Publisher Name	Program Name
Savvas Learning Company, LLC	*Texas miVision Lectura*
Subject	**Grade Level**
Spanish Language Arts and Reading	Kindergarten

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

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

Quality Review Overall Score: **447 / 456**

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	144 / 146
6. Knowledge Coherence	55 / 55
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	71 / 71

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.1 Alphabet Knowledge: Materials include a systematic sequence authentic to Spanish for introducing letter names and sounds, guidance for explicit instruction in letter identification and formation, and a variety of activities in Spanish for practicing and reinforcing alphabet knowledge.

- 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.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.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 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. It offers meaningful learning and high-quality instruction materials that align with Texas standards; it provides a comprehensive and structured approach to literacy and phonics instruction. The materials include explicit instruction in phonemic awareness, vocabulary, phonics, letter sounds, and recognitions, with visuals in every lesson. The material *Texas MiVision* is comprehensive and extensively addresses Spanish language arts standards for grade k through the daily mini-lessons and weekly units. The implementation and strategies are consistent for students' academic and language development. Additionally, the program includes resources for family engagement and access to online resources and platforms.

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 grade K materials include a scope and sequence view in the "Teacher Guide" with TEKS listed as the principal objective for each week. The concepts and knowledge taught in grade K are also listed. For example, under Unit 3, *Cuéntame un cuento*, the "*Planes para la Semana*" tab, the breakdown of concepts is organized by concept and a summary of the knowledge for each of the six weeks. The materials provide the teacher an at-a-glance opportunity to explain the knowledge applicable for the unit by week, including a question, "*Pregunta esencial,*" for the teacher to gauge understanding throughout the six weeks as each week's concepts are taught.
- The materials include a scope and sequence document, "*Contenido y Secuencia,*" found in "*Guía del maestro.*" Each unit on "Teacher guide" includes a "*Plan de destrezas*" that shows its alignment with state standards TEKS. For example, under "*Destrezas fundamentals,*" Unit 1,

Lesson 1, the TEKS targeted include K.2.A, and K.2.B, to address phonological awareness with syllables and recognize alliteration.

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 K materials provide a pacing guide with five units, each spanning six weeks. Each unit includes an overview of the week with objectives, academic vocabulary, and weekly questions. The materials include a suggested pacing document, "*Plan sugerido de la Semana*," found in each unit at the beginning of the week. This document supports the effective implementation of the program.
- The 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," and detailed scope and sequence pages that include instructional guides called "*Plan de destrezas*" for each unit within its six weeks. However, it does not include an instructional calendar or instructional days.

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

- The grade K materials include a "Teacher Guide" which contains a visual organizer with a roadmap stating the unit theme and the essential questions connected to weekly questions. For example, the organizer shows the essential question connecting to the first week with its question, then the pathway travels to connect to the next week with its question, and so on. The cumulative knowledge is then used to create a final project in week 6, including previous knowledge and concepts. However, the materials do not include an explanation for how concepts to be learned connect throughout the course.
- The "Teacher guide" includes materials within each unit to show how lessons within the unit are organized and sequenced, for example, "*Unidad de estudio*, *Vistazo a la Unidad*, *Plan de destrezas* y plan para los talleres, and Plan sugerido de la *Semana*." The materials provide several pages called "Contenido de la Unit" 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.

- The grade K materials include unit guidance, protocols, and templates within each unit for lesson internalization. The materials include a "myView Literacy Teacher's Edition: Getting Started," which includes guidance and protocols for unit internalization for teachers. For example, in Unit 1, the "*Guía rápida para comenzar*" provides a unit and lesson overview and a suggested weekly plan with detailed information on lesson internalization, such as how to adjust instructions based on student needs and district guidelines.
- Each unit includes "*Vistazo a la Unidad*," which outlines the units by week. For example, Unit 2, *Veo veo* gives an overview of the theme by week for "*Taller de lectura, "Destrezas fundamentales," "Puente entre los talleres de lectura y escritura," "Club del libro" y "Taller de escritura*."

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 Lección 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 materials include text complexity charts like "*Complejidad del texto: Consideraciones para facilitar la lectura y el aprendizaje*." It includes three levels: *Estudiantes de español, Intervención y Al nivel/Avanzados* specific to unit and week. Example: *Kindergarten,* Unit *2, Semana 2*. These resources are teacher-facing pedagogical support with graphic images and explanations of how components can support student learning. mySavvas Training 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 K materials provide a comprehensive unit overview at the beginning of each unit. Each unit of the materials is organized with different overviews that provide content knowledge and academic vocabulary using components such as "Unit *de studio," "Vistazo a la Unidad," "Plan de destrezas," "Biblioteca de libros," "Plan sugerido de la Semana."*
- In the "Teacher guide," teacher guidance materials provide a unit overview. For example, in Unit 2, there is an introduction to the unit. In this unit overview, teachers can access "*objetivo, metas de la* Unit*, mural de palabras and Vocabulario académico*." In these materials, teachers can view the unit theme and goals. Teachers can access the development of the six weeks within the unit. For example, in Unit 2, *Convivi*r, the materials contain "*Taller de lectura,"" Taller de escritura," and "Destrezas fundamentales*." In this section, teachers can also view the "*Puente entre los talleres de lectura y escritura y del Club del libro*."
- The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. 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.

- Materials include opportunities for teachers to support and engage families in both Spanish and English by providing access to digital and print resources. For example, the materials provide online access to the grade K leveled library. The books are leveled and aligned to the unit's theme. For example, in "*Biblioteca de libros por nivel*," the books align with the theme of "*Convivir*." The reading log tool "*Mi registro de lectura independiente*" allows teachers to support students' reading progress in collaboration with bilingual families. A reading log reinforces the home-school connection. This tool allows teachers and families to monitor progress by recording the number of pages/book titles read and the difficulty level. Furthermore, students can express if they enjoyed the book by responding to "*Cuánto me gusta*." Materials include opportunities for teachers to explain the rationale for implementing specific pedagogical practices. Teachers can reference documents such as kindergarten *Conexiones entre idiomas* and cross-language connections.

- 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. On another example the printable Spanish materials under 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 Spanish and English. The student consumables are in Spanish, and the teacher can print resources in English and Spanish. This dual language access to resources allows the teacher to support students' learning and development and helps families track the progress of learning for each unit. They are available in different formats.

Intentional Instructional Design

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

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (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 guide teachers to well-structured and detailed lesson plans that include key components to facilitate effective delivery. For example, the first week of Unit 2 presents the "*Vistazo a la Semana: Plan para los talleres*," highlighting the main objectives (TEKS). This plan includes details and resources needed to facilitate the "*Taller de lectura," "Taller de escritura," and "Puente entre los talleres de lectura y escritura*." Teachers can view how to structure their small-group instruction, including various teacher-led and independent/collaborative options.
- The materials provide suggestions for structuring the week by including five very complete lesson plans, *Lección* 1-*Lección* 5. For example, the "*Plan sugerido de la Semana*" for Unit 2, Week 1, includes the *metas de aprendizaje* for "*Taller de lectura," "Taller de escritura," and "Puente entre los talleres de lectura y escritura*." The lessons are presented in color-coded tables for organization purposes. The weekly plan includes a detailed breakdown of the time recommended per activity within the lesson, and materials/resources are listed.
- Teachers can access materials that provide professional development resources focused on lesson pacing, lesson planning, and instructional routines.

- 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 Resource," which provides a detailed scope and sequence for grade K. The requirements to meet the content and language standards of the lesson are in user-friendly charts and are color-coded for easy visual tracking.

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

- The materials include "*Plan sugerido de la Semana*" for each week, which include 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 Guide, "*Plan sugerido de la Semana*."
- Teachers can reference Dual Language Program Planning Guides Grade K. The guides suggest a plan that covers a certain amount of days. For example, Unit 2, *Seres vivos: Plan sugerido para los días 1–10 en español*. Subsequently, the materials show how much time is allocated to each part of the lesson. In the above-mentioned example, this is the breakdown: "*Taller de lectura* (10 minutes), *Puente entre talleres* (5 minutes), *Taller de escritura* (10 minutes), and *Puente entre talleres* (5 minutes). Finally, small group instruction is planned for 15 minutes.
- Grade K materials provide a brief overview of the week titled "*Vistazo a la Semana*" and mentor texts are listed. The main focus of this resource is the "*Plan del día*." The daily plan includes a table subdivided into three main sections: "*Banco de mini lecciones*," "*Escritura independiente y conferencias*" y "*Enfoque para que comentemos*." Each section under the daily plan is allocated minutes. For example, the minilesson bank lasts between 5-10 minutes, the independent writing and conferences take between 30-40 minutes, and the share back focus shows 5-10 minutes.
- 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 has the *"Plan sugerido de la Semana*" which shows each activity with minutes attached to each activity.
- The materials include guidance to regularly 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 promptly. 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.

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

- The materials include a chart that lists the writing workshop mini-lessons, the main objectives for those mini-lessons, and the resources needed to deliver the content. Many resources are available to teach the "*Taller de escritura*" mini lessons. The materials necessary to deliver the lessons include *Infografía* and *Carteles de referencia*. Regarding texts, materials needed include "*Textos mentores, Libros por nivel*," and *"Superlibro de canciones y poemas*."

- Materials include both the teacher and student materials necessary for lesson delivery. For example, in Unit 2, *"Presentar la* Unit*": Convivir*, the essential question is the guiding question for the entire unit. There is a Unit 2 video that the teacher uses to illustrate content. To engage with the content and respond to the lesson, students need access to the "*"Libro interactivo del estudiante"."*

- The materials include, for each unit, a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. For example, 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.

- The materials provide a lesson overview of needed materials for each lesson. For example, *Semana 3, Lección 2, "Taller de lectura, Evaluación y diferenciación*" includes a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson which provides options to help meet student needs. The materials also list Teacher-led options support word work, small group instruction, intervention activities, word wall, and developing vocabulary. In Week 3*, Lección 2, "Taller de lectura-Lectura atenta*" has a lesson overview on TEKS K.7D, *Describir el escenario*. The teacher is provided with the necessary materials to deliver an effective lesson on Focuses on Strategies and Model and Practice through the *"Libro interactivo del estudiante"* for the skill of "identifying the setting."

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

- 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, 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 provide the family to participate in the student's education process.

- The "Teacher guide" guides the effective use of lesson material for extended practice. For example, Unit 1, Week 1, Lesson 3 includes the use of "*Ampliación de las destrezas fundamentales*," which guides the teacher to find extra practice for the vowel Ee. Lessons include guidance for extended practice in the "Teacher Guide". For example, Unit 1, Week 1, Lesson 5 suggests the use of activities on "*Práctica adicional*" for the students to review *Palabras de uso frecuente: la, es, el*.

- The materials direct teachers to "*Evaluación y diferenciación*." This guide provides options for various levels of instruction. The "*Opciones guiadas por el maestro*" include Group strategy, Intervention activity, and On-level and advanced. The teacher can get guidance for extended practice by implementing on-level and advanced instructional activities. Activities used for extended practice are exemplified in the on-level and advanced categories. For example, in Unit 2, Week 5, the extended practice for students (at grade level or advanced) would consist of conducting research. The tasks listed for *indagación* aim to provide opportunities for students to organize and share information and develop critical thinking skills.

- Teachers can reference the "*Evaluación y diferenciación*" as a resource for extended practice. The "*Evaluación y diferenciación*" can be a resource to plan for extension or enrichment. For example, in Unit 2, *Semana* 1, *Lección* 1, there are extension activities provided. One enrichment option is "*Escoge la mejor forma de compartir lo que aprendiste*." (Select the best way to share newly gained knowledge.)

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.

- Materials include instructional assessments on each lesson. For example, Unit 1, Week 4, Lesson 2 includes "*Opciones de evaluación formativa*" in the "Teacher Guide,"" providing options for teachers to use as formative assessments. Option 1: Have students complete P.132 of the *"Libro interactivo del estudiante"*." Option 2: "Have students look through a magazine and make a collage with at least three pictures whose names begin with syllables that begin with /p/." Materials include the following assessment resources for teachers: *"Guía de evaluación," "Verificaciones del progreso,"* and *"Evaluaciones sumativas*."
- The materials guide teachers in implementing various instructional assessments, including unit test, formative assessments, and progress checkups. The materials provide opportunities for teacher-led options under "*Evaluación y diferenciación*." For example, Unit *2,* Week *2,* Lesson 5 contains "*Opciones guiadas por el maestro*," which includes strategy group, intervention activity, and on-level and advanced. In Savvas Realize, the materials included for *Examen inicial, Medio año, and Fin de año* have been included as diagnostic and summative assessments, which are instructional assessments for ongoing progress monitoring. The

materials contain a section under Teacher Resources which include material support for educators that will effectively allow implementation and opportunities to respond to student progress. For example, this has been provided as *"Evaluaciones sumativas*: *Manual del maestro y claves de respuestas*," which provides information for administering and scoring.

- The grade K "*Guía de evaluación*" includes a "Test Preparation Support" section with an overview and purpose for test preparation on pages 140-151. The types of tasks and questions prompted are directed at teacher preparation for getting started with student assessments. In grade K, 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 the definition and intended purpose for the types of instructional assessments included.

- The grade K teacher guidance materials provide the definition and purpose of the writing workshop assessment. This document includes two sections: "*Determinar un tema de enseñanza"* and "*Enseñar y evaluación.*" The materials include a variety of assessment tools throughout the "Teacher Guide" that state the clear purpose and definition of the assessments and allow the teacher to tailor them to the student's academic needs and progress. Savvas Realize includes online materials intended for teachers to develop instructional assessments. For example, there is ExamView, an application that enables teachers to quickly create printed and online tests, allowing educators to customize their assessments. In *Semana* 1, Unit 1, Lesson 4, there is a section called "*Destrezas fundamentales"* that lists Formative Assessment Options. This section directs a teacher to utilize the "Quick Check," which allows a "Notice and Assess" piece to instruction.
- The materials provide suggestions for formative assessment. The options incorporate checking for understanding using the *"Libro interactivo del estudiante*," where students work on vocabulary development and reading comprehension.
- The materials define and explain the intended purpose of the instructional assessments. 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.

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

- The grade K "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 p. 94 of the Libro interactivo del estudiante"*. Option 2: "Have students look through a picture book. Tell them to draw a picture of anything they see whose name begins with a syllable with the sound

/u/ and write the letter u beneath it. Have volunteers share their pictures with the whole class." The grade K materials include opportunities for teachers to implement formative assessment. For example, to ensure consistency, all students complete the same graphic organizer, "*Comparar y contrastar textos*," included in the *"Libro interactivo del estudiante"*.

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments in each lesson. For example, Unit 1, Week 4, Lesson 2 includes guidance on providing options for teachers to use as formative assessments: Option 1: "Have students complete p.132 of the "*Libro interactivo del estudiante"*." Option 2: "Have students look through a magazine and make a collage with at least three pictures whose names begin with syllables that begin with /p/." The "Teacher Guide" has a scope and sequence that provides teachers with a checklist for assessment goals. For example, the "Scope and Sequence" document 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 time allotted to complete the assessments and recommendations for breaking parts of a long assessment across days is possible with the "Teacher Guide" and "*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.

- 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.

- 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 *"Presentar la* Unit" section in the table of contents of the "Teacher Guide" to accomplish this alignment of lessons to the TEKS. The Score Summary that is provided after each "*Prueba de la* Unit*"* at the end of a student assessment for grade K outlines the TEKS that are aligned to the unit lesson. Progress Check-Ups will monitor grade K students on skills and standards taught each week.

- The comprehensive document "*Correlación con los TEKS*" shows the alignment between diagnostic, formative, and summative assessments and target objectives. The materials include detailed TEKS-based lesson plans. This outline shows how the materials can be used to teach specific skills and suggests ways to assess students.

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

- The comprehensive document "*Correlación con los TEKS*" shows the alignment between diagnostic, formative, and summative assessments and target objectives. The materials include detailed TEKS-based lesson plans. This outline shows how the materials can be used to teach specific skills and suggest ways to assess students.
- The materials assess all student expectations, as outlined in the TEKS, by grade level. In the "Teacher Guide," 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.
- 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 *"Presentar la* Unit" section in the table of contents of the "Teacher Guide" to accomplish this alignment of lessons to the TEKS.
- The Score Summary provided after each "*Prueba de la* Unit*"* at the end of a student assessment for grade K outlines the TEKS aligned to the unit lesson. Progress check-ups monitor a student's progress on skills and standards taught each week at different complexity levels.

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 K materials offer digital reporting to help track student and class progress. Online assessment tools offer a variety of reports that support teacher analysis of assessment data. Teachers can view data for assessments that are aligned to a standard. Materials provide reports for score information on the digital platform. Reports include class and student data, including mastery, overall, progress, and time on task.
- The materials provide teachers with opportunities to access the "*Guía de evaluación basada en datos*," which provides guidance, strategies, and tools for reading and writing assessments at different complexity levels.
- 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, and view item analysis online.

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

- The grade K materials provide suggestions for assessment and differentiation in every unit. Teachers can access the "*Evaluación y diferenciación*," a resource that includes group strategy, intervention activity, and on-level/advanced. In Unit 3, materials include "*Planes para la Week*," a listing of the six weeks' tasks and activities to respond to student trends in assessment performance.
- Grade K materials guide the use of tasks and activities to respond to student trends in performance on assessments. For example, in *Lesson* 1, Nivel A, "*Practicar y evaluar—Libros,*

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oraciones y palabras," at the bottom section of this page, there is a "Monitor Progress, If…and Then," followed by an "Independent Practice, If…and Then."

- 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 T50.

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

- The grade K online learning management system includes tools for students to track their progress and growth. Materials provide opportunities for students to track their own progress using digital resources. For example, students can access extension activities and "*Guías para calificar el Proyecto de indagación.*"
- Students can record their fluency progress using the "Fluency Progress Track" form. After reading the selection three times, they record their best time. After a student reads each time, they underline the last word read. The objective is for the students to see how repeated reading helps increase their fluency.
- All Student Interactive books across the units of study are consistent in presenting the tools for grade K students to track their own progress and growth. For example, Unit 1 introduces students to a "*Lectura independiente*" page followed by "*Mi registro de lectura independiente*" and *Mis metas de la* Unit." These tools allow students to think about their choices of books, encourage them to analyze using a table to rate their reading, and guide them 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 grade K "Teacher guide" includes an "*Evaluación y diferenciación*" section with options for teachers to use every week. For example, in Unit 1, Week 4, Lesson 2, intervention activity options are: "Connect sound and letter: consonant L and Phonological Awareness 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 leveled readers and complete online access to the leveled library. The teacher's support includes guided reading, differentiation, and guided writing activities.
- Under grade K Unit 2, *"Presentar la* Unit*,"* materials include "*Apoyo para estudiantes bilingües*" paired/small group activities. Bilingual pairs "que tengan diferentes niveles de competencia académica" complete literacy activities. Teachers can view "*"Destrezas fundamentales" Opciones de evaluación formativa*" to conduct a quick check to assess if students are struggling. For example, Unit 2, *Week* 1 reads, "*Si los estudiantes tienen dificultades, repase la enseñanza de la letra R y el dígrafo rr en grupos pequeños*."
- The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students in grade K based on the levels of text complexity or "*complejidad del texto*." 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*?" as well as *Capítulo* 4, "*Formación de grupos para diferentes necesidades*," equip educators to begin evaluating their direction with lessons for students who need more academic support. The materials for grade K 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 "*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 K teacher guidance materials contain vocabulary-building activities. For example, in Unit 2, "*Plan de destreza semana* 1," under "*Taller de lectura*," there is a section for "*Vocabulario académico*." Teachers can access vocabulary-building routines. For example, in Unit 2, *"Presentar la* Unidad," the "*Vocabulario académico*" section includes the "*Rutina de vocabulario oral*." Academic vocabulary is used to talk about ideas and the "*Mural de palabras del Vocabulario académico"* is explained.
- 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 with the images that represent each word. Students echo each word as they see it to identify an image. 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 K has a section called "*Taller de lectura*" and Word Work is included as part of the materials for the pre-teaching of the minilessons of the skill. For example, in Unit *1, Week 1, Lesson 2*, for the "Word Work it" includes picture cards of the skill. This will follow 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 K materials include teacher guidance on every lesson for differentiated instruction, enrichment, and extension. "*Evaluación y diferienciación*" sections include options on activities for teachers to use to differentiate or enrich a lesson. The lessons include guidance for differentiated instruction. For example, Unit 5, Week 1, Lesson 1 includes an activity for on-level and advanced: "Have students generate questions about the weather. Then have them choose one question to investigate during this week."
- The materials provide suggestions for extension activities. For example, in Unit 2, "*Taller de lectura*," the Word Work "*Estructura de las palabras*" includes the section "*Ampliación de las Destrezas fundamentales"* (foundational skills extension). Teachers can reference "*Evaluación y diferenciación*: *Opciones guiadas por el maestro*" to access extension activities. On-level

and advanced students use the *"Libro interactivo del estudiante"* to generate questions and then research.

- 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 has 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 the student book "*miEnfoque*" for students to discuss how the reading about the importance of art and music classes is connected to the week's stories while using the week's vocabulary. There is an activity for on-level and advanced students on the importance of art and music classes where the students have to do a class presentation.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The grade K "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, mini lesson 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 guide teachers in the reading workshop to model, explain, and communicate concepts. For example, "*Lectura compartida: Responder y analizar*" develops vocabulary. The mini lesson focuses on modeling and practice strategies. In modeling and practice, students use their "*Libro interactivo*."
- The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concepts to be learned in the lesson. Unit 3, Week 6, Lesson 1 prompts the teacher to have volunteers explain the word "imagination." The teacher is directed to ask volunteers to summarize the texts read in the unit and to share personal connections with the texts.

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

- Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. This guidance is found throughout the Teacher Guide in every unit.
- The materials include teacher guidance for grade K "*Taller de escritura*" with recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in grade K, "*Desarrollar elementos, Introducción y Conclusión,*" the Writing Support located on the left side of the Teacher Edition gives teacher guidance and recommendation for a think aloud as an instructional approach while modeling to students what makes an effective introduction and conclusion. This same section at the bottom recommends a Share Back as an approach for collaborative work as a class by inviting students to share their introduction and conclusion.
- "Teacher guide" includes teacher guidance for effective lesson delivery. The guide is color-coded and includes step-by-step instructions for an effective lesson implementation.

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 K "*Guía del maestro*" 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.*"
- Materials provide suggestions for "*Opciones independientes/colaborativas*" and small-group instruction: "Small group: conferring and using level readers Independent/collaborative: independent reading and literacy activities. Whole group instruction to finalize the lesson."
- 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, in Unit 5, Week 3, Lesson 1 guides the teacher to ask the class to repeat the rhyming words in the poem. The small group is instructed to read aloud a favorite poem. The teacher gives the students instructions on selecting a text from the "*Club del libro*" and to read it independently.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The grade K materials provide a Dual Language Planning Guide designed for a 50/50 time allocation, 60 minutes of daily instruction, or 120 daily minutes of instruction over the course of 30 days. The planning guide has a side-by-side correlation of the English and Spanish skills, including foundational skills, genre and theme, shared reading, and teacher options to implement the program.
- The material offers a suggested daily pacing that includes reading and writing workshops to teach reading and writing in Spanish and English without repeating content in either language. The materials often include authentic and reflective texts in English and Spanish to ensure that content is not repeated in each block. For example, in Unit 2, Days 1–10, the Spanish material includes "*Los mamíferos marinos*" and "Patterns on the prairie" in English.
- The Planning Guide explicitly identifies the skills that transfer among languages. For example, Unit 2, "*Las maravillas del mundo* and Nature's wonder" identifies infographics, the use of text evidence, and related words as transferable across languages. Long and short vowels, spelling with short vowels, and high-frequency words are identified as non-transferable skills.

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

- The materials provide a weekly Dual Language Program Planning tool to guide teachers in knowing the weekly skills in both languages as well as which ones transfer across languages. For example, on Unit 1, Day 1, the genre is infographics and realistic fiction in both languages because it transfers, but closed syllables in Spanish and long and short vowels in English because those don't transfer across languages.
- In the resources sections, teachers have access to the "*Conexiones entre idiomas*" with explicit instructions to teach dual language. For example, CLC 2.5.1 states the objective in both languages and then provides a 25-minute engagement opportunity based on contractions, a 25-minute language compare-and-contrast activity specifically for emergent bilingual students.
- In Unit 4, Week 4, Lesson 1 guides the teacher in explaining and developing the language goal of using language to make connections between reading and language. The materials provide the script in both languages to help the teacher support the students' development of both languages by using affixes.

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

- "*Modelo pedagógico de miVisión lectura*" shows an instructional model in the form of a venn diagram. The diagram shows "*Taller de lectura*, *Taller de escritura* and *Puente entre lectura y escritura*." "*Taller de lectura*: *Grupo pequeño*" mentions Leveled Instruction, Resources, and Activities Support Tier 2 and 3 Intervention Learners. The program resources list the Dual Language Educator's Implementation Guide. The materials include DL program planning, such as Biliteracy Unit Planning for *miVisión* and myView DL Program Planning Guides.
- Dual Language Immersion Program resources have been included for grade K 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 of all the "*Desarrollo del lenguaje en español: Apoyo para la mini-Lesson*" sections 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.

- Each grade K lesson includes a mini-lesson on phonics. For example, in Unit 1, Week 1, Lesson 3, "*Fonética: Presentar la vocal E*," the teacher identifies the skill during "*Enfoque*" and continues with the lessons on "*Demostrar*" and "*Aplicar*." Students practice the skill on *"Libro interactivo del estudiante*."
- The materials include opportunities for teachers to provide systematic phonics instruction in all units. The "Modelo pedagógico de *miVisión*" includes "*Taller de lectura*," which addresses foundational skills and phonics listed as one of the focus areas. In "*miVisión* lectura," the Scope and sequence are represented by a chart that includes foundational skills developed in "*Taller de lectura*" in grades K–2.
- Materials include sequenced phonics instruction. For example, "*Tema de la Unidad 2 fonética"* is embedded across all six weeks the unit is taught. Subsequently, all lessons within each week show phonics instruction. In Unit 3, Week 4, Lesson 1 guides the teacher 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 ending sound of "y" in the "*Libro interactivo del estudiante*" following the order of what was taught.
- In Unit 3, Week 4, Lesson 2 provides 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 4, Lesson 3*, there are opportunities for the gradual release of the lesson

on the letter sound L. This is demonstrated with a mini lesson which provides a teacher-led model and student practice of the phonological awareness of the letter. This lesson on the letter sound L is followed up by teacher modeling. Then students practice the activity and an independent application of the skill in the *"Libro interactivo del estudiante*."

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

- Each grade K lesson includes a mini-lesson with a focus, model, practice, and apply routine. For example, Unit 1, Week 4, Lesson 1 states "Focus: hold up the *Tarjeta del alfabeto* Pp and point to the picture of the penguin. Have students say *pingüino* with you. Point to the letter Pp on the *Tarjeta del alfabeto*." The teacher writes the letter Pp on the board to model and practice. Students work on the "*Libro interactivo del estudiante*" and trace the letter on the first line with their fingers. Students apply what they learn as they work together with the teacher on *"Libro interactivo del estudiante*." Materials include 20-30 minutes of phonics mini-lessons daily that provide teacher-led instruction, including direct skill introduction, explanation, modeling, and practice.
- Unit 3, Week 3, Lesson 5 includes daily phonics reviews of consonants r and y and the sounds /r/ and /y/, by modeling and practicing in a whole group setting with the "*Tarjetas de imágenes*." Students practice in the "*"Libro interactivo del estudiante"*."
- Materials for grade K, "*Estructura de las palabras*" section include explicit and intentional daily opportunities for phonics and foundational skills in every lesson. For example, the Word Work, Foundational Skills Extension, and Quick Check, as well as the "*Desarrollo del lenguaje en español*" 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.

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, "*Repaso y refuerzo*, *"Libro interactivo del estudiante,"* instructions for the teacher read, "*Pida a los estudiantes que identifiquen y tracen las letras del encabezado de cada columna. Invítelos a leer las palabras del banco de palabras y guíelos para que identifiquen la sílaba inicial de cada una. Luego, pídales que escriban cada palabra en la columna correspondiente, según la letra con la que empieza*." The materials include decodable texts to practice phonics, reading, and writing skills. For example, in Unit 3, Week 2, the "*Taller de lectura*" with phonics activities connects 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 grade K "*Estructura de las palabras*" in "*Taller de lectura*" includes daily phonics mini-lessons. In Unit 2, *Week* 1 the mini-lesson focuses on "*Fonética: Presentar la consonante Rr y el dígrafo rr*" The "*Demostrar y practicar*" guides the teacher to *"*Have students listen to the

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sound /rr/." After explicit instruction, the materials include phonics practice through decodable texts such as "*La rana Rina*" (decodable story).

- In a grade K lesson, the teacher can guide the practice of "*Palabras de uso frecuente*" by displaying, reading, pointing, and as a class, reading and spelling them out loud. In the "*Desarrollo del lenguaje en español*" section, the materials also include a practice of these skills through decodable texts. The teacher is prompted to say, "*dígales a los estudiantes que van a combinar sílabas para formar palabras con un juego divertido*." This game allows students to work in teams within five minutes to blend syllables and form the words written on the board, and after time is up, the teams will read the words they formed.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities for cumulative review with previously taught skills. For example, in the "*Opciones guiadas por el maestro*" section, there are teacher-led options that allow for cumulative reviews through different Word Work strategy groups, intervention groups, and "*Desarrollo del lenguaje en español*." The Quick Check/"*Comprobación rápida*" is what will help the teacher determine the small group instruction for cumulative reviews. The lesson on "*La consonante S*" allows students to be engaged in practicing the letter sound, connecting it with a visual, and then writing the words the teacher specifies with the beginning sound of S and finding commonalities.

- Materials include opportunities for cumulative review of previously taught skills through a variety of instructional strategies with consistent routines for each phonics skill or word in isolation. For example, in a grade K lesson under the section "*Desarrollo del lenguaje en español*," the teacher reviews the "*Palabras de uso frecuente*" for that particular week by reminding students of the importance of high-frequency words that they will see in their text or use in their daily conversations. Students are allowed to use these words in a close activity as a cumulative review.

- 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 K, phonics is assessed.

- Unit 2, *Week* 1, Lesson 4 includes ""*Destrezas fundamentales*": *Opciones de evaluación formativa*." Opportunities for review include having students complete phonics work in the "*Libro interactivo del estudiante*" or having them complete an independent activity to draw one picture of something that begins with the syllables ca, co, or cu. The teacher's instruction for Unit 3, Week 6, Lesson 2 reads: "Tell students that high-frequency words are words that they hear and see over and over in texts. Write and then read the words compra, acción, and alimentación. Have students read the words with you and clap each letter as they spell the words."

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

The materials include daily lessons with explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and include corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- Materials provide daily lessons that include explicit teacher modeling before students practice the phonics skill on their own. For example, Unit 5, Week 2, Lesson 1 asks the teacher to model by reading the text and reviewing the Anchor Chart before the students work on "*Libro interactivo del estudiante*." The teacher models an example of a sequence using the words, "*primero, después, and por último*." For example, the Unit 5, Week 2, Lesson 3, mini-lesson starts with precise directions and instructions using academic language: "Focus on Strategies - Text structure is how an author organizes a text. When an author uses steps in a sequence, he or she often uses time words to tell when the step happen." The teacher models the lesson by asking them to look back at "*Un desierto florido*" and identify any pictures that give them clues about a sequence the author is describing. The students use oral sentences to describe what they see then work on *"Libro interactivo del estudiante"* to underline the words that tell when the steps in the sequence occur.
- Daily lessons include teacher modeling, such as in Unit 5, *Week* 6, *Lesson* 1 "*Estructura de palabras, Fonética: Repasar las palabras con tilde*." For the mini lesson, the teacher writes words on the board, points to the written accent, and students repeat the words. For model and practice, students work on the *"Libro interactivo del estudiante*." Teachers can view daily lessons for direct and explicit instruction. In Unit 5, *Week* 6, "*Plan de la Week*," Lessons 1–5 include *"Destrezas fundamentales*." "*Fonética*" is a focus area included in every lesson.
- In Unit 3, Week 1, Lesson 1, the teacher models, "Ask students to raise their hand if they have heard the story of '*Caperucita Roja*.' Point out that many children have heard this story because it has been told many times. It is an example of a folktale. Ask students to tell you what they know about folktales." The teacher helps students fill out the anchor chart for

folktales as a group activity. The teacher assigns the students a page in the *"Libro interactivo del estudiante"* as an independent assignment.

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. For example, materials include phonics lessons with a "Quick Check" 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. In Unit 1, Week 2, Lesson 4, Quick Checks suggest the teacher revisit instruction for phonics in small groups using script lessons on the Teacher Guide.
- Teachers can access the "*Taller de lectura*: *Evaluación y diferenciación*." For example, in Unit 5, *Week* 5, *Lesson* 1, the teacher reads sentences for students to act out in a play. If students are unable to read a word, the teacher makes gestures and movements. Students work with partners to discuss the play. As immediate and corrective feedback, the teacher provides sentence frames to help partners express ideas. Teachers can reference formative assessment options, such as Turn, Talk, and Share in Unit 5. Students discuss the main characters and use *"Libro interactivo del estudiante*." The teacher does a "Quick Check, Notice and Assess." The teacher decides if students struggle and revisits instruction for discussing characters in small groups as needed.
- Teachers 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 poem while the students listen. The teacher asks the students, "*¿De qué se trata Los meses? ¿Por qué creen que se llama Los meses? ¿De qué se trata A la rueda, rueda?*"
- Daily lessons include opportunities for direct and explicit guided instruction and immediate corrective feedback. For example, in a grade K 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. The 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"* to independently practice the skill "*Desarrollar el vocabulario*."

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

- Every unit includes weekly options for small group instruction on "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 4, Lesson 2, students work on their independent practice by tracing that week's letters on *"Libro interactivo del estudiante"*.

- Grade K materials include a book club routine. For example, in Unit 5, the "*Club del libro*" focuses on "*El tiempo."* The small group routine consists of small groups meeting twice a week to talk about the book. Different elements are covered from week to week. Materials include opportunities for students to engage in "*Grupos pequeños*" and independent/collaborative work: "Whole group: Word Work activity - read words with letter tiles. Read the decodable book "*Álvaro y León*" in small groups of 3-4 students. Practice reading high-frequency words in pairs."

- 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 K lesson for using strategies when identifying facts in narrative nonfiction, two options are presented to the teacher which allow opportunities for students to either Turn, Talk, and Share where students will discuss with a partner whether the sentence the teacher has just read aloud "states facts and how would they know," or Use an Independent Text where students will locate three facts in the pictures or text in a narrative nonfiction they have read and "students can mark the facts with sticky notes." The lesson plan for grade K includes specific guidance for daily independently identifying words that contain the newly taught phonics patterns. For example, a phonics review of words using Ss, Cc, and Zz will have students read, trace, say, write, and reread the words in their *"Libro interactivo del estudiante*," as indicated in the "Teacher Guide" Apply, My Turn section.

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.

- Each unit consists of six weeks of instruction. Week 6 is a culminating Project-Based Inquiry, where the students apply their understanding of the Unit Theme and Essential Questions to a collaborative weekly project. For example, Unit 1 "*Estás aquí*" concludes with research about a favorite place to review and practice the unit's six-week topic.
- The materials include regular review lessons (weekly per unit) where previously taught skills are reviewed and practiced. For example, in Unit 3, Week 5, Lesson 1, the materials guide the teacher to explain segments and blend syllables with the sound /ks/. Students decode words with consonant x. Lesson 2 continues with the decoding and writing of words with the consonant x. Week 6 puts all the phonics together in practice. Spiraling activities throughout the lessons are present. The materials include lessons that use consistent routines to introduce and review phonics skills. Each week, every unit includes *"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 lessons that use consistent routines to introduce and review phonics skills. Each week, every unit includes *"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.

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

- Students apply the focus skill for the lesson or skills from previous lessons in the materials during independent practice. For example, in Unit 1, Week 3, Lesson 1, the teacher introduces the letter Uu. In Lesson 2, students practice reading and writing words with the letter Uu, and in Lesson 3, the teacher introduces the letter Mm. In Lesson 4, students practice reading and writing words with the letter Mm, and Lesson 5 includes a review of letters Uu and Mm. In Unit 1, Week 6, Lesson 5, the teacher reviews syllables with d and t that were explicitly taught before, and students practice by reading words such as "*pato, dedal, tomate, patina, dale, pinta, pedal,* and *duda.*"
- Teachers can view opportunities to develop phonics skills. For example, "*Taller de lectura*" includes a "*Mini Lesson de fonética: Presentar la consonante Cc.*" The teacher explains that the sound /k/ can be spelled out with the letter c. The teacher writes uppercase and lowercase Cc on the board. Students work in their "*Libro interactivo del estudiante*." Materials suggest ways to develop phonics skills. Students use "*Libro interactivo del estudiante*" to find words that begin with the letter c with the sound /k/ (e.g*., cama, cosa*). The teacher reminds students how text can help them understand the meaning of words and students read the words aloud.
- Materials in Unit 3, Week 1, Lesson 1 suggest students turn to the *"Libro interactivo del estudiante*" and trace the letters on the first line. The teacher says a group of words and the students listen for the sound /ll/. Students circle the image that has the /ll/ sound in the last syllable in the *"Libro interactivo del estudiante.*"
- 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 Ff. In Lesson 2, students practice reading and writing words with the consonant Ff, and in Lesson 3, the teacher introduces the consonant Vv. In Lesson 4, the students practice reading and writing words with the consonant Vv, and Lesson 5 includes a review of consonants Ff and Vv.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials give specific guidance on which decodable texts should be used for the cumulative practice of specific phonics skills. For example, the "Teacher Guide" includes a decodable text "*Yayo, Rayo y el Coyote*" in Unit 5, Week 2, Lesson 4. The teacher reviews the /y/ sound and students find and point to the words with the /y/ sound in the story. The teacher reviews the week's high-frequency words and reads the story with the students. The "Teacher Guide" includes a decodable text of the week.
- Teachers can reference the decodable story "*Rita pasa un buen rato*." The teacher reads the title and reviews high-frequency words for the week: "*qué, luego, tarde, bien y quiere*." The students read the same words and practice by reading the story. Students also work on "*Libro interactivo del estudiante*." Decodable texts are incorporated. For example, Unit 2, *Week* 1 includes the decodable story "*La rana Rina*." The teacher will remind students of high-frequency words and highlight these words in the story. Students will practice reading selected words in the *"Libro interactivo del estudiante.*"
- Decodable texts use phonic skills after teaching them as cumulative practice. For example, in a grade K lesson, for the skill "*combinaciones de consonantes*," students would need to know

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the relationship between letters and sounds to sound out or decode words as they read and practice the blends of "cl, gl, br," and "gr," which will then transfer over and incorporate the cumulative practice of these taught phonic skills to the decodable book, "*La hormiga Clarita y el oso glotón*."

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

- In "*Fonética: Decodificar sílabas con la consonante b*," the teacher introduces the letter b, writes the syllable with the b on the board, and uses the strategy Models and Practice. The teacher writes and says the word bola and points to the syllables. The students say the syllables and practice decoding words in isolation using the *"Libro interactivo del estudiante*." Then, students read "El bate y la bola" to practice reading words with syllables that begin with b and the week's high-frequency words. Students read in pairs. The teacher listens carefully for letter-sound relationships.
- 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 introduce the digraph gu and the sound /g/. Students complete an assignment in the *"Libro interactivo del estudiante*" to reinforce the concepts learned.
- The materials for grade K include decodable word lists, such as "*palabras de uso frecuente*" with words and texts that align with the scope and sequence. For example, in a grade K lesson, students are reminded of "this week's high-frequency words such as sé, *teléfono* and *llamó*, and will be practice reading them as they connect them to the text, '*José llama por teléfono*.'"

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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.

- Materials include ExamView Test Generator, a test-making software that creates customizable tests using question banks that align to Texas myView Literacy. This guide explains the basics of ExamView, including how to build and customize a test and print multiple versions of developmentally appropriate questions. For example, the "Sequence of event" test gives a brief description of the sequence of events, then asks the student to read a personal narrative and type different levels of complexity questions.
- Materials guide teachers to various developmentally appropriate assessment tools such as initial, middle-of-the-year, and end-of-the-year tests. Assessments include titles used in the units and corresponding Lexile levels. For example: "*Animales en movimiento*," grade K, Unit 2, Week 1, Lexile: 460L.
- Students in grade K are given an assessment, "*Evaluar la comprensión*," every week. Students are given a variety of opportunities leading up to the assessment to prepare them for their spelling of the words as used in sentences. There is a section in the Teacher Edition, "*Aplicar mi turno*," that prompts the 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*." These assessments are developmentally appropriate for preparing students for their weekly assessments.

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

- The materials include guidance to help the teacher efficiently administer the assessment. ExamView includes directions to ensure consistent and standardized administration across examiners. For example, the instructions for the assessment state "Answer each question carefully. After you submit your assignment, you won't be able to change your answers."
- myFocus intervention provides intervention lessons with embedded progress monitoring assessments. For example, Lesson 28 about the main idea includes questions and answer keys to check for understanding. It also has follow-up questions depending on the original answer. By giving the initial question as well as following up, the materials can be accurately administered.
- In Unit 4, the "*Mi turno*" section gives specific instructions for the formative evaluation. The students annotate the text using the Close Read notes for "Create a new understanding" and then use the text evidence from their annotations to fill out the provided chart.

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

- The materials include a variety of diagnostic assessment tools for measuring phonological awareness and phonics skills. The "Teacher Guide" includes beginning, middle, and end-of-year phonics assessments. Materials also include progress monitoring tools online, and the DATA tab of Realize provides class and student data, including standards mastery, overall progress, and time on task.
- The materials recommend the formative assessment "*Comprobación rápida*" for teachers to use in everyday activities and interactions to track the progress of phonics skills acquisition. For example, a "Quick Check" in Unit 1, Week 1, Lesson 2 is to check if students can write the letter Aa.
- The materials include progress monitoring for each unit of study for grade K throughout the year, as mentioned under the tab "*Evaluaciones y prácticas*" called "*Verificación del progreso*." Materials for grade K include a progress monitoring tool under "*Evaluaciones y práctica para inicial, medial y final de año*," progress assessments which 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.

- Materials direct teachers to collect assessment data at the beginning, middle, and end of the year for progress monitoring purposes. "Exámenes de la Unidad" are available for every unit. For example, "*Verificación del progreso*" is available weekly throughout the school year on the miVision platform.
- The materials for grade K 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 that includes a table with assessment

opportunities outlined across the span of the school year and is aligned to progress monitoring tools.

- Materials include recommendations for formally assessing students at least three times in a school year: beginning-of-year, middle-of-year, and end-of-year. Materials also embed assessment opportunities at the end of every unit to determine if children are making adequate progress with the instruction provided.

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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.

- The materials include ExamView, a data management tool that enables teachers to document individual data regarding progress on taught phonological awareness and phonics skills. The computer-generated program allows the teacher to "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, and view item analysis".
- The materials describe different assessments, how to access and interpret data, and the next steps. For example, after the technology-enhanced item scores points, the teacher provides a report of the skills the students mastered and the ones that need more instruction.
- The teacher can access the Digital Walkthrough Realize online platform to view student data and progress. The materials include a "Cold Reads for fluency and comprehension" guide to monitor students' progress and make appropriate instructional decisions. They also include "Text Complexity Quantitative Measures Charts" for tracking individual student progress and making appropriate instructional decisions to accelerate instruction.

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

- The materials include an online data management program to enable teachers to document whole-class data regarding progress on taught phonological awareness and phonics skills. The teachers can generate charts or tables using ExamView, by specific skills and including data from beginning-of-year, middle-of-year, and end-of-year progress monitoring assessments for the whole group.
- Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students through the *miEnfoque Intervención* Nivel A para Kindergarten." "*miEnfoque Intervención* Teacher Resource Guide" targeted instruction focuses on the development of skills and strategies to help students achieve on-grade-level expectations. Lessons can be used flexibly, based on students' differing instructional needs and rates of mastery.
- The materials guide teachers to use *"Verificaciones del progreso"* and "*Tabla del progreso de la clase*." This class progress chart shows weekly scores for each student in the class. The materials also guide teachers in managing data with various tools. One resource is the weekly check-up assessments, such as in grade K, Unit 2.
- The materials include data management tools (digital and/or hard copy) to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, the teacher can access the Digital Walkthrough Realize online platform to view student data and progress.

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 materials include Text Complexity Quantitative Measures Charts for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.
- The "Teacher Guide" includes "*Evaluación y diferenciación*" every week to monitor learning and provide teachers with options on activities to do. When students receive low scores on the progress check-ups, the teacher can access *miEnfoque Intervención* to provide additional practice in areas of need (e.g., phonics) and then check for understanding. Teachers can reference
- "*Lecturas independientes para la fluidez y la comprensión*" to monitor reading in the form of fluency checks. In the "*Guía del maestro* para la *Intervención*," there is a Part 2 section for "*Lectura, escritura y lenguaje*." After every third or fourth lesson, a "*Punto de evaluación*/Checkpoint Assessment" is administered to the student. For example, the area of assessment at the end gives the teacher guidance, "if student...Then..." in the "Monitor for progress" section. This allows for opportunities to transfer student's results and progress over to an assessment scoring sheet based on the following: "an overall score of 80% correct is typically considered mastery. Use your judgment and your individual students' needs as well to determine skill mastery. IF... you determine that students have not demonstrated sufficient

mastery of one or more skills, THEN... review the skill(s), going back to the lessons to reteach and scaffold as needed."

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

- The "Teacher Guide" includes weekly "*Evaluación y diferenciación*" options that specify activities in the program to assign students when they have difficulty on progress monitoring assessments or have already demonstrated mastery of a concept or skill. This includes a list of suggested activities to assign students and a set of lessons to teach when students score below or above a set threshold on a progress monitoring assessment.
- The supplemental Assessment Guide provides ongoing professional development support to read and interpret data to drive instruction. It guides the teacher on how to accelerate learning of specific concepts. Data reports/sheets can guide teachers to "*Evaluación y diferenciación*". These resources include intervention and extension activities for students to reach concept mastery.
- Materials guide the teacher to monitor progress and advance learning. For example, "*Exámenes de las Unidades"* monitors student progress on skills covered in each unit. Phonics is monitored in every unit in grade K. 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.

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. (T)	**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)

- Lessons include a scripted lesson that models and identifies the title page and its purpose. For example, the script for Unit 1, Week 2, Lesson 2 includes the following: "Have students pull out their *"Libro interactivo del estudiante"*." After modeling, have students demonstrate print awareness by holding their book right side up. Then, model how to turn the pages as students follow along. Remind them to turn the page in the correct order without skipping."
- Grade K materials include scripted lesson modeling instructions in print awareness. For example, in Unit 3, Week 1, the materials suggest the teacher hold a book right side up and explain how to turn the pages correctly and track the print with the teacher's finger showing students how reading moves from top to bottom and left to right with return sweeps.
- The materials guide teachers to review concepts of print, including purpose such as in Unit 2, *Week* 5, "*Taller de lectura*: *Cuento de fonética*." The teacher asks students to find the decodable story "*Paquita y Julián*" in the *"Libro interactivo del estudiante*." The teacher points to the story's title and then reviews the week's high-frequency words that will be read in the story.

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)

- The materials introduce and revisit the "*Estrategias para la primera lectura/*First Read Strategies" throughout every unit of study for grade K. This is typically followed by transferring these strategies into their *"Libro interactivo del estudiante"* with the guided or independent activity that has been presented for that particular genre and skill. For example, students

engage with reading, "*Demasiados lugares para esconderse*" as the teacher models the First Read Strategies while analyzing the skill of "First-Person Text."

Texas Instructional Materials Review and Approval (IMRA)

Savvas Learning Company, LLC *, Texas miVision Lectura*, SLAR, Kindergarten

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)

- The materials include oral language practice through a variety of methods. For example, Unit 5, Week 1, Lesson 1 directs teachers to say and model, "*palabras de uso frecuente*: *muestre las palabras de uso frecuente mí, de, viento y léalas en voz alta. Señale cada palabra y pida a los estudiantes que la lean. Señale cada palabra y pida a los estudiantes que la deletreen. Luego, pídales que vuelvan a leer cada palabra*." Students are assigned independent practice in the "*"Libro interactivo del estudiante"*."
- The "Teacher Guide" includes explicit and systematic instructional guidance on developing oral language through modeling, feedback, and guided practice. For example, Unit 1, Week 2, Lesson 2 asks the teacher to practice oral language when reviewing singular nouns. The teacher holds up a book and tells students that a book is a thing. Then points out other examples of things like pencil, cup, and desk. The teacher explains how school and home are nouns that describe a place. Students work in pairs telling each other singular nouns that name a place or thing.
- Teachers can view Unit 2, *Week* 1, *Lesson* 1. The "*Presentación de la Week*" has a section titled "*Intercambiar ideas y comentar*". The teacher reads the question of the week *"¿Por qué algunos animales viajan de un lugar a otro?* and uses prompts to guide the discussion: "Ask students to predict, use visuals (e.g., infographic/map), and ask clarification questions." In the "*Taller de lectura*: *Evaluación y diferenciación*," the teacher guides students to brainstorm

ideas about birds: "*pida a los estudiantes que trabajen con un compañero para conversar*.... *Dé marcos de oraciones para ayudar a comentar sus ideas.*"

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

- The materials include social and academic communication opportunities for students to engage in. For example, in Unit 3, Week 6, Lesson 5, the teacher is guided to "remind students that they will share their research projects with the class. Give students time to practice their presentations with their partners." Students practice good speaking and listening behaviors in their small groups or with their partners and respond to Quick Checks during lessons, allowing students to engage in social and academic communication.
- Lessons in the "Teacher Guide" include opportunities for students to engage in academic communication. For example, in Unit 1, Week 2, Lesson 4 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 words: *mapa y tierra.*" Students practice the vocabulary when answering the questions. During "*Taller de escritura*," the teacher gives 5-10 minutes for students to share. The teacher selects one or two students to share their writing.
- Teacher can access "*Opciones de evaluación formativa*: Intercambiar ideas y comentar." In a Turn, Talk, and Share activity, students talk to a partner about an informational text on birds. Partners share ideas with the whole class.

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 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 then shared feedback on the presentation with their partners and asked questions about it. For example, each lesson includes "*Lectura en voz alta*," where students listen actively and ask questions in Spanish.
- Teachers can reference authentic activities for Spanish development such as listening, asking questions, engaging in discussion, and sharing information. For example, in "*Destrezas fundamentales,*" "*Desarrollo del lenguaje en español*," students are encouraged to ask questions and to ask the teacher to explain the meaning of words. Students repeat the sentences read by the teacher and explain what illustrations help to understand the story. In small groups, students reread "*La rana Rina.*" Students ask questions and discuss the purpose of illustrations.
- Materials suggest ways to develop oral language and oracy in Spanish. For example, in the "*Taller de lectura*: *Evaluación y diferenciación*," the teacher guides students to brainstorm ideas about birds "pida a los estudiantes que trabajen con un compañero para conversar.... *Dé marcos de oraciones para ayudar a comentar sus ideas.*"

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	6/6
5.C.1c	Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	4/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	12/12

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)

- The "Teacher guide" includes letter recognition activities where students recognize the letters of the alphabet, both naming the letters and recognizing them in print. "*miVisión* lectura" teaches sound-spelling relationships at the beginning of grade K and provides repeated practice so that students move more quickly from early phonological activities to reading and writing." In the "*Caligrafía*" section, teacher models letter writing for upper and lower case Zz, while students copy the teacher's actions to write the letters Zz "on the palm of their hand using their finger." Students will continue their practice for Zz through paper and a pencil activity from the "*Centro de recursos para descargar*."
- The materials include authentic activities and resources in Spanish to help students identify, practice, and master the identification of letters and words. For example, the "Kit de *"Destrezas fundamentales*" includes "*Juegos*: *Tarjetas de letras*, Tarjetas de palabras de uso

frecuente, *Tarjetas de imágenes*, Tarjetas de sonidos y grafías y Libro de fonética." Grade K first introduces the vowels Ee, Ii, Uu, and continues with the consonants Pp, Ll, and Ss.

- The "*Unidad de reconocimiento de letras, Instrucción y práctica de la Unit de reconocimiento de letras"* and *Las letras Aa*/Letters Aa" handout are provided. The materials include the alphabet song, a digital resource story, "*Albertina anda arriba: El alfabeto*," along with multiple activities with the letter Aa that are available for printing.

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

- The teacher has "Unit de reconocimiento de letras, Instrucción y práctica de la Unidad de *reconocimiento de letras*" to assist the students in the learning process. The materials include the alphabet song and digital resource stories, along with multiple activities with the letters. Resources are available for printing. In grade K, there is an online "*Superlibro de canciones y poemas*" that the teacher could use as guidance for teaching and developing automaticity.
- In "*Unidad de reconocimiento de letras para Kindergarten,*" where the class is engaged with a colorful book of rhymes as a digital presentation, there are student practice pages and teacher instructional pages with an alphabet song for each upper and lowercase letter. During shared reading sessions, students participate in activities that explicitly involve identifying and naming the initial letter sound within a word.
- For example, in Unit 1, Week 1, Lesson 1 starts by introducing the letter Ee, Lesson 2 introduces the letter Ii, and Lesson 3 introduces the letter Uu. Each lesson includes a script for the teacher to use when introducing the letters using "*Tarjetas del alfabeto*." Students practice the skill on "*"Libro interactivo del estudiante"*."

Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

- In Unit 1, Week 2, Lesson 1, the teacher shows students the alphabet and points out letters with straight lines and curved lines with which they are familiar. The teacher models how to write "*Carla*" on the board using a given script. Students trace uppercase and lowercase C in the air.
- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction to model letter formation. For example, in Unit 1, Week 5, Lesson 1, the teacher uses explicit instruction when modeling the writing of the letter L: "*Esta es la L mayúscula. Usamos las letras mayúsculas al comienzo de oraciones y nombres. Miren como trazo la L mayúscula con mis dedos*." Students practice training the letter L.
- In Unit 3, Week 1, Lesson 3 guides the teacher to model writing the letter Kk and pronouncing the sound /k/. Students learn to write the lowercase k and uppercase K through explicit instructions and modeling by the teacher. The teacher shows students the letter k and the sound /k/ in words from the "*Tarjetas de imágenes*." The teacher guides the students to the

"*Libro interactivo del estudiante"* and continues to identify the words containing the letter k for the students.

Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- The materials give access to the "*Juegos*" section, where a teacher assigns the activity "*Tarjetas de letras*," an interactive opportunity for students to develop, practice, and reinforce their alphabet knowledge. In this section, the teacher is able to assign students to help develop more practice and reinforcement with the interactive activity "La selva de los sonidos."
- In Unit 1, Week 1, Lesson 2, the teacher presents the lesson "*Fonética: Identificar y escribir la vocal Aa*." Students practice letter Aa in the *"Libro interactivo del estudiante*."
- Materials include activities incorporating sentences or short texts where students identify, highlight, or circle specific letters. For example, in Unit 1, Week 3, Lesson 4, the students read "*Mumi ama a mamá*," underlining words with the letter m and highlighting words with the letter u.
- The materials include posters, charts, or visual representations of letters and their sounds to aid memory and recognition in the *"Libro interactivo del estudiante*," the online platform, and the printable resources. In Unit 3, Week 1, Lesson 1, the teacher demonstrates how to write the letter Jj: "*Escriba la letra Jj en mayúscula y minúscula en el pizarrón. Indique las diferencias mientras forma cada letra. Luego, pida a los estudiantes que practiquen cómo trazar las letras en el aire*." Students write the letter Jj on the "*Caligrafía*" page of the "*Centro de recursos para descargar*."

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 K, students review the letter g before reading and spelling words. The lesson plan suggests that the teacher say the following: "*Escuchen con atención este sonido que ya conocen: /g/ /g/ /g/. Ahora escuchen esta sílaba: gue. La sílaba gue está formada por los sonidos /g/ y /e/. Puedo combinar estos sonidos para formar la sílaba gue: /g/ /e/, gue*." The materials allow weekly practice on letter-sound relationships, with guidance stating, "*Práctica Weekl de los estándares para evaluar el progreso de los estudiantes en Lenguaje y normas, use la práctica Weekl de los estándares en* PearsonRealize.com."
- The materials include a direct, explicit, and systematic guide to introduce letter-sound relationships. For example, in grade K, the vowels are introduced first and continue with consonants that are more useful in decoding Spanish words. In Unit 1, Week 1, Lesson 1, the teacher uses the "*Tarjeta del alfabeto* Aa" to begin the lesson. The teacher continues to model and practice the letter Aa on the board. Students practice the skill in the *"Libro interactivo del estudiante"* by identifying the letter-sound correspondence.

- The materials provide specific language the teachers can use in each lesson to explicitly teach letters and sounds. For example, "Unit 1, Week 1, Lesson 1" states, "*Demostrar y practicar diga: Esta es la imagen de una araña. Araña comienza con la vocal a. Escuchen: /a/ (pausa) /A/ (pausa) /a/ (pausa) araña. Diga la vocal conmigo.*"

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, prompting students to notice 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 the teacher with the script to guide students through this common error.
- Grade K materials include digital tools on the online platform that provide immediate support for the students. Unit 3, Week 5, Lesson 2 guides the teacher to the "*miEnfoque*: *Guía del maestro* para la *Intervención*" for instruction on misconceptions on reading words that end 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.
- Materials provide guidance to provide instruction about connecting phonemes to letters and words. In the *"Destrezas fundamentales"* Formative assessment options and Quick Check, the Teacher notices if students can read and write words with Rr and digraph rr. If students struggle, the teacher revisits instruction in a small group setting. If students show understanding, instruction extends for consonant rr and digraph rr.

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

- The materials include a variety of activities for letter-sound correspondence to decode one-syllable and multisyllabic. For example, units include decodable readers that include the sounds introduced and prior sounds learned. Unit 1, Week 5, Lesson 4 includes a decodable

story, "*Sopa y pan*," that the teacher introduces for students to practice syllable words with the letters s and n.

- In Week 1, "*Taller de lectura*," the students read the decodable story "*La rana Rina*" in the *"Libro interactivo del estudiante."* Teachers remind students of the week 's high-frequency words: *está, agua*, and *refrescante*. Teacher tells students they will practice reading these words in "*La rana Rina*," Guidance states, "cuando vean estas palabras en el cuento de hoy, sabrán cómo identificarlas y leerlas."

- Grade K materials contain 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)

- In Unit 2, "*Taller de lectura*" provides simple phonological awareness activities such as separating words in syllables, identifying rhyming words, and then transitioning to complex skills activities like changing syllables in words. For example, in "*Taller de lectura, Estructura de las palabras*" the focus for phonological awareness is alliteration. The teacher shows the *cocodrilo* and *conejo* picture cards and explains that alliteration is when a word starts with the same sound or syllable sound. The teacher says a set of words*, casa, rana, cola, cuna, cubo,*

and *cuchara*, and students touch their feet if all the words in a group begin with the same syllable.

- Materials provide systematic Spanish sequences to introduce phonological awareness activities. For example, in Unit 3, Week 1, Lesson 1 the phonological awareness lesson begins with the letter sound /ll/. The teacher sounds out /ll/ and the students repeat the sound. In Lesson 2, the teacher pronounces words with the beginning sound /ll/ like *llama* and *llega*. The students repeat the words. In "Lesson 5," the students clap and count when they hear words with the /ll/ sound from the sentence the teacher reads out loud (students do not see the print.)
- The units of study throughout grade K begin with demonstrating to students the understanding that language is made up of sounds. In the grade K lesson, Unit 4, Week 1, Lesson 1, "*Estructura de las palabras*: Fonética," the teacher begins a review of previously learned sounds that blend into syllables that make words such as *joyero, jarra, gema*, and *gitano*. The teacher guides a whole group to practice and repeats after the teacher then introduces the See and Say activity in their "*Libro interactivo del estudiante*" to continue to practice identifying images with the sounds /j/ and /g/.
- Materials include activities to identify and produce rhyming words according to grade-level Spanish TEKS. In grade K, students identify and then produce rhyming words. The teacher displays the "*Tarjetas de imágenes*" for nube and students will identify that nube rhymes either with nave or sube. Students can explain the reasoning for the pair of words that rhyme as students notice that the last syllable in each word is the same. Students continue to practice as teacher guides to additional "*Tarjetas de imágenes*" for identifying, saying, and explaining. The activity is repeated at least three times with different groups of words. Later, students use picture words to provide words that rhyme. Materials include specific terms, phrasing, and statements for teachers to use during phonological awareness skills instruction. For example, a kindergarten script in "Model and Practice" reads, "Have students look at p. 106 in the *"Libro interactivo del estudiante"*as you model. (See Spanish.) Ask students if they can think of any words that rhyme with *lavados*, such as *mojados, sentados, dorados*, and *rosados*.

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 materials include a "Quick Check" that teachers can 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 based on common misconceptions.
- Lessons include specific and precise terms, phrasing, and statements for teachers to use during instruction. For example, in Unit 1, Week 4, Lesson 1, models initial syllables with p: "*Escuchen con atención mientras digo el nuevo sonido: /p/ /p/ /p/. El sonido /p/ lo hacemos juntando los labios y diciendo el sonido con fuerza*." The teacher models the sound again for the students as they repeat it several times. Students practice in *"Libro interactivo del estudiante"* by naming each picture on the page and identifying the first syllable in each. They draw a line to match the pictures words that begin with the same syllables. Materials include

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recommended explanatory feedback for students based on common misconceptions such as students sounding /b/ instead of /p/. 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 tells students that syllables are the chunks we can hear in words and today they will break apart and put together syllables. The teacher models by displaying a picture of a chair that is cut into two equal pieces. The teacher models as she holds the pieces close together and sounds the syllables. Then the teacher and students practice together using picture cards to segment and blend syllables for *sonaja, pizarrón*, and *cereza*. Finally, students work in a team practicing segmenting and blending in a game using teacher-made picture cards of the words *maceta, zorro, camisa, zapato, piso*, and *Susana*. Materials include recommended explanatory feedback for students based on common misconceptions. 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)

- In Unit 5, Week 3, Lesson 1, the teacher explains to students that they are going to segment and blend syllables. After modeling, the teacher guides the practice with the word *pato*, clapping one time per each syllable they hear. Then the teacher asks "How many syllables do you hear in the word *pato*?" After the students answer, the teacher continues guiding the practice.
- For example, "*Taller de lectura*" includes a tongue twister activity to practice /r/. The teacher says a tongue twister with the /r/ and guides the students to repeat it after the teacher. Practice the routine until students say the entire tongue twister. If needed, the teacher compares and contrasts Spanish and English consonant sounds.
- Memory-building strategies are presented for grade K to assist students in developing, practicing, and reinforcing phonological awareness skills. Some lessons include gestures through songs and kinesthetic activities such as clapping when segmenting and blending syllables. Teachers can direct instruction to teach phonological awareness in Spanish. that will help students with strategies. A teacher can locate online activities and the resources at "Teacher Resources" by searching for "*Instrucción y práctica de la Unidad de reconocimiento de letras.*"

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)

- The materials include a Scope and Sequence in which the phonemic awareness skills are introduced, starting with simple skills with phonemes and progressing to more complex syllable manipulation. For example, teachers introduce counting syllables in spoken words before the segment and blend of syllables. The materials include lessons on manipulating phonemes to create new syllables. For example, in Unit 2, Week 5, Lesson 3, the teacher

shows how to make the sound /m/ and students practice pronouncing it several times then the teacher models how adding another phone makes new syllables. In the next lesson, the teacher models blending the syllables to form the words. The teacher models/guides students that they are going to segment or take apart and bled or put together syllables in a word.

- In Unit 3, Week 4, Lesson 1, students isolate individual phonemes in the word *buey* by initial, medial, and final sound /b/ /u/ /e/ /y/. The teacher shows an image of a buey and says, "*Escuchen los sonidos de la palabra buey. ¿Con qué sonido termina la palabra? Sí, con el sonido /i/."* In Lesson 3, students identify and segment syllables, with instructions, *"Escuchen cómo separo las sílabas de zapato: za-pa-to. Zapato tiene tres sílabas*." The students play a game with volunteers standing holding a blank card that represents the syllables of the word and form the word by picking the correct line order to display the word.

- The materials for grade K include a systematic sequence in which the phonemic awareness skills move from simple to more complex skills, such as deleting, adding, and substituting phonemes. For example, in a grade K lesson, the teacher is provided with activities for students to add a phoneme to a word to produce a new word, such as in Unit 4, Week 1, Lesson 4, in the section "*Taller de lectura*, Actividad sobre *Estructura de las palabras*." Students are provided with tiles to build words that the teacher calls out. Students will build their words by identifying them with the letter sound /s/ spelled with s, c, z: *soga, cinta*, and *taza*. The teacher can also assign students to the online letter game in the "*miVisión*" games on "PearsonRealize.com." Another example is in a grade K lesson, students are adding and substituting phonemes in Unit 5, Week 6, Lesson 3 as the teacher explains that the focus will be to change syllables in words to make new words. The teacher begins the practice with the word *rosa*, and guides students to think of words to make new ones. Examples to be expected by students are *roca, ropa, rota, roja, casa, besa, masa, pisa*, and *pasa*.

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)

- The materials include lessons with specific objectives and academic language for teachers to use during instruction. For example, in Unit 5, Week 1, Lesson 3, students segment and blend syllables. The lesson guides the teacher to show a picture card of a sunflower and guides the student to identify syllables while clapping and counting gi (clap) ra (clap) sol (clap). The teacher asks students, "how many times did I clap?" Students count the syllables and continue practicing with more words *salado, paloma,* and *raqueta*. Materials include recommended explanatory feedback for students based on common misconceptions.

- The materials provide teachers with the support needed to provide explicit phoneme instruction and feedback through the program for common misconceptions. In Unit 5, Week 5, Lesson 2, the materials guide the teacher to say, "*Muestre la Tarjeta de imágenes roca. Esta es la imagen de una roca. Escucho el sonido /rr/ al comienzo de la palabra roca*," and then "Los estudiantes deben decir /r/." The teacher checks for correct pronunciation. In Unit 5, Week 5, Lesson 2, the materials guide the teacher to show a picture card of a rock and sound out the name making emphasis on /r/. Students sound out /rr/ while the teacher checks for correct

pronunciation and possible misconceptions. The 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.

- 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 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)

- The materials provide specific terms, phrasing, and statements that teachers can use during core instruction for connecting phonemic awareness skills to the alphabetic principle. For example, in Unit 1, Week 1, Lesson 1 the teacher's script reads, "Teacher says: pay attention while I make the sound: /a/ /a/ /a/. The sound /a/ is made by opening your mouth and making the sound/a/ at the same time." The teacher shows students how to position the mouth and how the sound /a/ is made. The teacher asked students to practice repeating. Teacher continues: "Listen to the first syllable of the word azul. The first syllable of this word has the sound /a/." Then the letter A is introduced, and at the end of the lesson and 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." Teachers can view direct and explicit instruction to teach phonological awareness in Spanish. *"Destrezas fundamentales*" include Formative assessment options. The teacher does a "Quick Check" to assess if students struggle or show understanding. In Unit 2, if students struggle, the teacher revisits instruction in small groups. If students understand, the teacher extends instruction.

- The materials provide specific phrasing statements that teachers use during core instruction. For example, in Unit 3, Week 1, Lesson 1, the teacher points to the digraph Ll and ll on the board. A student identifies the first syllable in each word that begins with the sound /ll/. Students raise their hands when they hear a word that contains a syllable that begins with the sound /ll/. The teacher writes *callado, Elena, silla, valla, sol, llora*, and *Lluvia* on the board and reads them aloud.

- Materials include direct and explicit guidance in Spanish for a grade K lesson in Unit 5, *Week* 6, *Lesson* 3 which 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 "*Tarjeta de imágenes for jabón*" and asks students to repeat the word *jabón* and to listen in to changing bón to món. The teacher will ask students for the new word which in this case went from *jabón* to *jamón*. Students will continue with the remaining words as an oral activity, such as *timón* will change to *limón*.

- In a grade K lesson in Unit 5, Lesson 5, Week 6, students will continue to work with syllables with the understanding that students are prompted by the teacher to say what they mean by "syllables are word parts." The teacher will provide students with pictures cut into two or three equal parts by the number of syllables. For example, students will represent the words *cámara, sofá*, and *árbol* and will blend and segment the syllables while students join together and separate the pictures. Students will then continue extending their practice of the skill in their *"Libro interactivo del estudiante"* where they will apply the letter-sound relationships to decode words.

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)

- A variety of materials, activities, and resources are offered, such as alphabetic cards, decodable readers, high-frequency word cards, letter tiles, picture cards, and sound spelling cards. Materials also include digital resources for students and teachers on "SavvasRealize.com." The teacher guide provides activities to reinforce phonemic awareness skills through cumulative review. Every unit includes a Week 6 with a cumulative review of skills taught previously and a project-based inquiry.
- Materials include resources to practice phonemic awareness skills through review. In the "*Programa para Kindergarten a Grado 2: Vistazo a las evaluaciones.*" The "Unit Test" monitors student progress on skills and Spanish standards covered. Kindergarten skills/standards assessed, such as, "*Palabras de uso frecuente, comprensión auditiva, fonética, conciencia fonológica, escritura.*"
- 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.
- Understanding of phonemic awareness skills in Unit 5, Week 5, Lesson 2 reads, "*Muestre la 'Tarjeta de imágenes' bandera. Esta es la imagen de una bandera. '¿Con qué sonido comienza la primera sílaba de la palabra bandera?'* / What is the beginning sound of the first syllable of the word bandera? *"Pida a los estudiantes que identifiquen el sonido* /b/." The teacher asks the students to identify the sound of letter /b/.
- 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."
- The material for grade K includes a variety of activities and resources in Spanish for students not only to practice and develop but to reinforce through cumulative reviews. For example,

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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 using tiles for reinforcing letter and sounds, decodable, and cumulative phonemic awareness online tests that will score a student based on the TEKS mastered or needs further assistance with. This would be followed up with a teacher using the "*miEnfoque: Guía del maestro para la Intervención*" for further reinforcement of the skills.

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 vertical alignment outlines the progression of sound-spelling patterns, skills, and concepts in Spanish as outlined in the Spanish TEKS. 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. For example, in Unit 5, Week 1, Lesson 1, the objective is to spell words with CV, VC, CCV, CVC, VCV. CVCV, CCVCV, and CVCCV patterns.
- The progression is presented week by week throughout the school year on "*Puente entre los talleres de lectura y escritura*," providing an overview of the skills and concepts needed to decode single and multisyllabic words. In "*miVisión Contenido y Secuencia*" for grade 1, the foundational skills taught in "*Taller de lectura*" include print concepts, phonological awareness, phonics, and high-frequency words. Materials include opportunities to introduce sound-spelling correlations and syllable combinations. For example, in Unit 3, Week 3, Lesson

2, the teacher points at the letter r on the board, then shows the word "*par*" and asks students to carefully listen to each sound, */p/, /a/, /r/*. Then the teacher asks what letter makes the sound /r/ in the word and gives the opportunity for a volunteer to point to the letter r and the rest of the class name the letter r. The teacher shows cards with the words "*tarta, amor*, and *corto*" and guides the students to decode them. Finally, students practice using *"Libro interactivo del estudiante."*

- In Unit 4, *Week* 1, in the "*Puente entre los talleres de lectura y escritura*" section, the teacher spirals back at the beginning of each week and evaluates previous knowledge before introducing the new sound-spelling correlations. For example, on Day 2, the teacher reviews the sound /j/ spelled g, Then the teacher reinforces the skill by helping students recognize that the letter g makes the consonant sound /j/ only if it is in front of the vowel e or i. Students will practice a different activity on Days 3–4 that will lead to applying it independently or in pairs to be ready for Day 5 with "*Evaluar la comprensión*."

- In Unit 3, *Lesson* 5, *Week* 4, students segment and blend syllables through the "*Tarjeta de imágenes*" for "*zorro*" as the teacher displays and points to the image. Students will continue to practice using the words "*taza, lazo, tiza, cazo*" to represent sound to syllables za, zo, ta, la, ti, ca. The teacher prompts the syllables ta and za and students stand up as volunteers to represent the syllables they are holding to form the expected word "*taza*" as the class blends the syllable to say 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 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. Teachers can reference "*Taller de lectura*: *Evaluación y diferenciación*." The "*Desarrollo del lenguaje en español*" subsection guides Word Work. In Unit 2, the teacher writes and says the words "casa, como, cuna." The teacher reminds students that the letter c makes the sound /k/ when followed by a, o, u. The teacher creates cards with the syllables ca, co, cu. Students repeat the words after the teacher and work with a partner to draw things that begin with the syllables ca, co,cu. Pairs share their drawings with the class. Grade K materials provide decodable stories in Spanish to build on previous instruction in the "*Taller de lectura*: *Evaluación y diferenciación*." For example, Unit 2, *Week* 1 includes the decodable story "La urraca." This story reviews high-frequency words "está, agua, and refrescante."

- The materials provide teachers with points to emphasize grade-level sound-spelling patterns. In Unit 5, Week 1, students write the words "se, tu, da, and vi." Students sound out the phonemes while they say the words out loud: "se: /s/ /e/; tu: /t/ /u/; da: /d/ /a/; vi: /v/ /i/." Students practice in the "*Ortografía* del *Centro de recursos para descargar*." The materials include online resources that provide explicit instruction on sound-spelling patterns in Spanish 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*: *Guía del maestro* para la *Intervención*," which is scripted for direct and explicit instruction.

- Materials include guidance for a grade K teacher to provide direct and explicit instruction. For example, in a grade K sound-spelling pattern lesson in Unit 4, Lesson 1, Week 2, the teacher directs students with an important point to the letter h in Spanish as the mini-lesson begins with the instruction, "*Digamos el sonido de la primera letra en hoja: /o/. El sonido /o/ de la primera sílaba de hoja se escribe con las letras h, o. La letra h no tiene sonido, entonces solo escuchamos el sonido /o/ de la letra o.*"

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)

- Every lesson helps students review, practice, and reinforce sound-spelling patterns, including 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*."
- The materials include resources in Spanish to help students review, practice, and reinforce their understanding of sound-spelling patterns at their grade level. For example, each unit includes decodable readers and books that can be used to build fluency as students' knowledge of sound-spelling patterns progresses.
- Materials offer opportunities to develop and reinforce sound-spelling correlations. In Unit 5, *Week*s 1–5" the "*Plan de destrezas*" includes "Puente entre los talleres de lectura y escritura." The "*Vocabulario académico*" subsection covers Bridge reading and writing informational text through academic vocabulary. 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. Kindergarten skills/standards assessed include "Palabras de uso frecuente, comprensión auditiva, fonética, and escritura."
- The resources in Spanish help students review, practice, and reinforce their understanding of sound-spelling patterns at their grade level. In Unit 3, Week 5, Lesson 4, the teacher directs the students to practice the consonant Jj with the "*Tarjeta del alfabeto* Jj," with words like "*jabón*, and *rojo*." Students work together to decode them. The Word Wall is used during a language-bridging/bilingual-center activity time to compare and contrast the Spanish and English words with Jj. The teacher guides students to connect sounds and letters in the "*miEnfoque*: *Guía del maestro* para la *Intervención*" for additional instruction in reading words with the /j/ sound spelled j. Students play a card game and practice forming words with the sound /j/ written with the letters j such as "*jugo, jefa, bajo,* and *ceja*." The teacher downloads the card game on "miVision" through PearsonRealize.com. Materials also include "*Tarjetas de imágenes*, Tarjetas de alfabeto, *Tarjetas de letras*, and *Tarjetas de sonidos y grafías*." The teacher is guided in the section "*Desarrollo del lenguaje en español* for *"Destrezas fundamentales"* 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. The materials include

authentic activities and resources in Spanish to help students review, practice, and reinforce their understanding of sound-spelling patterns using the ""*Libro interactivo del estudiante*"."

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 authentic Spanish decodable text. In Unit 5, Week 3, Lesson 4, the teacher introduces "*Cuento de fonética Max y Mixi*" and students practice the sound /ks/ that was previously taught. Grade K materials provide decodable stories in Spanish to build on previous instruction. For example, the Unit 2, Week 1, "*Taller de lectura*" includes the decodable story "*La rana Rina*." 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 2, materials include opportunities for the teacher to instruct students on the digraph Ll. The teacher shows the students the "*Tarjetas de imágenes*" with the picture "*sello*" and says, "*Esta es la imagen de un sello. La segunda sílaba de sello comienza con el sonido /ll/. ¿Cómo se escribe el sonido /ll/? Sí, con el dígrafo ll*." Students practice a lesson in the "*miEnfoque: Guía del maestro para la Intervención*" to learn how to read words with the digraph Ll.

- In *Lesson* 9 of "*miEnfoque: Guía del maestro para la Intervención*," students combine and segment syllables by pairing up words into syllables and identifying the syllables that match. The teacher engages students in the learning by guiding students to "Clap twice, one per syllable" and will repeat the activity with the word list that has been provided for the teacher on page T81 of "*Practicar y evaluar*/Practice and Evaluate" of the "*miEnfoque* Guide for Nivel A." The materials provide opportunities for students to apply previously taught and recently introduced sound-spelling patterns. In Unit 4, *Lesson 2, Week* 5, the activity includes a Word Work strategy group where the teacher revisits "*Las consonantes Bb y Vv*," reminds students that the sound /b/ can be spelled /v/ or /b/, and writes out the words "*bola, vela, lavado, lobo, ventana, ballena*." Students then decode the words. The teacher will follow up with the intervention activity for "Connect Sound and Letter: For Difficulty Spelling" in Lesson 30 of the "*miEnfoque: Guía del maestro para la Intervención*." In Unit 4, *Week* 6, *Lesson* 2, students reread the decodable book from the previous week that emphasized the practice of reading words with the sound /b/ spelled with the letter b and v. The decodable book for skill practice is "*El basural es muy divertido*."

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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.

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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)

- Unit 1, Week 4, Lesson 5 reviews letters Pp and Ll. The teacher writes the letters p and l on the board and reviews the sound for each letter. The teacher creates two teams, team P and Team L on opposite sides of the room. The teacher writes the word "mal" on the board and says "Let's review these words together. When team P listens to the sound /l/ in a syllable, touch your toes, and when team P listens to the sound /p/ in a syllable, will do the same." In Unit 5, *Week* 5, the "*Taller de lectura*" includes Foundational skills. In "*Fonética: Decodificar y escribir palabras con los diptongos ai, ay, oi, oy, ei, ey,*" the teacher writes the words "*maizal, hay, oigo, doy, reino, ley*" on the board and asks students to read the words. The teacher writes headings "ai, ay, oi, oy, ei, ey" and asks students to classify words under the correct diphthong.
- Materials provide opportunities to review concepts. For example, in "*Proyecto de indagación*" students connect the unit topic to their daily life by researching and problem-solving an issue related to "*Convivir*." Students research animals that can be pets. Students write an informational text about the needs of a chosen pet. The "Teacher guide" includes a Week 6 cumulative review. The online platform provides digital resources which include student and teacher print resources on SavvasRealize.com. Materials include an ELL support for language awareness handbook. The teacher can also access Pearson.com for more resources to aid class instruction and student practice.
- 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 5, *Lesson* 3, *Week* 1 lesson, the teacher will reinforce words using *s,c,z.* through a minilesson as students complete the section of "*Repaso y refuerzo*" in the *"Libro interactivo del estudiante"* with a partner as independent practice. This skill is spiraled in Unit 5, Lesson 2, Week 1 in the "Word Work Study Group/Grupo para la estrategia," "*Estructura de las palabras*, Las palabras con Ss, Cc, Zz" as students continue to practice skills previously mastered or need reinforcement.

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.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, Unit 1, Week 2, Lesson 2 includes a Spanish language development section for words "*saca, patea, ojea* and *desempaca*." The teacher reviews the vocabulary words using the pictures in *"Libro interactivo del estudiante."* Students draw and label pictures that help them learn the new words. Finally, volunteers use the vocabulary word in an oral sentence.
- In Unit 3, Week 3, Lesson 1, images provide context clues and help students associate the visual representation with the word's meaning: "Read aloud the words in the box of the '*"Libro interactivo del estudiante"*.' Have students interact with the text and photos by writing the correct word next to each picture." Students associate the visual representation with the word's meaning or unit theme. For example, Unit 3, Week 3, Lesson 1, the teacher has the students open the "*"Libro interactivo del estudiante"*."
- Materials support students in determining the meaning of unfamiliar words with illustrations and texts. For example, in Unit 1, Week 1, Lesson 2, the teacher writes sentences on the board using the vocabulary words cubes, circles, squares, and triangles. The teacher models how to figure out the meaning of vocabulary words by using context. Students look for classroom

items that are cubes, circles, squares, and triangles as they name the shapes. Students choose one item for each shape, draw a picture, and share them with the class.

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)

- Materials include lessons on how to use a picture dictionary that 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 "a topic, or a group of similar words organize the words and picture in the picture dictionary." 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.
- In Unit 3, "*Apoyo para el glosario*" in the *"Libro interactivo del estudiante"* provides the guidance, "Read aloud the word debajo and then say: this word starts with the letter d. The words in a glossary are arranged in alphabetical order also called ABC order. The word *debajo* is after the green letters Dd. Read the word *debajo*, again, then read the definition." In Unit 3, "How to Use a Glossary" in the *"Libro interactivo del estudiante"* has instructions for students on how to use a glossary that the teacher reads with the students.
- In Unit 4, "*Cómo usar recursos digitales*," the teacher provides instruction and explicit guidance by directing students through modeling and practice on how to find words and their meanings using the interactive student book. The teacher reads out loud the word and models how to hover the pointer over it to access the meaning and pronunciation.

[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.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. (T)	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. (T)

- In Unit 1, Week 1, Lesson 1, the teacher shows students the alphabet and points out that the letters include different types of lines. The teacher models vertical lines on the board, points out that they go straight up and down, and tells students that when writing a letter, they should always start at the top. Students practice drawing vertical lines in the air, starting at the top and moving their fingers straight down. The materials include the integration of handwriting skills with ongoing classroom learning to connect handwriting practice with other subject areas or topics. In Unit 1, Week 3, Lesson 2 phonics lesson, the teacher presents the lesson by introducing the /u/ sound using the "*Tarjeta del alfabeto*" uniform, which shows the letter Uu. Students practice the sound with the teacher and use *"Libro interactivo del estudiante"* to practice tracing and writing the letter Uu.
- Unit 5, Week 4, Lesson 1, "Handwriting Write Uu" reads, "Display the following uppercase and lowercase letters: Uu. Model writing each letter, calling students' attention to starting on the left, drawing straight down, curving around, and going back up to the right. Have them practice forming the letters by tracing them on the tabletop."
- Unit 3, Week 3, Lesson 1 includes teacher instructions for "*Caligrafía*," which read, "Demonstrate how to write the upper-case B. Start from the top and draw a vertical line going down. Go back to the upper part of the line, then draw a curved line towards the right and do it again towards the lower part of the vertical line. Ask the students to practice by drawing the letter B up in the air. Then, repeat the same activity but trace the lowercase b. Start from the top, tracing a vertical line. Then, trace a curve line in the lower part of the line."
- In Unit 4, *Lesson* 3, *Week* 4, in the section for "*Caligrafía*," the teacher models to students writing upper and lowercase Zz, with "accurate formation." The teacher explains, "*la z minúscula se escribe como la letra mayúscula, pero es más pequeña*." The students use the

palm of their hands to follow through the movement the teacher is modeling with both upper and lowercase Zz. In Unit 4, *Lesson* 3, and *Week* 3, the teacher's focus is on writing the upper and lowercase Xx. The teacher models by explaining, "I start tracing the letter X from top to bottom. *Comienzo a trazar la X mayúscula desde arriba. Trazo una línea inclinada hacia abajo. Luego regreso a la parte superior y trazo otra línea inclinada hacia abajo que cruza la primera línea*."

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)

- The "Teacher Guide" includes resources in Spanish to practice and develop handwriting skills. Materials also 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 on *"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 using "*"Libro interactivo del estudiante"*."
- Unit 3, Week 1, Lesson 1, under "*Caligrafía* La letra Bb" reads, "*Practicar, Pida a los estudiantes que usen 'Caligrafía, del Centro de recursos para descargar' para practicar cómo escribir la letra Jj." Unit 3, Week 5, Lesson 1 instructions for students read*, "*Practicar, Pida a los estudiantes que usen 'Caligrafía, del Centro de recursos para descargar' para practicar cómo escribir las letras Mm y Nn."*
- In "Unit 4, Lesson 1, Week 3," the teacher uses the resource "*Caligrafía*, del *Centro de recursos para descargar*" to continue to help students develop handwriting skills as students practice directionality of the uppercase and lowercase Ww with teacher guidance. The materials include opportunities for students to engage in handwriting activities that use multiple senses in learning handwriting. In Unit 4, Lesson 3, Week 3, students are encouraged to practice writing uppercase and lowercase Ww. The teacher guides students, "*tracen la letra en el aire, y luego en la mano*."

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**

These 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.

- Materials are designed around units; each unit consists of six weeks of instruction. Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Questions to a collaborative weekly project. Inquiry-based projects integrate different content areas such as art and history. In Unit 1, Week 6, Lesson 1, students work in pairs to research art and history museums and choose which one they prefer. Students write a persuasive text about the museum they choose. The teacher explains the steps needed to complete a research project as students work on the Museum Research Plan on the *"Libro interactivo del estudiante."*
- Within each unit, the materials provide multiple genres of resources connected to the unit theme so that students can research, build, and deepen their knowledge base in the fields of science, history, literature, and the arts. Materials include Science and Social Studies Cross-Curricular Projects. PearsonRealize.com connects Spanish language arts instruction to the content areas with alternative inquiry projects online. "*Misión, Estudios Sociales*" and "*Tú, Ingeniero*" are options that feature content-area primary sources and hands-on projects designed to address social studies and science topics.

- Unit 3, Week 2, Lesson 2 has "*Perspectivas intercurriculares estudios sociales*," and students read the story, "*Descubrir el pasado*" in the *"Libro interactivo del estudiante."* The teacher's script reads: "Explain to the students that they can learn a lot about people from the past and what things have they done or created. You can learn how they lived, what aliments or food they consumed, and what items they possessed. Also, you can learn about their housing and clothing." Unit 5 has online access to a grade K leveled library with reading books aligned to the week's instruction and genre. The library includes nonfiction, fiction, poetry, and drama texts.
- In Unit 4, "Unidad de estudio," the "Tema de la Unidad: *Antes y ahora*" is organized to begin each lesson with a new "*Pregunta esencial*" which helps students build their understanding of the multiple genres presented for students to relate the reading of the texts with the Essential Question. Unit 4 outlines weekly texts that include a look at historical people, events, places, and traditions. 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 K students to read. For example, online through Savvas Realize, *miVisión*, students have "*Acceso total en línea a la Biblioteca de libros por nivel*: Kindergarten," The section of "*Seleccionar textos para el aprendizaje*" provides teachers with the opportunity to assign students to their level readers with audio and highlighting words to support students as they read. The Unit 4, "*Biblioteca de libros por nivel*" section includes the different genres across different fields of study.

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, "*Vistazo a la Unidad Tema de la Unidad*," 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 Edition includes a Scope and Sequence at the end of the guide "*Contenido y Secuencia*." Materials provide a connected scope and sequence in the "Teacher Guide" that demonstrates the approach to knowledge-building from grade k through grade 5.
- 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 K 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 labeled "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.

- 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. For example, 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 includes an introduction layout "*Vistazo a la Unidad Tema de la Unidad*" 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.

- In Unit 4, "*Antes y ahora*" in the section "*Vistazo a la Unidad*," there is an outline of a five-week plan with a focus on nonfiction narratives and fiction texts. At the end of the unit study, students' time will be spent with Week 6 on "*Proyecto de indagación*," which connects students back to the unit's theme, "*Antes y ahora*." Students spend time researching and collecting information in Week 6 to find an answer to an essential question.

- Grade K 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 Unit 5, Week 6, "Enfoque del proyecto" outlines what the student research collectivley to support their understanding of the topic on "Investigación sobre su estación favorita o su tipo de estado del tiempo preferido."

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

- In Unit 1, the theme is "*De viaje*," and level readers include support for students to make connections to the unit's theme and essential question. Some of the level readers' titles include "*En la playa, En el parque,* and *La vida en la granja*." Materials include Spanish texts designed to intentionally build student background knowledge. The Teacher Edition includes a "*Club del libro*" section. It includes books for students to read and build background knowledge over time. 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, the teacher has online access to the grade K leveled library. It includes guided reading levels that align to the unit theme, and to the unit genre in the stories read in class, as well as the guidance, "See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre."

- The materials include guidance on how each text connects to the broader themes or concepts being learned. For example, in grade K, 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 a grade K, Unit 5, "*Unidad de estudio*," the theme, "*Al aire libre*" includes the Essential Question, *"¿Qué podemos aprender del tiempo?"* followed by "Weekly Questions /Preguntas de la *Week*" for weeks 1–5 relatable to the selected texts. Lessons in grade K 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.

- In Unit 1, the theme is "*De viaje,"* and level readers include support for students to make connections to the unit's theme and essential question. Some of the level readers' titles include "*En la playa, En el parque, and La vida en la granja*." Materials include Spanish texts designed to intentionally build student background knowledge. The Teacher Edition includes a "*Club del libro"* section. It includes books for students to read and build background knowledge over time. 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, the teacher has online access to the grade K leveled library. It includes guided reading levels that align to the unit theme, and to the unit genre in the stories read in class, as well as the guidance, "See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre."
- The materials include guidance on how each text connects to the broader themes or concepts being learned. For example, in grade K, 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 a grade K, Unit 5, "*Unidad de estudio*," the theme, "*Al aire libre*" includes the Essential Question, *"¿Qué podemos aprender del tiempo*?" followed by "Weekly Questions /Preguntas de la *Week*" for weeks 1–5 relatable to the selected texts. Lessons in grade K 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.

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.

- 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 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 Unit 1, Week 3, Lesson 3, the teacher uses strategies for students to find the main idea. In Unit 1, Week 6, Lesson 2, the teachers use that previously taught skill when students read "*En la biblioteca*" and find the main idea of the story.
- The back of the "Teacher Guide" has "*Contenido y Secuencia*" with some skills connecting grades K–2 and some skills connecting grades K–5. Materials supply background knowledge to help students make connections in the content learned. In Unit 4, *Lesson* 2, *Week* 1, "*Lectura compartida, Presentar el texto*" students are introduced to "First Read Strategies/Estrategias para la primera lectura" which provide a background on knowledge building skills to reading with a purpose for "*Leer, Mirar, Preguntar, Hablar.*" These strategies transfer over to grade 1 at the beginning of each section for "*Lectura compartida.*" In grade 1, Unit 5, Lesson 2, Week 1, lesson, students follow the "First Read Strategies/*Estrategias para la primera lectura*" as it appears in the prior grade level. These strategies help students make connections at the start of every new text in the section, "*Presentar el texto*" to make connections to previously learned content.
- Materials help students make connections to previously learned content in every unit of study. For example, in grade K, Unit 4, *Lesson* 2, *Week* 4, "*Presentar el texto,*" students are introduced in each section of "*Lectura compartida*" to a structured "*Plan de la Lectura*

compartida," which includes students to apply the First Read Strategy "pause to discuss," as the teacher revisits Lessons 3 and 4 with a "Close Read" for "*Cambiar leyes, Cambiar vidas*: Martin Luther King Jr."

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

- The materials provide an essential question in every unit. The Unit 1 essential question is "What to do to make a place a special place?" The Week 1 question is "What does the imagination do to make a place look different?" and the Week 3 question is "What does it make us like to visit a special place?" These questions make connections 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."* In Unit 3, Week 4, Lesson 1, the teacher uses "*Cartel de Ficción*" when presenting the lesson and students work on "*"Libro interactivo del estudiante"*."

- The materials provide five units and six weeks of instruction per unit. Each unit has an introduction layout "*Vistazo a la UnidadTema de la Unidad*" 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 and activities that activate students' background knowledge. In grade K, Unit 4, Lesson 5, Week 4 lesson, students will work in pairs to find what details two previously read texts have in common. The activity makes connections to topics covered in an earlier unit. Students will activate their prior knowledge using sentence frames that guide conversations of the texts, "*Antes y ahora*, Cambiar leyes: Cambiar vidas: Martin Luther King Jr." These previously read texts help support student understanding of "What life was in the past and encourages them to use the Academic Vocabulary."

- The unit overview for grade K explicitly states the connections the Essential Question is 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, "*Vistazo a la Unidad*," students will apply the skill of "Leer no ficciones narrativas y comprender sus elementos" to "*Usar los elementos de la no ficción narrativa para escribir una narración personal.*"

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

- In Unit 5, Week 4, teachers present a mini-lesson on how the authors use digital tools to publish their writing before publishing a book. Students write in *"Libro interactivo del estudiante"* about the digital tools authors use to publish their writing. 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 a story "¡Misión Cumplida!" For example, in Unit 1, Week 1, Lesson 2 the teacher uses previously learned vocabulary in a mini-lesson asking students to share what they know about the words "*cubo, círculo, cuadrado y triángulo*."

- The Unit 3, Week 2, Lesson 2 "*Primer vistazo al vocabulario*" script reads, "introduce the students to the words *horneando y saltó* from the '*"Libro interactivo del estudiante"*.' Ask the students to talk to each other using words or gestures about what they already know about these two words. When necessary, give them instructions. Have you ever helped your mom or dad while they were baking a cake? Do you remember a moment when you had to jump? Ask the students to look for those words while they are reading, and then they engage with the text." In Unit 3, Week 2, Lesson 2, the "*Perspectivas intercurriculares estudios sociales*" reads, "Point at the book cover of the book '*El cuento del hombrecito de* maíz.' Ask the students to describe a place where the book took place. Explain to students that every part of the world is geographically different. This illustration shows a very dry and hot place. For example: El cactus es diferente a los árboles del cuento sobre el hombrecito de jengibre. This means that this story was developed in the Southeast of the United States or maybe in México. *Muestre a los estudiantes esta zona en un mapa*." Students engage with the text.

- The materials provide videos and illustrations to support students' development of the background knowledge needed to engage with a text presented in the unit. For example, in grade K, the online Teacher Resource tab in SavvasRealize, 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*." For example, Unit 4, "*Antes y ahora*" and the "U 4 Video, El pasado" target students' background knowledge in Spanish to be able to interact with the essential questions, images, and the exchange of ideas in the end.

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. For example, the teacher reminds students of the Weekly Question, "What is fun about moving to another place? in Unit 1, Week 2, Lesson 1. The teacher reads the poem "*Yo tengo una casita*" as students follow along. The Teacher Edition includes the following questions: "How does the author feel about her house? How would you feel if you had to move to a new home?" The questions and tasks are arranged so ideas develop from one lesson to another to encourage student discourse on themes. The Unit 5 theme is "Al aire libre." The materials include readings and hands-on activities for students to learn and review about the theme. In Unit 5, Week 1, Lesson 1, the teacher introduces the Weekly Question, "How do people learn to live with bad weather? Students work in *"Libro interactivo del estudiante"* as the teacher guides them in a class discussion. The following lessons include readings of books that go with the theme for example, "*Las estaciones*" and "*La tormenta*."
- In Unit 3, Week 2, Lesson 1, the teacher's script for student participation reads: "Write the syllables Gu and gu on the board. Now let's say some words with the syllable and sound /g/ and others without it. The teacher asks if they can hear the sound of /g/ now, trace Gu and gu on your table. Practice the following words: *guisante, queso, manguera, mariposa, juguete, camino y águila*." In Unit 3, Week 2, Lesson 1, tasks for students are evident in the "Teacher

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Guide" with the script, "Give one card to each student with the digraph gu. Say the following words one at the time: *águila, merengue, calle, espagueti,* and *llave*. Ask the students to divide the words by syllables. If the word has the syllable gue or gui, raise the card. Practice the word's meaning if necessary."

- In a grade K lesson on "*No ficción narrativa*" in Unit 4, Lesson 1, Week 1, students are reminded that "they just heard a biography about Ben Franklin." Students respond to the following question that connects to the genre: "Why is biography considered a nonfiction narrative?" Students engage in identifying certain elements of a biography and the importance of the order of events by using a timeline. Students use this skill and transfer over to another text in this unit, "*Cambiar leyes, cambiar vidas*: Martin Luther King Jr.," as students build new understandings through the theme, "*Antes y ahora*."

- The materials give a variety of ways for students to engage with topics, themes, and big ideas through listening, speaking, reading, writing, and thinking. For example, in a grade K lesson for Unit 4, Lesson 1, Week 2, students "turn, talk, and share" under the section, "*intercambiar ideas y comentar*." Students describe their connections with a partner on ways learning from the past can help answer the question, "What item has changed over time?" Students use the "*"Libro interactivo del estudiante"*" to read and talk about the images for "*Aprender sobre el pasado.*"

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 4, the materials provide texts and lessons related to the theme "*Antes y ahora*." The texts include questions such as "How can we learn about the past? How was life in the past?" 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. 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? How can the rainy season help the planet?" The unit includes books that go with the theme, for example, "*Un día muy caluroso and ¿Dónde está la lluvia*?"

- In a grade K lesson for Unit 4, *Lesson* 3, the theme "*Antes y ahora*" provides texts related to the subject matter of social studies and the changes that occur in history over time. In this lesson, the teacher reminds students of the narrative nonfiction text about cars and students engage in an activity that integrates "*Vocabulario académico*" with sentence stems that provide opportunities for students to read, listen, speak, and write to complete the sentence stems such as "cars have changed over time because _____, long time ago cars had _____, The cars makers discovered that _____." In a later lesson within the same unit, the text "*Descubrir el pasado*" provides students with the subject matter of science and how it is related to the theme of the unit. In this lesson, students will respond to the question "What do you know about what a scientist does? as students begin to use the "First Read Strategies/*Estrategias para la primera lectura*" to synthesize knowledge and the teacher integrates the "*Vocabulario académico*." Students use sticky notes to write the details for the

questions that support the non-fiction text, such as "How can scientists discover things about the past? Have traditions changed with time?"

- In a grade K lesson for Unit 4, Lesson 1, Week 1, the teacher reviews with students the Essential Question "*Pregunta esencial*" for the unit, "Why are we able to learn about the past? and directs students to the Weekly Question, "*Pregunta de la Week* 1, "Why is important to improve inventions? Students will be asked to synthesize knowledge within the text "*Mejorar la comunicación*" when looking at the differences between writing with a "quill and ink" and sending an email. Students complete an activity that allows writing, reading, speaking, and listening when the teacher asks students to share how their families communicate with one another from a distance.

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

- The Unit 1 project is to research art and history museums. Students draw or write about which kind of museum is better and present it to the class. 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 "*Al aire libre*." Students research a favorite season or type of weather and write a persuasive song or poem about it. Students read the poem/song to the class.
- Unit 3, Week 6, Lesson 1 allows a culminating task for students to demonstrate their knowledge of the unit theme which is "Why do we like stories?" Week 6 includes a unit theme review and a research project where students will decide on a story they like and write a persuasive text on why others should read that story. In Unit 3, Week 4, Lesson 2, under Language and Conventions, students practice oral sentences with prepositions. In Lesson 3, they identify prepositions in written sentences. In Lesson 4 students identify, read, and write prepositions in their *"Libro interactivo del estudiante."* In Lesson 5, students are quizzed on prepositions, and their Writing Workshop assignment includes prepositions.
- A grade K lesson provides students 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, "*Al aire libre*." Students' culminating tasks involve "researching a favorite season or type of weather" and "writing a persuasive song or poem about it."
- In a grade K lesson, the weekly questions for each lesson provide a culminating task for students to write and respond to as they "use evidence and ideas from the texts they have read that week" and students discuss in small groups. For example, in Unit 5, Lesson 5, Week 5, the teacher will ask students to use the evidence from the text to respond to the question of the week.

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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. For example, in Unit 4 students interview an older family member about what life was like when he/she was a child. 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 in "*Libros por nivel," Libros comerciales*, and *Paquetes de Superlibros*."

- In Unit 3, Week 5, "*Taller de lectura*," students read matching texts to their learning from the "*Búsqueda de libros por nivel*" and they are placed in pairs to answer questions such as "How does this story remind you of your community. How do the characters remind you of people you know? How do the events remind you of your own life?" Unit 3, Week 5, Lesson 2 has students exploring the Mexico based on the story read. Students identify the location of their community in relationship to Mexico. Students compare the climate and geography of their community compared to Mexico.

- In a grade K 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 K lesson, students have the opportunity to share their findings about special places in their neighborhood. The teacher will ask students to share what they learned and "research methods they used" for gathering their information. This school-community connection connects with "*Explorar un mapa*" and the "*Libro interactivo del estudiante*" lesson, "*¿Qué hay en un vecindario*? in Unit 1, Lesson 1, Week 5.

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.](#) (T)	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 5, Week 1, Lesson 2 includes science words *ventoso, tiempo extremo,* and *lluvioso*. The materials delineate tier 2 and tier 3 words in each unit/lesson, as well as multiple-meaning words, as well as evidence of a year-long sequence.
- 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 tier 2 and tier 3 academic vocabulary and a year-long scope and sequence.
- Picture 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 5, Week 2, Lesson 2 includes science words *semilla, brote, etapa del ciclo,* and *arenoso*.

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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)

- In Unit 1, Week 1, Lesson 1, the teacher introduces the academic vocabulary as he/she discusses the infographic by asking the following questions: "What is special about the place that you are imagining? What is the hearth like? Would you like to move to that place? Why?" Students practice the words *especial, tierra,* and *mudarse* 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 such as *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, "Have you ever seen a squirrel chase another squirrel?" At the end, students take turns acting out each word.

- The materials include tasks that involve hands-on and active learning experiences which increase student engagement and internalization of vocabulary. In Unit 2, Week 1, Lesson 1, "*Actividades de lectoescritura*," students can write or draw in their notebook by using the academic vocabulary from the unit's "*jugar a los Juegos de miVisión*." They can use a poster as indicated in *"Libro interactivo del estudiante."* They can also draw the main idea and details from the libro informativo that they are reading. The materials include opportunities for students to practice vocabulary development in context by scaffolding simpler tasks and gradually moving to more complex ones. In Unit 2, Week 1, Lesson 2, the teacher's script reads, "Can the students identify and use the new words from the vocabulary? If the students have difficulties they can practice the vocabulary in small groups and the students who show comprehension, can expand their skills on how to use vocabulary by participating in small groups as well."

- In a grade K lesson, Unit 4, Lesson 2, Week 1, the materials include words such as *manivela, motor, radio,* and *reproductor*. Students match the words with the pictures in "*"Libro interactivo del estudiante," Desarrollar el vocabulario*." 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 write and illustrate the differences between making connections between old and new cars. In a grade K lesson, Unit 4, *Lesson* 3, *Week* 1, the teacher introduces the word *carro* and asks students to draw what they "envision when they hear the word." Next, students make the sound of the *carro*, draw the car, and an arrow that points to the motor. The teacher pairs students to exchange their drawings, and ends with a writing activity of simple sentences that describe "the history of cars with the words *manivela* and *motor*, or the words *reproductor de CD and radio*."

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

- In Unit 5, Week 1, Lesson 2, the teacher previews the vocabulary before students read the story. Teacher presents the words *nieve, tiempo, ventoso* and *lluvioso* from the *"Libro interactivo del estudiante."* Students use the vocabulary during a class discussion about the weather before reading "*El estado del tiempo en el mundo*." Materials include tasks to engage students in the use of key Spanish academic vocabulary. In Unit 1, Week 1, Lesson 2, the teacher introduces the vocabulary words *cubo, círculo, cuadrado* and *triángulo*, and students share what they already know about them during a teacher-led class discussion. The teacher and students read the story "¡*Misión cumplida*!" and discuss vocabulary words as they read them in the story. Students practice the words in *"Libro interactivo del estudiante"* by matching the word with a picture. Materials include an extended activity where students find the vocabulary words in other texts.

- The materials in Unit 2, Week 5 provide a pretest for students so they can determine which vocabulary words they do not understand. For example, the students identify an adjective or an article, and then they complete work from the "*Lenguaje y normas, del Centro de recursos para descargar*." In Unit 2, Week 1, Lesson 2, students fold a sheet of paper into four sections and in each section, they draw a picture whose name begins with the sound /rr/ or whose second syllable begins with the sound /rr/. Students write the picture word in the box. Students need academic vocabulary knowledge to complete this activity.

- In Unit 4, Lesson 3, Week 1, the academic vocabulary in the unit is integrated to offer students opportunities for oral practice and making connections. The teacher provides students with sentence frames such as "One way that cars have changed is _____." The words *cambiado, tiempo*, and *descubrieron* will be integrated into a sentence frame for students to apply. A teacher creates a learning experience for students to engage with vocabulary development in their independent reading by applying the "Strategies for describing connections." The teacher provides students with sticky notes of the same color "to mark information that tells something that is the same" and different colors if "the text describes differences." Materials include tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In a grade K lesson in Unit 4, Lesson 5, Week 1, "Reflect and Share, *Reflexionar y comentar*," the teacher integrates the *Vocabulario académico* by "offering students oral practice using the unit Academic Vocabulary to find important details in "Los carros siempre están cambiando." The words *tiempo, tradiciones, and cambios* are the Academic Vocabulary words integrated to formulate questions for students to reflect on and share. These questions include, "Have you ever been in a place that shows what life was like a long time ago? How do museums motivate us to learn about transitions?"

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)

- In Unit 1, Week 2, Lesson 2, the teacher reads "*Esconderse*" with the students. They read the sentence "*Ojea debajo del* sofá." The teacher asks students to use gestures to reinforce the meaning of the words *debajo* and *sobre*. The materials provide images and visualization that

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communicate information and students examine illustrations to determine how to create meaning or clarify parts of a text. In Unit 1, Week 5, Lesson 2, the students read "*Una visita a la tienda de arte.*" The teacher tells the student that "authors choose the pictures that are used in a text for a specific reason." Then ask the student to look at the picture on the story and discuss with the class the following questions: "What do you see in the images? How can the images help you to understand the text? Why do you think the author chose these images?"

- Image cards are provided to support students' understanding of these words in a variety of contexts with student practice in the *"Libro interactivo del estudiante."* In Unit 2, Week 1, Lesson 5, the teacher displays the "*Tarjeta de imágenes*" for the word roca. The teacher points to the rock. 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.

- The materials include the use of images and visualization that communicate information for the acquisition of key Spanish academic vocabulary. Throughout every unit and lesson in grade K, teachers can access the entire series of anchor charts online through *miVisión* under the tab "*Carteles de referencia*," which are available with premade visuals and illustrations. Students have opportunities to regularly refer to 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 "*No ficción narrativa*" 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 k, located in the "*miVisión*" section, "Program Resources," provide teachers with access to help students engage with the image and vocabulary word at a tier 2 and tier 3 level. In Unit 5, "*Al aire libre*," 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](#) • [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 4, Week 6, Lesson 2, the teacher explains that they "will be conducting interviews for their research. Tell them that an important part of conducting an interview is generating, or making up, questions to ask the person you are interviewing." The teacher supports students by providing a sentence frame for their interview questions, such as, "What did you like to play as a child? I liked to play _____." Materials support instruction for students to generate questions in Spanish for inquiry. In Unit 1, Week 1, Lesson 1, the "Teacher Guide" includes a lesson on how to generate questions, and suggests, "Have students generate a question about neighbors helping each other from the infographic in '*"Libro interactivo del estudiante"*.'" Throughout the week, students conduct research about the questions using the activity in "*Evaluación y diferenciación*" in the "*Centro de recursos para descargar*."
- Materials support instruction for students to ask and generate questions in Spanish for inquiry. During the whole group, students share the main idea and interesting details from the informational text they are reading in Unit 2, Week 1, Lesson 1. In Unit 2, Week 1, Lesson 2, under Respond and Analyze, students are asked to respond: "What did you like the most about "*Animales en movimiento"*?' If you could be one of these animals, which one would you be? Draw the animal and explain why."
- The materials include information and resources encouraging students to ask open-ended and reflective questions in Spanish for inquiry. In a grade K lesson, Unit 4, *Lesson* 1, *Week* 6,

the teacher models using the Academic Vocabulary words "*tiempo, cambiar, descubrir, and tradición*'" as a way of integrating words when creating a research plan that include, "I want to discover more about my family. I want to know more about the changes they made between then and now. I would like to know about a different time. I would like to learn about another familiar tradition." 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 K lesson, in Unit 4, Lesson 1, Week 6, "*Indagar, Presentar el proyecto*," students engage in the inquiry process. The teacher reviews the Academic Vocabulary that includes the words "*tiempo, cambiar, descubrir, and tradición*" as students collaborate with others to complete the activity in *"Libro interactivo del estudiante."* This guides students through developing "*Mi plan de investigación para una entrevista*." Materials provide the teacher with Differentiated Support ideas before students begin to generate questions for the interview by prompting students with sentence frames, "For my interview I need ___. I want to ask about _____."

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

- Every unit includes lesson plans for six weeks. Week 6 is a review week of all the skills taught in Weeks 1–5. Week 6 includes project-based inquiry/leveled research for students to generate and follow. For example, in Unit 1, students research art and history museums with teacher guidance. At the end of the research, the students draw or write about what kind of museum is better. 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 need to research the weather. In Unit 5, Week 6, Lesson 2, students view a picture in the *"Libro interactivo del estudiante."* They use the Model and Practice instructions from the teacher to do research online. Students collaborate with their partners to generate questions for inquiry. Students talk about their questions and write words that they could use to search online. Grade K students are taught how to make a list and bullet points. Students draw and write their notes in the *"Libro interactivo del estudiante."* Students draw a list chart and label the heading to match their favorite weather. In Unit 5, Week 6, students look online to find facts about their topic to note in their charts as the teacher modeled.

- In a grade K lesson, students engage in the inquiry process in Unit 4 "*Mirar atrás Week* 6, *Lesson* 1," which introduces a checklist, "*Lista de comprobación del proyecto de investigación*," located online under the online tab Unit 4, Week 6, "*Proyecto de indagación*." The teacher explains to students that the project focus is to interview an older family member about his or her life as a child. The checklist will guide students through assuring their project includes the items important to the interview. Included online under the same tab, Unit 4, *Week* 6, "*Proyecto de indagación*," is a resource that a teacher can use to frontload the project with "*Misión Escribir usando fuentes*." The materials provide students with guided instructions to generate and follow a research plan. In the grade K lesson for Unit 4, Lesson 2, Week 6, the teacher explains to students that "when they have their real interviews, students will take notes, and they will work on this skill in the next lesson." The teacher's focus is for students to understand the steps in the interview process such as, "Introduce yourself, Ask a question,

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Listen and take notes, Shake hands and say thank you at the end of the interview." Students follow up in their *"Libro interactivo del estudiante"* with the activity "*Hacer una entrevista*."

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. The 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. 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 Paquete de superlibros.*"
- The materials provide an online platform with digital resources on OpenEd with vetted instructional resources 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 an online platform with digital resources such as the Realize Reader App for students. Students access the downloaded myView and *miVisión* Interactive Student Editions for offline use to organize and communicate information using this online media for their research.
- In a grade K lesson, Unit 4, Lesson 2, Week 6, "¡*PERSONALÍCELA*!" offers students the practice and guidance for supporting their learning with "realia." The "realia" consists of objects such as hats, coats, scarves, plastic jewelry, microphones, or jackets. Students engage in several workstations which provide 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 K lesson, Unit 2, *"Presentar la* Unit,*"* students engage in a Turn, Talk, Share to discuss what "they learned about living things by watching a video." Students answer questions such as "What did you hear in the video? What did you see in the video?"

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 reads "*La tortuga y la liebre hicieron una carrera*" as students follow along and look at the pictures. The teacher explains that "a fable has a lesson at the end. The lesson is the big idea of the story, or what we can learn from it." The teacher leads a class discussion about the fable and students draw a picture to show their understanding.
- 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 "*Guía del maestro para los libros por nivel*" suggestions such as "*Este es mi hogar*" and "*La habitación*."
- The materials provide print and digital resources for various texts and genres. Unit 2 includes informational text, fiction, and persuasive readings to enhance students' phonemic and phonological awareness, vocabulary, and oral language. The students' building of knowledge

comes together as a review in Week 6, in the research project assignment. The materials provide print and digital resources for various texts and genres. Unit 3, Week 1 includes student readings for folktales. In Week 2, students read fairy tales. In Week 3, students read poetry with rhythm and rhyme. In Week 4, students read fiction, and in Week 5, students read myths.

- In a grade K lesson, at the beginning of Unit 4, "*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 K 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. For example, in a grade K lesson for Unit 3, *Lesson* 1, *Week* 3, the genre and theme is "*Poesía*" and the materials include the required texts to support the skill of poetry. The teacher provides additional support outside of the required texts through the "*Superlibro de canciones y poemas*" located in *miVisión* online.

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.

- Teacher Resources include a document "Lexile Information: Selection." This document includes the Lexile level and word count of the books in the units. In grade K, students read "*El estado del tiempo en el mundo*" which has a Lexile level of 420L and a word count of 157. 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 on level/advance readers. For example, grade K students read "*Una visita a la tienda de arte*" that has a Lexile of 280L and a word count of 94.
- The materials read-aloud and shared reading texts used as core texts are at or above the complexity of the grade level. In Unit 2, Week 1, the informative text "*Animales en movimiento*" has a research-based measure on a text complexity page for the teacher to use in the class. It is found in "*Introducción a miVisión*" under text complexity charts for grade K. The materials expose students to complex language structures, vocabulary, and ideas. 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 in three different Lexiles.
- The Spanish core texts and the series of texts connected to the materials are accompanied by a text complexity analysis provided by the publisher. The publisher provides "*Tablas de complejidad del texto*'' which outline each unit and week for Grade K. The Unit 1, *Week* 1 text, "¡*Misión cumplida*!," has a Lexile level of 70 L and a word count of 67. Each section for this text 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 core texts and the series of texts connected to the materials support a selection of leveled readers. In a grade K lesson, Unit 4, *Week* 1, *Lesson* 3, "*Grupos pequeños*" for "*Apoyo para la lectura independiente*" provides suggested matching texts, titles, and additional instructional support in the "*Guía del maestro para los libros por nivel*," *miVisión* online. The guide provides lessons with the core texts for instruction and are written to include the 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, "*Nuestra escuela*" is free of spelling and grammatical errors, the font is easy to read, and it include colorful, engaging images 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 k students read "*Los zorros*" by Alma Flora Ada.
- Spanish informational texts in the materials reflect the rich vocabulary and language appropriate to the discipline it represents. In Unit 2, Week 2, Lesson 2, the informational text "*Del néctar a la miel*" is an informative science text containing well-crafted context, vocabulary, and illustrations that are authentic and appropriate for grade K. The materials include Spanish grade-level texts that are previously published literary texts. In Unit 2, Week 2, Lesson 2, the informational text "*Del néctar a la miel*" is authored by Christine Taylor-Butler who has written more than 75 books for children. She has won awards for her books.
- In a grade K lesson, the science texts include vocabulary and illustrations that represent publishable quality for "*Textos informativos*." The texts "*El estado del tiempo del mundo, Un desierto florido, and Plan de acción para un tornado*" provide "cross-curricular perspectives" in science. Spanish texts for the genre Realistic Fiction reflect grade level Spanish language appropriate to the content and subject matter. For example, in Unit 1, the texts for *Ficción realista* include vocabulary and illustrations that represent publishable quality for the genre. The texts for "*ficción realista*" include "¡*Missión cumplida*!, *Demasiados lugares para esconderse, and ¿Dónde está Trueno?*," which provide a 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 "*Al aire libre*". Students read "*Plan de acción para un tornado*" related to the theme. The grade-level texts in the materials promote students' comprehension across multiple content areas. Unit 2 includes the following books in the Book Club for students to read: "*Los zorros*" by Alma Flor Ada focuses on animals, "*Nuestros huertos*" by George Ancona focuses on plants, and "*Vamos a casa*" by Ruby Lee focuses on habitats.
- Unit 1 focuses on realistic fiction, Unit 2 provides informational text, Unit 3 includes poetry texts, Unit 4 includes history texts, and Unit 5 provides a drama reading text with options for traditional, contemporary, classical, and diverse Spanish texts. The materials include diverse

Spanish texts across multiple content areas. The "Teacher Guide" includes traditional reading text like "*Caperucita roja* and *El hombrecito de jengibre*" and contemporary texts like "*Cambiar leyes, cambiar vidas: Martin Luther King Jr.*"

- In a grade K lesson, for Unit 4, the "*Contenido*" section focuses on learning about the past through exploring different inventions as well as people and events in history. In Unit 5, the "*Contenido*" section focuses on content areas including learning about weather across the world and its effects on animals and people. The materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish text. In a grade K lesson, in Unit 3, "*Cuentos de hadas* " the text, "*El hombrecito de jengibre* " and the selection, "*El cuento del hombrecito de maíz*," by Pleasant DeSpain, Joseph Bruchac are a transadapted Spanish text to the fairytale version of "The Gingerbread Man" that are compared in the end for differences and similarities through a retelling of events and illustrations. This activity in Unit 3, *Lesson* 2, *Week* 2, "*Lectura compartida*," "Responder y analizar, *miVisión*" provides opportunities across multiple content areas. Later, in Unit 3, *Lesson* 3, *Week* 2, students create a Venn diagram to compare the two texts.

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

- The Unit 5 theme is "*Al aire libre*". Students read "*Plan de acción para un tornado*" related to the theme. The grade-level texts in the materials promote students' comprehension across multiple content areas. Unit 2 includes the following books in the Book Club for students to read: "*Los zorros*" by Alma Flor Ada focuses on animals, "*Nuestros huertos*" by George Ancona focuses on plants, and "*Vamos a casa*" by Ruby Lee focuses on habitats.
- Unit 1 focuses on realistic fiction, Unit 2 provides informational text, Unit 3 includes poetry texts, Unit 4 includes history texts, and Unit 5 provides a drama reading text with options for traditional, contemporary, classical, and diverse Spanish texts. The materials include diverse Spanish texts across multiple content areas. The "Teacher Guide" includes traditional reading text like "*Caperucita roja* and *El hombrecito de jengibre*" and contemporary texts like "Cambiar leyes, cambiar vidas: Martin Luther King Jr."
- In a grade K lesson, for Unit 4, the "*Contenido*" section focuses on learning about the past through exploring different inventions as well as people and events in history. In Unit 5, the "*Contenido*" section focuses on content areas including learning about weather across the world and its effects on animals and people. The materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish text. In a grade K lesson, in Unit 3, "*Cuentos de hadas* " the text, "*El hombrecito de jengibre* " and the selection, "*El cuento del hombrecito de maíz,*" by Pleasant DeSpain, Joseph Bruchac are a transadapted Spanish text to the fairytale version of "The Gingerbread Man" that are compared in the end for differences and similarities through a retelling of events and illustrations. This activity in Unit 3, *Lesson* 2, *Week* 2, "*Lectura compartida*," "Responder y analizar, *miVisión*" provides opportunities across multiple content areas. Later, in Unit 3, *Lesson* 3, *Week* 2, students create a Venn diagram to compare the two texts.

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)

- Literacy Stations provide students with opportunities to practice strategies and improve skills using grade-level Spanish text. "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 sequence, one of the activities asks students to draw three pictures of what happened first, what happened in the middle, and what happened at the end of the story. In Unit 1, Week 3 includes guided reading instruction prompts for the teacher to use to check for understanding such as, "What is this text about? What are some details the text gives?, and Does this text give information or tell a story?"
- For a grade K lesson in Unit 4, Week 4, *Lesson* 4, the teacher reads aloud to students a decodable book for the text "¡Es para mí!" and "encourages students to use gestures and movements to show how the narrator is talking over the phone." This activity inspires students

to interact with their grade-level texts to help them make connections with the story. The extension to the activity also encourages oral text-based comprehension as the teacher supports student continous learning with an "invite to play charades using the words, *teléfono, casa, pollo, carro,* and *camino*, from the decodable '¡*Es para mí*!'"

- The materials provide students with opportunities to interact with authentic or transadapted Spanish texts. In a grade K lesson, students apply their understanding of the text through listening, speaking, and writing. In Unit 3, *Week* 1, *Lesson* 1, "Spanish Language Development/*Desarrollo del lenguaje en español*," the teacher reads a popular fable, "*El león y el ratón*" and asks students to tell the lesson of the story. The teacher guides students to understand the moral, "Anybody can help others, no matter how big or small." Students interact with the text with a partner to talk about the characters, setting, and events. Students use sentences frames to help guide a structured discussion, such as, "The characters of are _____. The place or scenario is _____. The beginning _____ Middle_____ and end _____."

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)

- The teacher guide includes a weekly lesson on "*Comprensión auditiva*" with opportunities for students to listen to, think about, and respond to grade-level Spanish texts. In Unit 2, Week 4, the teacher reads aloud "*Animales hambrientos*." 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, students use a chart to identify animals they learned about in the text. The teacher helps list the animals on the chart and leads the class discussion on the different ways those animals eat. Materials integrate listening, speaking, and writing activities by allowing students to transfer their thoughts from oral discussions to written justifications and vice versa. 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 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 tell how the visual is related to the text. In Unit 2, Week 1, during a Share Back activity, students share a few details from a book they have read, and other students guess the main idea based on the details given. Students use a main idea graphic organizer to do a Think Aloud assignment on identifying the main idea and details.
- In a grade K lesson, Unit 4, *Week* 4, Lesson 4, "Create New Understandings" students share deeper thinking and analysis through a drawing of something new they learned from "an independently read text." Students justify their thinking orally by responding to the following questions: "What details did you combine to create, or make, a new understanding? What new

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understanding did you learn from those details?" In the end, the teacher will ask for volunteers to share their new understandings created during class. In a grade K lesson, "*Cambiar leyes*, cambiar vidas: Martin Luther King Jr" 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.

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 the author's purpose and sequence. Literacy Stations include useful tools for small group time. Students discuss and practice 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. For example, to practice sequence, one of the activities asks students to draw three pictures of what happened first, what happened in the middle, and what happened at the end of the story and share it with the class. In Unit 5, Week 1, Lesson 3, the teacher leads a class discussion on "*El estado del tiempo en el mundo*" by asking the students to describe what they see in the pictures. Students discuss details in small groups and then take turns sharing it.
- In Unit 2, Week 5, Lesson 5, students create short persuasive texts about why exercise is good early in the week. During the week, students read a lot more about the benefits of exercise and update their texts to include more details from the texts they read. Students include academic vocabulary learned. Students share and discuss their short texts with the class. In Unit 2, Week 3, Lesson 2, students read the high-frequency words "*veo, con and más*." Students read each word and spell each word, tapping their knees as they say each letter. Students open the *"Libro interactivo del estudiante"* to practice words with the consonant Ff.
- In Unit 5, *Week* 5, *Lesson* 1, "*Obra de teatro*," the teacher directs students to the Anchor Chart "*Obra de teatro*" to begin to discuss the important elements of a drama or play. Students have the opportunity to discuss the main characters, setting, events, and the lines that are assigned to characters. Students act out the play in their *"Libro interactivo del estudiante"* with "different voices" as the teacher guides those students who cannot read to "memorize, or ad lib the lines." Students have the opportunity to extend their learning in a Turn, Talk, and Share to "discuss how the short play about snow might compare to an informational text about snow."

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

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inferences, summarizing, or synthesizing information. In Unit 3, Week 2, Lesson 4, students read "*El hombre de jengibre*" and make inferences. The teacher models inferencing and tells students "that they can use information in the text along with what they already know to make inferences about what an author suggests but does not say in a text." Student work in *"Libro interactivo del estudiante"* by circling details and writing their inferencing. Materials include opportunities for students to engage in a variety of reading skills with grade-level text. For example, in Unit 2, Week 2, Lesson 2, "*Presentar el texto*" the teacher introduces the vocabulary before the reading of "Del néctar a la miel." Students share what they already know about the words in a teacher-led discussion. The teacher reviews the first reading strategies with students: "READ: listen and read along, tracking the print, as the text is read aloud. LOOK at the pictures to help understand the text. ASK: generate, or ask, questions about the text to deepen understanding. TALK: talk to a partner about the text."

- In Unit 5, Week 1, Lesson 1, students read informational text on a topic from a self-selected trade book, from a leveled reader or from the Book Club. Students write or draw about the theme in their reading book. In Unit 5, Week 1, Lesson 1 students analyze and evaluate a reading text during whole group discussion. Students share an informational text they have read or heard. The students share the main idea, and what the book is mostly about, and something interesting that they learned.

- In a grade K lesson, in Unit 5, Weeks 1–3, "*Club del libro*," students participate in book talks with peers, focused on reading skills such as making connections to the unit's book, "*El tiempo*." Students focus on different elements of the book during their small group time meeting that occur twice a week: "Week 1: Text, discuss the text of the book and what do they learn from the words on the page? Week 2: Pictures, Students discuss the book's illustrations. How do the images give information about the topic. Week 3: Design: Students look at the design of each page and discuss how it makes information easy to find." Students participate in evaluating, analyzing, and synthesizing through "Discussion Charts" as students engage in conversations the teacher records their ideas to return to the chart each day to focus in the areas of "Noticings, Connections, and Wonderings."

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 grade level "*Lectura compartida*" with a vocabulary lesson before reading the story. In Unit 1, Week 3, Lesson 2, the teacher introduces the vocabulary words "*biblioteca, bibliotecario, película y computadoras*" by writing the words, 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 match the word with the picture to check for understanding. Materials include a Leveled Readers library for guided reading or independent reading connected to the genres and themes taught in each unit. Each grade has a corresponding "Teacher Guide" with supportive teaching plans.
- In Unit 2, Week 4, Lesson 1, students are introduced to the digraph ch. In Week 2, students learn to read and write words with digraph ch. By Week 5, students review the digraph ch and the consonant of the unit. Every unit includes vocabulary practice with sentence frames that teachers use to scaffold lessons. In the "Teacher Guide," the Teacher's Resources for printing, and in the student *"Libro interactivo del estudiante"* pages. The materials include teacher guidance and support for students in each unit via the "*miVisión* Digital resources: Realize Reader, *Audio, Anotar, Juego, Descargar,* and *Video*." Scaffolding for vocabulary and reading texts are available on this online platform.
- In a grade K lesson, Unit, 5, *Week* 1, *Lesson* 1, "Interacción con las fuentes," the materials suggest that the teacher ask students to Turn, Talk, and Share. Students engage in this activity

to discuss their ideas about the characteristics of a Web Site and what they can learn from the various parts of the digital text after viewing it in their ""*Libro interactivo del estudiante*"" with the activity "*El estado del tiempo en nuestro país*." The materials include guidance and support for maintaining rigor in lessons through the use of scaffolds. In a grade K lesson, Unit 3, *Week* 6, *Lesson* 4, the teacher guides students to go back through picture books and observe the "different styles of illustrations." The teacher helps students notice how illustrators "sketch, draw, paint, or photograph to illustrate their stories." This connection helps students to use the knowledge of books to continue building on their research plan, as students review their notes and draw their favorite parts of the story students selected. The materials provide a teacher with interventions in the form of two options that guide teachers to direct students to begin making connections through scaffolds. The teacher provides students with questions such as "What did you draw for the beginning, middle, and end of the story? What part did you like the most? Why?"

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. Digital resources include unit launch videos, ExamView, ELL access videos, practice games and extension activities online at SavvasRealize.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 extend 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. Ask students how the story relates to imagination by asking how you can use your imagination to change places? Can you imagine yourself in a different place?" Students work with partners to discuss their answers and the record them in "*Evaluación y diferenciación*."
- 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 1, Lesson 2, students read a story, "*Animales en movimiento*." Students complete the Check for Understanding on the *"Libro interactivo del estudiante."* If students show understanding, students complete an activity from the "*Centro de recursos para descargar*."
- The materials include explicit guidance at the lesson and unit levels that provide different instructional strategies and resources that target diverse students' needs to promote listening, speaking, reading, and writing. In Unit 5, Week 1, Lesson 5 provides students with strategy group instruction for comparing texts the teacher can implement in the lessons. The materials provide student intervention activities, on-level and advanced inquiry assignments where students organize information and practice communication skills.
- In a grade K lesson, Unit 5, *"Presentar la* Unit*,"* "*Al aire libre*," the teacher encourages students 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 in the section "Share Information and Ideas" for an activity that encourages the use of adjectives. Students

use sentence stems to complete their ideas with the differences between writing with a quill and writing with a tablet for the focus on "how we communicated in the past and how we communicate today." The teacher encourages students to "seek clarification" if they do not understand something in class throughout the unit, such as by students asking the teacher to repeat directions slower, or to ask the meaning of a word. The materials provide various opportunities for students to demonstrate proficiency in grade level texts. The materials provide differentiation guidance based on formative assessment data that helps students demonstrate proficiency to engage in grade level texts. The "myFocus Intervention Teacher Gude/*Intervención miEnfoque*" for grade K online provides teachers with access for assessments that include opportunities for extended student learning. The teacher's access to ongoing formative assessments help monitor progress and checkpoint assessments. The teacher monitors progress of students' understanding of fables by rereading the first line, "*Tortuga y Liebre eran muy buenas amigas, a pesar de que eran muy diferentes*." Students make a comparison on how different both characters are. The teacher encourages students to use any information from the story they remember. *Lesson* 45 for retelling stories in the "*Intervención miEnfoque*" allows students to breakdown their learning of the skill. The "Monitor Progress" section for this lesson provides teachers with the guidance, "If students cannot explain why characters are unalike, Then reread the sentences about what each character loved, and help students describe how *nuevas* and *las mismas* are unalike or different."

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, qualitative measures, Lexile levels, word counts, readers and task considerations for Spanish language readers, Intervention and On-level/Advance readers. In grade K, students read "*Una visita a la tienda de arte,*" which has a Lexile of 280L and a word count of 94. 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. For example, Unit 5 includes "*Es hora de comer,*" which has a reading level of D.
- 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 K complexity band. In the text, "*Demasiados lugares para esconderse,*" the qualitative measures suggest placement that students might need for additional support in a particular reading skill, such as "descriptive vocabulary" or "identifying first-person point of view." The quantitative measures for this particular text are a Lexile of 280 L and word count of 115. In a grade K lesson, Unit 5, "*Club del libro,*" under the section for "Plan Book Club," groups of

students are by non-readers in their own club group or emergent readers paired with non-readers. The purpose is to help students enjoy reading while they listen and discuss their 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 primary goal is sharing their personal reflections with their peers."

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. For example, for "*El apagón*," the quantitative measures are 330L and 89-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.

- The materials include information about the level of text complexity needed for each student task. The "Teacher Guide" facilitates students in making mental images and guides the teacher in understanding the complexity of the vocabulary in the text. In Unit 5, Week 1, Lesson 2, the following is included in the teacher instructions: "Tell students that before you read, you will look at some of the words they will see in the text. Introduce the words *nieve, tiempo, ventoso*, and *lluvioso* on the '*"Libro interactivo del estudiante"*.'" Core texts have the appropriate level of complexity in Spanish for grade K. For example, in Unit 5, Week 1, Lesson 1, teacher instructions read, "Remind students of the Unit 5 Essential Question: *¿Qué podemos aprender del tiempo*? Then introduce them to the Weekly Question: How can people learn how to live in bad weather? Tell students that over the week they will read about different ways that people have learned to live with bad weather. Have students turn to *"Libro interactivo del estudiante."* Read aloud the heading."

- The core texts have the appropriate level of complexity in relationship to the student's tasks. In a grade K lesson, Unit 5, *Week* 5, *Lesson* 2, the teacher guides students through a Think Aloud for the text "*¿A quién le gusta la lluvia*?" as the teacher guides students to ask questions while reading. This helps students to "Create New Understandings" as readers. The teacher guides students to observe the pictures and words to figure out how the characters feel. The materials for the core texts for grade K provide the 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.

- 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. For example, stack of mentor texts in grade k include fiction, "*La señora contraria*" by Jair Anibal Niño, personal narrative, "*Cuando mi abuela era niña*" by Yanitzia Canetti, and literacy nonfiction, "*Los muñecos de nieve se divierten*" by Yanitzia Canetti. The "Teacher Guide" includes weekly lessons on genres such as Unit 5, Week 1, informational text, Week 2, informational text, and Week 3, poetry. Lessons includes support for instruction for all learners. In Unit 5, Week 3, Lesson 1, the teacher uses an Anchor Chart to review the elements of poetry. Teacher read 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. The teacher and students have complete online access to the "Leveled reader library" that includes audio and whiteboard-ready interaction. The Teacher Edition includes lessons for whole group and mini-lessons 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.

- The materials for each unit include literary texts, drama, poetry, realistic fiction, fiction, informative text, myths, folktales, and narrative text structures. The materials provide instructions for comprehension focus and activities, strategies for scaffolded support, independent/small group reading activities, and phonics/word study target skills. In Unit 5, Week 2 directs the teacher to these instructions under the "*Evaluación y diferenciación*" section. Grade K materials include the "Develop Vocabulary" mini-lesson with the following instructions to be read aloud: "Tell students that they can often use images or illustrations to figure out the meaning of a word. The vocabulary words *desierto tierra, suelo,* and *florecer* can be used to talk about steps in a sequence discussed in "*Un desierto florido*." The materials include teacher guidance to introduce vocabulary students need to know and guiding questions. Students complete the *"Libro interactivo del estudiante."*Students find and list unfamiliar words that tell about steps in a sequence in an informational text they are reading independently.

- In grade K, Unit 5, Week 2, "*Taller de lectura*" includes a variety of structures from multiple genres such as the "Matching Texts/*Seleccionar textos para el aprendizaje*." This provides an instructional range of texts for narratives, and informational texts. The "Guided Reading Instruction Prompts" support the instruction as a read-aloud or shared reading for that particular minilesson for the week. In grade K, the materials provide opportunities for the teacher to prompt students during shared reading. In Unit 1, *Week* 5, "*Aplicar el concepto de incorporar los comentarios de los compañeros*," the materials guide the teacher to "use a student's work or stack book, to model how to incorporate feedback." The teacher writes student's sentences on the board that have errors as students volunteer to come up to the board to make corrections. Students notice their writing and how it improves through student feedback. The teacher helps students reflect how peer feedback makes a difference in improving writing. During "Independent Writing," students are encouraged to "think about the feedback they received in their Writing Clubs."

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

- Materials include a library of leveled readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grade includes a corresponding "Teacher Guide" with supportive teaching plans. In kindergarten, levels are A–D. The materials include texts designated for independent reading with varying quantitative measures, such as Lexile levels. For example, in grade K, the texts range from Lexile 70L to 460L. The word count ranges from 64 to 157. Examples are "*Tempura, tempera*" at 240L and 100-word count, and "*Correr, Saltar y Nadar*" at 160L and 71 word count.

- The materials provide the students access to an online grade K leveled reader library. Texts designated for independent reading have a range of complexity levels for students to practice

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reading independently. In Unit 2, Week 1, Lesson 5, an On-level and Advanced inquiry assignment asks students to organize information and communicate their findings. Students organize their research on their questions about an animal. After reading about the animal they chose for the research project, students share their findings with the class. Students discuss what they learned and the process they used to find the information. Students complete "*Evaluación y diferenciación*" in the "*Centro de recursos para descargar*."

- In grade K, Unit 5, *Week* 4, "*Taller de lectura*" provides the "Matching Texts to Learning" level readers "Nivel B–D" 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 K lesson, Unit 5, *Week* 3, "*Organizar ideas*," the teacher models mentor texts to students to show how authors organize ideas, "pointing out which question and answer come first." This shows students purpose and meaning for a layout of a text, as the teacher "reads a book from the stack and reminds students that in a question-and-answer book, the questions come first and the answers come after each question." Students apply their learning to an independent practice activity in their *"Libro interactivo del estudiante"* and "draft a question and answer for their own books." The materials provide teachers additional support to help students through this skill in "*Guía para grupos pequeños*."

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, "*El estado del tiempo en el mundo*." At the end of the reading selection students use *"Libro interactivo del estudiante,"* which supports students in skill practice. Materials include a reading log for students to use. *"Libro interactivo del estudiante"* includes "*Mi registro de lectura independiente*," where students record the date, the book title, the number of pages read, and their feelings on the reading.
- The materials include accountability for reading goals, such as individual reading logs and summaries. In Unit 2, Week 1, Lesson 2, the independent reading assignments for students include rereading and listening to "*Animales en movimiento*." Students read a self-selected trade book or the Book Club text. Students partner-read a text, coaching each other as they read the book. The *"Libro interactivo del estudiante"* provides a reading log for students.
- The materials include a plan for students to self-select high-quality texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. The materials provide a student "Digital Walkthrough Realize" (Online Platform). Students access the online reading workshop assignments with the weekly question and quick writes for students to interact with the reading text.
- In a grade K lesson, Unit 1, *"Presentar la* Unit," "*De viaje,*" students use their *"Libro interactivo del estudiante"* to begin reading logs for independent reading in the section, "*Mi registro de lectura independiente*." The reading goals included in the *"Libro interactivo del estudiante"* provide students a list of reading goals to select from and color for their personal assessment.

The materials include support for increased focus and engagement during independent reading. 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 K. This is in each section of the unit as "*Lectura independiente*" and "*Metas de la Unit*." After the page "*Metas de la Unidad*," 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 1, Week 3, Lesson 4, the teacher models how to find text evidence to support the main idea of "*En la biblioteca*." The teacher and students highlight details in the story to use as text evidence to support the main idea. Students draw pictures in the *"Libro interactivo del estudiante"* of two things from the text that provide evidence for the main idea. Students use sentence frames to tell the main idea: "The main idea of my text is_____. The evidence to support the main idea is _____." Materials include text-dependent questions and tasks to use evidence from the text to demonstrate comprehension. In Unit 1, Week 3, Lesson 2, students listen and read along, tracking the print as the teacher reads "¡*Misión cumplida*!" The teacher uses think think-aloud strategy and asks questions to help students understand the text. Students talk to a partner about important ideas in the text before answering the comprehension questions in *"Libro interactivo del estudiante"* such as "Where does the story take place?" and "What do the kids do?"

- The materials include tasks for students to focus on the texts they read or listen to and require close attention to literary or textual elements as students demonstrate comprehension by completing activities and assignments. After reading the text "*¿Cómo consiguió Anansi sus cuentos?*," in Unit 3, Week 1, Lesson 2, *"Libro interactivo del estudiante,"* students highlight the word that helps them visualize how Anansi, the main character in the story, feels about his plan. Students answer the embedded questions in the story pages with the story text as examples to demonstrate comprehension of the text. The materials provide resources and activities for students to use information directly from the text to justify their answers. In the Unit 3, Week 1, Lesson 2, *"Libro interactivo del estudiante,"* students underline the reason the main character of the story "*¿Cómo consiguió Anansi sus cuentos?*" wants the stories. Students use this evidence to understand the story theme. Students underline the words as evidence in the story text to justify the answers to the questions about the story that are on the pages of the *"Libro interactivo del estudiante"* and the questions in the whole group discussion along with the questions during the small group discussion.
- In a grade K lesson, Unit 3, Week 3, Lesson 5, "Reflexionar y comentar," students use evidence from their weekly texts to respond to the Weekly Question, "Why do we like poems?" Students discuss in small groups and write or draw their answers on a separate paper. The materials provide text-dependent questions and activities for students to use information directly from them to justify their answers. In a grade K lesson, Unit 3, Week 3, Lesson 1, "*Interacción con las fuentes*," students use text evidence from the *"Libro interactivo del estudiante"* to interact with the poems read together out loud. Students respond to the following prompts to find evidence for illustrating, writing or oral discussions. The text-dependent questions for the activity are "What is '*Los meses' about*? Why do you think it is called '*Los meses*?' What is '*A la rueda, rueda'* about? Look at the illustrations, what do you think the kids are doing? What does *rima* mean? What rhymes with *canela*?"

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 1, Lesson 2, the teacher reads "*Animales en movimiento*" and asks questions to assist students with understanding. Students talk to a partner about the text to deepen their understanding. Students work in the *"Libro interactivo del estudiante"* to answer questions such as, "Why does the author include a photograph? Something that you have learned is_____." Materials include questions and activities for students to explain and give evidence of how the author uses language to influence the reader. 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 the *"Libro interactivo del estudiante"* to answer questions on section "*Verificar la comprensión*" such as, "Why did you think the author wrote this text? Why do people need shelter?"
- In Unit 3, Week 1, students read a folktale. Students answer the questions, "What is the title of the book? Can you guess the theme, or big idea, from the title? What is a lesson the characters learn in the story? What do you think the author wants readers to think or remember after they

read this story?" Students answer the questions by referring to the text as their evidence. Questions and tasks are designed in Spanish and require students to use text evidence to find details to answer questions about key ideas. In Unit 3, Week 1, Lesson 1, students read a fable, "*El león y el ratón*." Students work in pairs to talk about the characters, setting, and events. Students answer the following questions using details of the story during conference time: "Where did you hear this story? What makes you think it is a folktale? Who are the characters in the story? What lessons can you learn from how the characters solve the problem?" Students refer to the story read to answer the questions.

- In a grade K lesson, Unit 1, Week 5, Lesson 2, "*Taller de lectura*," for the text, "*Una visita a la tienda de arte*," students highlight evidence in their *"Libro interactivo del estudiante"* that supports the details and key ideas for the author's purpose. The teacher guides students to underline things that the author mentions people can do with art. Next, students highlight the areas of the text that identify the words that tell the reasons why people might go to the art store. The materials include questions and tasks that support students with identifying evidence when evaluating the details and key ideas of the texts that help. In a grade K lesson, Unit 1, Week 2, Lesson 2, "*Taller de lectura*," for the text "Demasiados lugares para esconderse," students underline the evidence to support the key ideas that describe the problem and solution in the text.

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 Unit 3, Week 2, Lesson 1, students compare two fairy tales with different endings. The eacher reads from the *"Libro interactivo del estudiante"* as students follow along. The teacher explains that stories that begin the same way can have different endings. During the class discussion, the teacher asks the students to describe the pictures and explain what is happening in each one. Students talk to a partner about how the two endings are alike and different. The materials contain questions and tasks designed to require students to support their claims in a variety of ways. In Unit 1, Week 3, Lesson 3, students use text evidence and details in the text, to support their thinking about the main idea and answer questions such as, "What is the author trying to tell the reader? What details support the author's message? Which details are important?"
- In"Unit 3, Week 1, Lesson 1, students use strategies to identify folktales. With a partner, students paraphrase the story "*Caperucita Roja.*" Partners share with the class why they think it is a folktale. The students, in pairs, identify evidence from the text that proves it is a folktale. The materials contain questions and tasks designed to require students to support their claims in a variety of ways. In Unit 3, Week 1, Lesson 2, students open the *"Libro interactivo del estudiante"* and read like a writer and visualize the story. Students use all their senses when they visualize what the characters and setting look like. For example, students imagine what the story sounds and feels like: "Is it loud or quiet? Hot or cold?" Students create a mental picture of what the story looks like in their minds. Students apply this strategy to understand what they are reading and to understand the key ideas of the reading text.

Students answer the questions in the '*Libro interactivo del estudiante"* using the text as evidence as they read the story.

- In a grade K lesson, Unit 1, *Week* 2, Lesson 2, students think of a question "they could ask about the story" from the text "*Demasiados lugares para esconderse."* Students use their *"Libro interactivo del estudiante"* to highlight words that answer their question. The materials provide questions and tasks designed for students to justify their thinking through a variety of strategies. In a grade K lesson, Unit 1, Week 2, Lesson 3, "Spanish Language Development," students discuss key ideas for a sequence of events. Students review the text, "*Demasiados lugares para esconderse*" with a sequence chart with labels, Beginning, middle, and end. This chart helps students to identify evidence from the text by drawing pictures in each section of the chart. Students justify their thinking through their drawings and label a P for the problem and S for solution for their pictures. Teacher asks students to discuss their activity with retelling their drawings and evidence.

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)

- 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 *"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 DOK2 and one at DOK3: "How do seeds begin to grow in the desert? and Why do you think the author asks a question?" Materials include tasks at different levels of complexity with opportunities for students to engage in the analysis of text through reading. Materials include a library of leveled readers for guided reading or independent reading connected to the genres and themes taught in each unit. Grade K includes levels A–F and a "Teacher Guide" with supportive teaching plans. For example, *"El viento"* is a level C reader.

- The materials provide questions and tasks at different levels of cognitive complexity to help students develop their reading and writing skills. In Unit 2, Week 1, Lesson 1, students read "¡*Hora de mudarse*!" in the *"Libro interactivo del estudiante."* Students use pictures and text to analyze the writing, and they talk about why whooping cranes move from place to place. In Lesson 4, students listen and identify high-frequency words in the story. Students then analyze text by identifying the main idea and details to better understand the text increasing the level of text analysis. In Unit 2, Week 2, students preview the meaning of words *néctar* and *colmena*. Students fill in a KWL chart. The complexity of knowledge increases and in the *"Libro interactivo del estudiante,"* students name each part of a bee and tell what they think it is used for. Students analyze and think about the text to answer sentence frames about bees. Students then create a sequence graphic organizer with pictures or words that show what they do when they wake up in the morning. Students employ listening, speaking, reading, writing and thinking throughout the unit to create the sequence organizer.

- In a grade K lesson, Unit 1, Week 2, Lesson 4, students write down questions they can ask themselves while "reading a self-selected text, along with the answers to those questions." Students can also "ask questions before, during, and after reading to help them better understand a story and gain information." The teacher models to students to notice the title of a story and to think of a question they might ask themselves. Students use their *"Libro interactivo del estudiante"* to highlight the answer to a question that they think about. In the text "*Demasiados lugares para esconderse*," students use the title to ask the question, "Why are there many places to hide?" The teacher encourages students as they are reading to find their answer to the question. The materials provide questions and tasks designed at different levels of complexity to help students develop their language skills. In a grade K lesson, Unit 1, Week 2, Lesson 5, "Spanish Language Development," students compare the events in a recent text, "*Demasiados lugares para esconderse"* and another story they are familiar with. Students discuss with a partner the events, problem and solution to their story. Students expand their thinking and express their thoughts using sentence frames about the beginning, middle, and end of a story: "The story begins _____. The end of this story is_____. The stories are different because _____." Students share out which story they liked the most and why.

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 1, Week 2, Lesson 2, the teacher reads "*Demasiados lugares para esconderse*." Students participate in a shared writing activity using the *"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, such as, "*subraya las palabras que nombran el problema*." The materials include guided practice activities where students work through examples with the teacher's support. In Unit 1, Week 2, 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 comprehension questions with teacher guidance, such as, "Why do you think the author wrote that?"
- In Unit 2, Week 1, Lesson 3, the teacher guides students to underline the main idea in the *"Libro interactivo del estudiante."* The teacher directs the students to flip through the pictures to identify supporting details. The teacher helps the students link these examples and the main idea to answer questions in the *"Libro interactivo del estudiante."* The teacher engages students in an activity to construct text-based responses collaboratively on inferences. In Unit 2, Week 1, Lesson 4, the teacher acts like they are shivering and asks the students what they can tell from this action. The teacher then guides the students to make inferences about animal migration. The teacher models how to highlight words in the text to answer the questions in the *"Libro interactivo del estudiante."*
- In a grade K lesson, Unit 3, 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 "What can we learn from stories?," which 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. In Unit 3, Week 1, Lesson 1, "*Taller de lectura*" the teacher explains to students how to determine the theme by using the text evidence to understand what the story is about." The teacher guides students to understand that "events can provide evidence for determining the theme of the story, such as in the case of "*Caperucita Roja,*" otherwise known as "Little Red Riding Hood." The materials guide teachers and modeled instructions on how to identify relevant text evidence. In a grade K lesson, Unit 3, Week 1, Lesson 3, "*Puente entre los talleres de lectura y escritur*a," the teacher guides students to think of words that describe a character's feelings in a story. The teacher suggests words such as *feliz, triste, enojado,* and *emocionado*. The teacher continues to guide students with the question, "How does a person look like when feeling happy?" The teacher leads students to participate in a shared writing activity in which they collaboratively construct text-based responses with guidance. The teacher's guidance includes helping students in their writing to add words that help readers "visualize their texts during the writing process." The teacher guides students to add the word to their writing. In the *"Libro interactivo del estudiante,"* students are redirected to find words in the text *"¿Cómo consiguió Anansi sus cuentos?"* by responding to questions that guide students to identify describing words for their writing.

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 5, Week 6, students work collaboratively with others as they research seasons and weather, following rules for discussion, including taking turns. Students develop a research plan and write a persuasive text, a poem, or a song about their favorite season or type of weather. The materials include guided practice activities in which 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 a response by highlighting the details that support the main idea of the story in *"Libro interactivo del estudiante*."

- The materials include teacher guidance for pairing students for conversations and whole group discussions. In Unit 2, Week 1, Lesson 1, the teacher reads "*¿Cómo encuentran los animals su camino?*" The teacher encourages students to be active listeners as they fill out a chart together after the reading of the text. After reading the informational text, the teacher asks students to participate orally in discussing details from the text that tell what animals use to find their way home. The teacher fills out the chart with student responses modeling correct sentence structure. The materials include guidance for explicit modeling by the teacher on how to use academic vocabulary and appropriate syntax in discussions. In Unit 2, Week 1, Lesson 5, the teacher guides students to use evidence from the texts they have read during the week to respond to the weekly question. Students discuss the answers in small groups. The teacher guides the students to draw and write their answers in a sentence on a separate sheet of paper. The teacher prompts pairs of students to make a list of words on the informational text and other texts in the *"Libro interactivo del estudiante."*The students in pairs help each

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other organize the words in the lists to form a sentence to answer the weekly question. The teacher assists students as needed.

- In a grade K lesson, Unit 4, "*Antes y ahora*," the teacher encourages students with the Turn, Talk, and Share activity after discussions about classrooms of the past and today. The teacher guides students to talk with a partner to notice the differences and similarities between these two categories of classrooms. The teacher continues to build structured discussion through academic vocabulary and guides students to make connections between the pictures and words and students act out the words, *tiempo, cambiar, descubrir*, and *tradición*. The materials provide questions and tasks that integrate grade-level reading, writing, speaking, and listening to facilitate a deep understanding of the texts. In a grade K lesson, Unit 4, Week 1, Lesson 3, "Spanish Language Development," "Oral Language: Describe Connections," students notice through illustrations how cars have changed over time. The teacher guides students to discuss with a partner those changes, make sketches of what a "futuristic car" might look like, and listen to other students share their drawings and opinions. The teacher guides students through a sentence stem to help students support their ideas: "Cars in the future will be _____and have_____."

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	5/5
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)	N/A

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.

- In Unit 2, Week, 2, Lesson 2, the teacher does a Think-Aloud to model how to come up with a title. Students choose a stack text, and the teacher prompts them to share how the title helps them understand the main idea of the text. The teacher guides students by using a stack of texts to provide explicit instructions on how to identify the main idea and details from the title. During the minilesson, the teacher displays the front cover of several books and reminds students that an author wrote the book and chose the title. The teacher reads the title aloud and discusses with the students what they think the book will be about. Students work in the *"Libro interactivo del estudiante"* as the teacher and students read the text together and discuss what it is about. Then students dictate or write possible titles as the teacher writes them on the board and students copy a title. 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 k includes five mentor texts per unit. "Unit 1" includes the following texts: "Quiero viajar," "Sueños," "Me encantan los sábados y los domingos," "*Eloisa y los bichos*," and "*Vamos a ver a papá*."

- In Unit 2, Week 5, Lesson 1, the teacher reads a persuasive text to students. Students pair up and discuss how a persuasive text is different from an informational text. The teacher prompts students to look at persuasive texts and to put sticky notes on the author's opinion and supporting reasons. During independent writing, the teacher uses the mini-lesson to guide the students' persuasive writing, using the "*Preparar* el *Taller de escritura*" for tips on how to use student writing for each mini-lesson and how to teach writing including which prompts to use for class discussion. The materials provide the teacher and students with models to write their text following the same organizational structure. In Unit 3, Week 6, Lesson 3, the teacher script directs modeling a story map on the board for the students. The students learn the three boxes on the story map include the words *Comienzo*, *Desarrollo*, and *Final*. The materials guide the teacher to point to the box labeled "Personajes." As a whole group activity, the teacher guides students through a sample story sequence, such as "*Mosni puede ayudar*." They fill out the story map boxes together. Students are provided with a story map graphic organizer in the *"Libro interactivo del estudiante."*Students fill out the organizer and write why people should read the story they wrote.

- In a grade K lesson, Unit 4, Week 2, Lesson 2, students retell the story "*Descubrir el pasado*" with a partner and share the most interesting facts. Students reinforce the understanding of retelling a story and illustrate one of the main events from the text, and students describe the events by referencing their illustrations. Students include the vocabulary words *palas, brochas*, and *científicos* from "*Descubrir el pasado*" in their writing to compose sentences. The teacher assists students with using organization and structure in their writing by reflecting on the questions, "Who knows what a shovel is used for? A paintbrush? Who knows what scientists do?" The questions guide students in their writing through completing sentences to help through the writing of structured sentences, such as, "I like to use a __ when playing in the sand. My mother has a __ to paint the frame. The __ make a lot of discoveries." Materials include mentor texts to serve as models for students to compose a variety of texts. In a grade K lesson, Unit 4, *Week* 2, *Lesson* 2, "Develop Vocabulary," the teacher builds on the minilesson from the text "*Lo mejor*" by guiding students to notice words the author uses to describe people, places, and events in the text. The teacher guides students to reflect on the following questions: "Which word does the author use to help you understand the real events? How does the author describe the real people? How does the author show the real places?" Students share their lists of words and what they learned about the people, places, and events from their words.

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

- In Unit 1, Week 6, students draw or write a persuasive text on "Which kind of a museum is better?" The "Teacher Guide" includes a section, "Escribe como un autor," which guides the

teacher to explain that authors write with a certain audience in mind. Students consider the audience for their persuasive text. The teacher asks questions to help students think about the audience, such as, "Who might want to go to a museum? What would make your classmates choose a certain kind of museum?" 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 2, Week 1, Lesson 3, the materials provide a minilesson on question-and-answer text structure. The teacher explains to students that authors organize books in different ways. Students practice these concepts in the *"Libro interactivo del estudiante."*During the writing workshop, students use the question-answer format in a list book they write for a chosen audience. The materials include a variety of activities that support students' understanding of the craft. In Unit 2, Week 1, the materials model writing through the Think Aloud activity. Students follow the thought process for writing a list book. Students learn to generate ideas, list the main ideas and details for a list book, and how to plan a list book. Students participate in shared writing to help each other understand concepts that may be difficult to execute alone for a specific purpose and audience.

- In a grade K lesson, Unit 4, *Week* 2, *Lesson* 3, "*Puente entre los talleres de lectura y escritura*," students use words that help readers visualize. The teacher "supports students by helping them find opportunities to include specific words in their writing." The teacher models how to begin to visualize by prompting students through questions such as, "What words could an author use to help you imagine a ball?" The teacher guides students to help create pictures in their minds and to select words that are vivid and interesting. Students' response to the question varies, such as "black, rubber." Students continue to list words in their notebooks to guide their writing. The teacher supports students by encouraging them to find an item in the classroom and to describe it in their words. The materials include opportunities for students to write literary texts with different purposes and audiences. In a grade K lesson, "Unit 5, *Week* 6, *Lesson* 3," "Refine Research," students organize their notes using a simple list chart. The teacher helps students take notes for recall and easy gathering of information to begin their research. Students focus on selecting a favorite season while the teacher guides students to make a list to include numbers, and bullet points as information is listed for the research on the weather "they experience in that season." Students research online to write down facts about their topics and to take notes on their charts.

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 5, Lesson 1, the teacher explains that an informational text is written to inform readers about a topic or issue. Informational texts tell readers to think and provide facts. Facts are bits of information that tell readers about the topic. Students follow along with the lesson using the anchor chart and activity page in the *"Libro interactivo del estudiante."* The teacher

guide includes lessons for students to write informational texts based on the grade level TEKS expectations, In a Unit 1, Week 3 mini-lesson, the teacher and students review informational text using an anchor chart. Informational texts give true information about a topic. Students draw or write the main idea and details about the informational text in *"Libro interactivo del estudiante*."

- The materials provide students with multiple opportunities to compose a variety of informational texts about familiar topics while applying genre-specific characteristics and craft. In Unit 2, Week 6, Lesson 2, students gather information about their pet. Students write an informational text with the class as the audience. In the *"Libro interactivo del estudiante,"* students practice gathering information and completing assignments that require informational text details. Students find books in the library and media center for information about their topic: pets. Students draft, edit, rewrite, and present their informational text to the class. 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. Unit 2, Week 1, Lesson 1 provides students with anchor charts that help them write an informational text in Week 6. Students identify the informational text characteristics by completing the graphic organizer in the *"Libro interactivo del estudiante."* Students fill in the main idea and the details. The pairs of students discuss the genre-specific characteristics with other students as they fill in the student consumable graphic organizer. Students understand the audience in the class.

- In a grade K lesson, Unit 5, *Week* 1, "*Taller de escritura*," students choose a stacked text to identify the different elements of question-and-answer book. The teacher reminds students that question-and-answer books are based on real-life topics in subject areas of science, math, social studies, or history. Students understand that to create a question-and-answer book words like "Who, What, Where, When, Why, and How" are important to help understand the information of the topic. Students begin writing their question-and-answer books, and during "Share Back," students share one question about their topic with the class. Students continue by listing topics they know about and circle the ones that they choose to tell the reader more about. Students talk about why they selected their topic and how they will find the information to begin writing their answers for the questions and answer book. The materials include opportunities for students to compose informational texts for specific genres and audiences. In a grade 1 lesson, Unit 5. *Week* 1, "*Taller de escritura*" students use a graphic organizer in their *"Libro interactivo del estudiante"* to begin thinking about the information students know about their topic. Students use their graphic organizers to help them remember their topics and questions. This helps students begin planning their question-and-answer book and during the "Share Back" students share their graphic organizers with the class of the questions they plan to write in their book. Students help their classmates make sure their questions are on topic, if answers include information that relates to the topic, and help make sure the questions begin with a question word and end with a question mark to make it a complete sentence.

[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)

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

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 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 provided for students who need extra support for editing. The teacher uses daily minilessons to guide daily writing. Every unit of study includes a weekly focus on a writing genre and mode. Lessons include writing workshops and minilessons that support writing skills development and the use of the elements of the writing process. In Unit 2, students compose a book that lists things to take to a picnic. Students start their planning and drafting in Week 1. The teacher uses a stack book to help students understand how graphics add details to a text. During a class discussion, students name items that they can include in their books as the teacher writes and draws them and encourages students to add details to their graphics.
- The materials define, explain, and illustrate the writing process for students to compose text. In Unit 3, Week 6, Lesson 2, students write a persuasive text. Students answer the question, "why should I?" in reference to writing persuasive text. Students complete an assignment in the *"Libro interactivo del estudiante"* on the story "*Mosni puede ayudar."* Students understand it is a model for persuasive text. Students in pairs draw one reason someone should read this story. Students are guided by an anchor chart in the *"Libro interactivo del estudiante."* They identify the author's opinion and supporting reasons in a persuasive text. Students follow

sentence frames in question form. Students include the answers in their writing: "Why do I like this story? What will my classmates like about this story? What words can I use to make my classmates read my story?" Students plan, draft, revise, edit, and share their writing. Students follow the progression in the conventions of writing modeled by the teacher and with the help of the *"Libro interactivo del estudiante"* until they are ready to present their text to the class. In Unit 2, Week 1, students read through a stack book with pictures to see a model of a list book. Students plan and think about what they might take to a picnic. Students complete pages in the *"Libro interactivo del estudiante."* Students draw and discuss a mind map in a whole group discussion. Students plan and generate ideas for their list books. Students come up with a title. Next, a list of picnic items is provided to the students to include in their writing: *canasta de pícnic, manta, alimentos, bebidas, platos, utensilios*, and *servilletas*. Students plan, draft, revise, edit and write the list book. Students include drawings of simple pictures on each page to go with each item included in their list book.

- In a grade K lesson for Unit 5, Week 1, "*Taller de escritura*," materials support a "Weekly Overview" of the skill for fictional stories. Students generate ideas and plan out their own fictional story. 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 topic students will generate ideas from. 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 use their planning and brainstorming materials to begin their drafts. 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 K lesson, Unit 3, *Week*, "*Taller de escritura*," the materials support students' writing with a "Genre Immersion Lesson" that allows students to continue reading stack books to develop a deeper understanding of fiction. Students begin generating their ideas in a stapled booklet provided by the teacher for their own fiction writing. Students keep up with their booklet as the teacher individually conferences during a set time in the week. 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)

- The "Teacher Guide" includes complete lesson plans for the teacher to provide instruction for the elements of the writing process. Each unit includes minilessons in "*Taller de escritura*" with explicit instructions for teachers. In Unit 2, Week includes "a mini-lesson on how to use graphic organizers for planning and drafting their writing. The teacher models how to use it as they fill out a graphic organizer together. The teacher prompts students to think aloud as they plan their books. Students start their planning using the *"Libro interactivo del estudiante."* The

materials include weekly lessons for teachers in "*Taller de escritura*." 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.

- In Unit 2, Week 2, Lesson 1, the teacher guides students to write an informational text with step-by-step instructions. The teacher provides an anchor chart and discusses with students and fills in the chart with student responses. The teacher discusses the following: organize, sequence, order and details. The teacher models and the students write the main idea and details of their text. They are instructed to create a sequence text. The teacher uses the *"Libro interactivo del estudiante"* and shows the three pictures: first, next, and last. The students are prompted to mind map sequential order like washing hands, hitting a baseball and other sequential activities. Students are guided throughout the entire writing process from draft to final text. Students present their complete informational texts to the class.

- Materials include guidance for the teacher to provide direct instruction to model each element of the writing process: planning, drafting, revising, editing, and sharing/publishing. In Unit 2, Week 2, Lesson 1, the teacher has students use strategies for identifying order within an informational text. The teacher guides students to work with a partner to complete an activity in the *"Libro interactivo del estudiante."* The teacher guides students to retell the steps in order. The students are directed to the images in the workbook with words and pictures matching the planting process. The teacher prompts students to use first, next, and last in their responses. In Week 1, the teacher introduces the model of planning for writing. In Week 2, the teacher introduces the model of drafting. In Week 3, the teacher models revising and editing. In Week 4, the teacher models the author's technique of writing to polish the draft. In Week 5, the teacher has the students publish the final copy of their writing after the conference with the students to assist them in the editing process.

- In a grade K 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" through modeled 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 and provides instruction on how 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 K lesson, Unit 4, *Week* 5, "*Taller de escritura*," the teacher conferences with students to "assess for understanding of capitalization and spelling usage to gauge where students may need support in their writing and revision." The teacher provides students explicit instruction to model revising of sentences that lack capitalization as students identify in the model sentence after reading it and locate which names and words to capitalize within the sentence. Students circle the words that should be capitalized and replaced with corrected form.

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. (T)	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. (T)	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. (T)

- In Unit 5, Week 3 includes five lessons on complete sentences. Lesson 1 is a spiral review of punctuation, and "Lesson 2" addresses that sentences need a naming and action part. Lesson 3 covers parts of a complete sentence, capital letters, punctuation, naming, and action parts. The materials provide teachers with opportunities to focus on Spanish sentence structure. For example, Unit 4, Week 3 includes lessons on complete sentences. In Lesson 3, the teacher discusses parts of a complete sentence, capital letter, punctuation marks, naming, and action parts with students and asks them to edit their writing.

- In Unit 3, Week 4 the "Teacher Guide" directs the teacher to use a stack book to show students that the beginning word of each sentence is capitalized. The teacher shows the text to the students and says, "This is a complete sentence because it begins with a capital letter and ends with a period. The sentence that follows also starts with a capital letter. Capital letters are used at the beginning of sentences." The teacher assigns a simple writing text with sentence frames. Students point out the words that should have capital letters. The teacher is guided to have student participation and to write a small paragraph. The teacher asks students to respond by capitalizing letters in words. The teacher assigns an assignment in the *"Libro interactivo del estudiante"* to further reinforce capitalization skills in sentences. The materials provide teachers with opportunities to focus on Spanish sentence structure. In "Unit 2, Week 5, the teacher script guides a class review of sentences beginning with capital letters. The teacher informs students that the book they are writing must have sentences with the first

word capitalized. The teacher writes sentence frames on the board for students to correct orally: "read this book! The boy went for a walk. How was your day? I like sports". Look at the tree." Students are prompted to orally correct the words without capital letters. Students are instructed to review the list book they are writing and to edit for capitalization. The teacher asks volunteers to show their work to the class and explain to the class why they went back to capitalize and why.

- In a grade K lesson, Unit 5, Week 4, "*Puente entre los talleres de lectura*," the teacher provides students with guidance with expanding sentences, such as, "There was a strong blizzard." Students are directed by the teacher to identify the adjective in the sentence, *fuerte* (strong), and explain that it describes the blizzard. The teacher provides students with explicit instruction through additional example sentences to help them identify independently and apply them to their writing. The teacher encourages students to work on expanding their sentences during the Writing Workshop while reminding them that adjectives describe people, places, things, or ideas in writing. The teacher provides an informal assessment by writing the sentence "We buy juicy apples at the market." The teacher asks students, "Which word expands the sentence by describing the apples?" In a grade K lesson, Unit 5, *Week* 5, *Lesson* 3, "*Puente entre los talleres de lectura y escritura*," students expand their sentences by adding prepositions in their writing. The teacher provides direct instruction to students to sentences that include prepositions to add more meaning to their writing. The teacher models sentences such as, "Bob is happy" and "Bob is happy to be with his family." The teacher helps students notice that adding the word, "with his family" adds more information and meaning to the sentence. Students apply this understanding to the sentences that the teacher writes on the board for practice and a "Quick Check" of the skill. The teacher challenges students to add a preposition phrase to add more meaning and information to the sentences "I went to the store" and "I went to school." The teacher asks students to participate and add or modify the sentences, such as "I went to _____ to help the students."

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)

- The materials include lesson plans, "*miEnfoque Guía del maestro* para la *Intervención*," "Guía para grupos pequeños," and digital resources with direct and explicit instruction of sentence-level writing as a whole group and small group lessons where teachers model an explicit skill that students can practice. 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. For example, 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 the *"Libro interactivo del estudiante."* Lessons continue to build until students are writing paragraphs with teacher guidance.
- In Unit 5, Week 1, the teacher follows Lessons 2, 3, 4, and 5 instructions and reminds students that sentences begin with a capital letter. The teacher reminds students that the names of

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people and places are always capitalized, even when they are not at the beginning of a sentence. The teacher writes a sentence on the board: "We are at school." The teacher underlines the first letter in the sentence. The teacher is then guided to write sentences with proper nouns to exemplify proper nouns to the students and the capitalization rule. One sentence frame example is, "Today María and I are in Spain." The teacher points out that the words Maria and Spain are capitalized because they are proper nouns in a sentence even though they are not the first word in the sentence. The teacher also points to the first word of the sentence and repeats instructions that the first word of a sentence is always capitalized. At the end of these lessons, the students write a question-answer book. In "Unit 2, Week 4," the teacher guides students to practice capitalization skills. The "Teacher Guide" directs the teacher to revisit student writing to correct capitalization. Students are guided to edit their work for adjectives and nouns. The teacher models with a mentor stack text and teaches students how to edit their list books with the proper use of punctuation and capitalization. The teacher uses pages from the "Guía para grupos pequeños" for writing practice. The class edits singular and plural nouns and adjectives. At the end of these assignments, and daily group discussions, the students write a list book.

- In a grade K lesson, Unit 3, Week 1, "*Taller de escritura*," the teacher guides to help students build mastery in their writing with a "Plan del día/Daily Plan" that is systematic, direct, and explicit. A teacher selects a minilesson from the "Daily Plan" chart which outlines the skill(s) of writing listed as "Minilesson 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. A mini-lesson that a teacher guides students with such as "Character and Setting" 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 story ideas. 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 K lesson, Unit 5, Week 1, Lesson 1, "*Puente entre los talleres de lectura y escritura*" begins with a different lesson each week for a teacher to help students build on previous skills and knowledge. The "Learning Goal" for students every week identifies what a teacher includes in a lesson for students. In Unit 5, Week 1, Lesson 1, the teacher helps students use the academic vocabulary to tell about the informational text while relating it to prefixes. For example, the teacher displays the word efectivo and models the change to inefectivo. Students practice this skill in their *"Libro interactivo del estudiante"* with the academic vocabulary. The following week, the teacher guides students to continue to use the academic vocabulary but focus on what are synonyms and antonyms and identifies them in sentences in the *"Libro interactivo del estudiante."*In Week 3, students apply their understanding of the academic vocabulary as the teacher guides students to use the words in context. Students write a complete sentence with the words. In Weeks 4 and 5, the teacher guides students to read and write the academic words to complete sentences.

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

- In 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. 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. Unit 1 starts with lessons in singular nouns, plural nouns, and feminine and masculine nouns. Students apply their knowledge in each lesson when revisiting and editing their writing.
- In Unit 2, Week 5, students play a riddle game to introduce and model identifying prepositions. Students in a whole group discussion are given clues to look around the classroom and find items that are *sobre, entre, bajo,* or *contra* something. Students are given adjectives for additional practice in the sentences to help locate the items: "*Este objeto redondo está sobre la puerta*" (This round object is above the door). Students identify the classroom objects with the teacher's preposition clues. Students fill out a flip chart with prepositions. In the "*Libro interactivo del estudiante,'*" students complete an assignment on prepositions. Students include sentences with prepositions and adjectives in their list book.
- In Unit 3, Week 5, students completed an assignment in the *"Libro interactivo del estudiante"* on correcting sentences with proper nouns and capitalization. In a whole group discussion, students point out the names in the story of a stack text. Students explain that the character or animal names are capitalized. On the board, students edit a sentence from the stack text correcting character names that are not capitalized. Students edit their stories and correct capitalization errors. Students show their revisions to the class and explain the capitalization revisions.
- In a grade K lesson, Unit 5, Week 4, Lesson 3, "Writing Workshop," students have opportunities to return to their drafts and revise the structured way of their writing. The teacher provides students suggestions during conferencing to find ways to organize their texts to make them easier to read and understand. Students use the *"Libro interactivo del estudiante," "Leer como un escritor, escribir para un lector"* to help them think through the questions that guide them through editing their drafts.
- Each unit in grade K provides students with opportunities to engage in writing, revising, and editing in Spanish. The section "Language & Conventions" provides students with the understanding of how certain skills apply to their Writing Workshop. During the Writing Workshop, students apply their understanding of adjectives and include them in their writing. Students continue to practice the skill of expanding sentences through the usage of adjectives. The online activity from "*Lenguaje y normas*" located in the "*Centro de recursos para descargar*" provides students with the practice. This helps students engage in thinking through the writing process of revising and editing using adjectives.

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)

- The materials include weekly Spanish grammar lessons with information about types of sentences and practice opportunities for students. In Unit 5, Week 3 includes a lesson on complete sentences. Students write and edit their writing with complete sentences that include capital letters, punctuation marks, naming part, and action part. In Unit 2, Week 3, the language and conventions lesson are on present tense verbs. The teacher tells students that verbs sometimes tell actions and gives examples like *saltar, correr*, and *comer*. The teacher acts (walking) and explains to students that verbs change, or are conjugated, according to the pronoun, or person they talk about. Students take turns performing or pantomiming an action such as chewing, drinking, or talking. Students use the present tense to tell what the student is doing.
- The materials include opportunities for practice and application of the conventions of Spanish academic language and the appropriate use of different verb tenses. In Unit 5, Week 1,

students review future tense verbs. The students identify present tense and future tense verbs on a sentence written on the board: "Today we learn. Present tense. Tomorrow we will learn. Future tense." Students complete a sentence frame for a future tense verb: "I ___ ____ the playground tomorrow." Students complete assignments on nouns in the "Weekly Standards Practice" on "PearsonRealize.com." Materials include opportunities for practice and application of the conventions of the Spanish academic language. In Unit 5, Week 1, students practice subjective personal pronouns. Students learn that the pronoun *usted* is a formal way to say *tú*. Students practice in a whole group discussion with the teacher. Students listen to examples of when to use usted and when to use tú. The example sentences read: "*Hugo estás leyendo. Tú estás leyendo*. Students substitute Hugo for *tú*. Students listen to a list of pronouns: *tú, usted, él, ella, nosotros* and *ellos*. Students work with a partner to use personal pronouns in a sentence. Students complete an assignment in pronouns in the "Weekly Standards Practice" on "PearsonRealize.com."

- In a grade K lesson, students focus on adjectives and the application of the words in sentences. The teacher models sentences that include adjectives and students identify them. The teacher provides students with books and challenges them to locate sentences that include adjectives and name them. The teacher reminds students that adjectives are descriptive and tell more information about someone or something and hold up objects from the classroom to engage students in thinking of adjectives that describe these objects. Students apply their knowledge of adjectives in their writing during the "Writing Workshop" to their drafts. Students apply their knowledge of adjectives in their *"Libro interactivo del estudiante"* for practice.

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 includes a mini-lesson on capitalization. The teacher models and practices uppercase letters in writing and uses texts, books, and flip charts to present the lesson. Students practice writing capital letters in *"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 the *"Libro interactivo del estudiante"* and editing their writings.
- The materials include whole group and small group lessons in Spanish on sentence structure. For example, in Unit 3, Week 5, students practice punctuation marks in sentences. Students are given sentences without punctuation marks to correct. Students volunteer to the board and add a period at the end of one of the sentences. Students correct the following sentence: "Today I woke up early had breakfast cereal went walking to school waited for my friend Luis to arrive." Independently, students complete more grammar strategies in an assignment from the Dual Language Educators' Implementation Guide. Students also incorporate these learned skills in their story writing. 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 language arts TEKS. For example, in Unit 3, Week 5, students orally express their thoughts and develop their writing skills with activities that are simple and progress to more demanding skills for their story writing to be completed. Students correct the following sentence strips in separate student groups: "peter has a dog. the dog's name is ball. peter and ball play together." Students work together in their groups to correct the use of capital letters. Students exchange their sentence strips to verify the answers. Independently, students complete more grammar strategies in an assignment from the Dual Language Educators' Implementation Guide. Students incorporate these learned skills in their story writing.

- In a grade K lesson, Unit 4, Week 1, "*Puente entre los talleres de lectura y escritura*," students focus on complete sentences that include a noun, verb, punctuation mark, and begin with a capital letter. Students practice making corrections to incomplete sentences as a class, such as, "The dog," "Run," and "The dog runs." The teacher provides students with opportunities to practice independently this skill with written sentences and sentence fragments and identify the part that is missing to write a complete sentence. Students apply this skill in their drafts during "Writing Workshop" to make sure their sentences include a noun, verb, and punctuation mark, and begin with a capital letter.

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

- In Unit 2, Week 1, includes five lessons for students to practice grammar. Lesson 1 reviews singular and plural nouns and Lesson 2 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*." The "Teacher Guide" includes weekly systematic lesson plans for grammar and usage. For example, in Unit 5, Week 4, students learn how to apply adverbs that convey time. The teacher models by doing a think-aloud on choosing the correct adverb for a sentence and provides explicit instruction on editing sentences for correct adverb use. Students practice the skill in the *"Libro interactivo del estudiante,"* "Guía para grupos pequeños" includes lessons for students to practice grammar, punctuation, and usage of Spanish grammar.

- In a grade K lesson, Unit 1, Week 1, "Language & Conventions" for "Subjective Personal Pronouns," 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 on topics like verbs in the future tense, and students have opportunities to practice before beginning their daily lessons with subjective personal pronouns. The end of the week for this unit provides students with a "Standards Practice" of sentences that the teacher reads out loud and students circle and answer to the question, "Which word in these sentences is a pronoun?" Students apply their knowledge of pronouns as they write their drafts during the "Writing Workshop." Students have additional practice with pronouns with the activity in "*Lenguaje y normas*" under the section for "*Centro de recursos para descargar*."