice" with a sentence that includes an adverb such as, "We go to the library weekly." Students identify the adverb in the sentence after the teacher asks, "Which word in the sentence is the adverb?" This activity is followed up with an additional practice that students complete in the "*Lenguaje y normas*" from the online section "*Centro de recursos para descargar*." Materials include opportunities for students to write grammatically correct sentences using correct capitalization and punctuation. In a grade 1 lesson, Unit 4, Week 4, "*Puente entre los talleres de lectura y escritura*," students have the opportunity to practice the verbs *estar* and *ser* by practicing the differences in when they are used. The teacher reviews with students that the verbs *estar* and *ser* do not show action, but instead tell a state of being. Students practice with the following sentences to conjugate the correct verb to add to the sentences, "Yo ___ feliz. (*estoy*), I ___ happy. (*am*), *La fiesta* ___ *hoy*. (*es*) The party ___ today (*is*)." Students continue to practice their writing during the Writing Workshop as students collaborate with their peers to edit drafts with the past, present, or future verb tenses, including the verbs *ser* and *estar*.

Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. (S)

- In Unit 2, Week 4, students learn the punctuation of exclamatory sentences. The teacher explains that an exclamatory sentence expresses a strong feeling or surprise and begins with an exclamation mark followed by a capital letter and ends with an exclamation mark. Students practice by acting out what it is like to be excited and surprised and practice writing the punctuations in their "*Libro interactivo del estudiante*." The materials include frequent opportunities for students to write correct sentences. The "Teacher Guide" includes weekly

lessons on grammatically correct sentences. Students learn the rules for capitalization and punctuation and apply their learning using "*Libro interactivo del estudiante*" and editing their writings.

- In Unit 2, Week 4, students identify the following capitalization examples from a stack book: "the beginning word of a sentence, names of people, names of continents, names of countries, and names of cities." Students complete a flipchart with their responses. Students complete an assignment in the "*Libro interactivo del estudiante*." Students continue to edit their informational book. The materials include frequent opportunities for reading responses that require students to write correct sentences and short paragraphs in Spanish. In Unit 2, Week 5, students review the correct usage of capitals. Students turn to a page in their "*Libro interactivo del estudiante*" and review the following from the checklist: "capital letters at the start of a sentence, names of people, states, cities, and countries." Students correct and complete a sentence frame on the board: "I live in Texas." Students edit and correct capitalization mistakes in their informational book.
- In a grade 1 lesson, Unit 5, Week 4, students practice with mentor stacks to find examples of declarative, interrogative, and exclamatory sentences. Students share out loud the sentences found and the teacher displays them for the whole class to review. The teacher reminds students to apply this skill to their writing drafts of their how-to books. Students edit their drafts using the following questions to guide them through the process. For example, "Did you use question marks when you wrote questions? Did you use exclamation marks when you wanted to show excitement? Did you use a period when you were making a statement? Did you use a variety of punctuation marks? If not, edit your drafts to incorporate some different marks to make your book more interesting." Students continue to practice in the "*Libro interactivo del estudiante*" in the section for "*Corregir el uso de los signos de puntuación*."

Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. ^(S)

- In Unit 1, Week 1, students learn singular nouns. The teacher models by writing the categories personas and animals on the board. Students volunteer to name examples of common nouns and classify them as either people or animals. Students work in pairs and take turns telling nouns that name people and animals. Their partner should say which category the word falls into. Students practice writing them in the "*Libro interactivo del estudiante*" and editing their writing. The materials include systematic lessons for in-context application of writing conventions. In Unit 2, Week 1 includes five lessons for students to practice grammar. Lesson 1 reviews singular and plural nouns and Lesson 2 reviews adjectives. Lessons 3 and 4 "review adjectives and articles. In Lesson 5, "students apply what they learn by writing nouns, adjectives, and articles in "*Lenguaje y normas*" from "*Centro de recursos para descargar*."
- In Unit 2, Week 4, students edit singular and plural nouns. In pairs, students write or draw a singular noun. Students say, write, and draw its plural form. In a group discussion, students think aloud about singular and plural nouns they use every day. Students complete assignments on singular and plural nouns in the "*Libro interactivo del estudiante*." Materials include systematic opportunities for the practice of and application of Spanish grammar,

punctuation, and usage, both in and out of context. In Unit 2, Week 5, students edit the book they are writing with emphasis on locating errors in comma usage. Students review that commas are used to separate words in a list, or series and to write dates. In a group activity, students hear examples of commas from a stack book the teacher has chosen. Students complete an assignment on commas in the "*Libro interactivo del estudiante*."

- In a grade 1 lesson, Unit 1, Unit 5, Week 2, "Language & Conventions" for "Transitions and Conjunctions," students have opportunities to practice five different lessons for the week. The weekly plan for this unit begins with a spiral review from the previous week, "*los adverbios*," and students have opportunities to practice before beginning their daily lessons with transitions and conjunctions. The end of the week for this unit provides students with a "Standards Practice" of sentences that the teacher displays and students answer for the correct conjunction word. For example, in the sentence, "Mother turned off the light. She went to sleep," students would select from four answer choices the best conjunction word to combine the sentences as the correct response. During the "Writing Workshop," the teacher reminds students to edit their drafts for adverbs, conjunctions, and transitions.