Instructional Materials Review and Approval

SLA 4-6 Quality Rubric

Last updated 11.9.23

Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through the intentional course, unit, and lesson-level design.

1.1 Course Level Design

1.1a	Materials include a detailed scope and sequence outlining the Spanish language arts TEKS, concepts, knowledge, and topics taught in the course.
1.1b	Materials include a year-at-a-glance document outlining the content standards addressed and the suggested pacing (pacing guide / calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).
1.1c	Materials include explanation for the rationale of unit order as well how concepts to be learned connect throughout the course.
1.1d	Materials include standards correlation documents outlining the Spanish language arts TEKS correlations for each unit.
1.1e	Materials include guidance, protocols, and/or templates for unit and lesson internalization in Spanish
1.1f	Materials include resources and guidance to help administrators support teachers in implementing the Spanish materials as intended.

1.2 Unit Level Design

1.2a	Materials include unit-level documents showing Spanish language arts TEKS alignment, objectives, pacing calendars, and time allotments for lesson pacing.
1.2b	Materials include a well-written unit introduction and overview in Spanish to provide teachers with the background content knowledge necessary to effectively teach the concepts in the unit.
1.2c	Materials include components designed to strengthen pedagogical content knowledge for teachers new to the content and/or grade level.
1.2d	Materials include an overview of assessments and progress monitoring for each unit, as well as guidance for their appropriate and effective use.
1.2e	Materials include an overview of the resources and materials needed for each lesson in the unit.
1.2f	Materials contain well-written letters in both Spanish and English for each unit with suggestions for parents, guardians, or caregivers for supporting the progress of their student.

1.3 Lesson Level Design

1.3a	Materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.
1.3b	Materials include lesson plans (as defined in 1.3a) that ensure coverage of all state standards for the course.
1.3c	Materials include a lesson overview outlining the suggested pacing for each lesson component.
1.3d	Lessons include guidance for teachers to identify students' current level of proficiency on the concept to be learned to support extension, enrichment, or acceleration.
1.3e	Lessons include differentiation to support students through multiple learning opportunities and access points based on their current level of proficiency.
1.3f	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.
1.3g	Lesson-level checks for understanding and formative assessments are designed in Spanish and aligned to the objective of the lesson.
1.3h	Materials include guidance on the effective use of lesson materials for extended practice outside of the school day (e.g., homework, extension, enrichment, retrieval, additional practice).

1.4 Visual Design

1.4a	The visual design of the material (print and/or digital) is not distracting but supports students in engaging with the concept to be learned.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Aligned Instructional Assessments

2.1a	Materials include definition and intended purpose for the types of instructional assessments included.
2.1b	Instructional assessments are designed in Spanish and aligned to the standards and objectives of the course, unit, or lesson.
2.1c	Instructional assessments are designed in Spanish and include standards-aligned items at varying levels of complexity.
2.1d	Materials include a variety of Spanish instructional assessments that vary in types of tasks and questions at the unit and lesson level.

2.2 Progress Monitoring Tools

2.2a	Materials include progress monitoring / diagnostic tools authentic to Spanish and that are appropriate for student grade-level and course content (e.g., observational, anecdotal, formal).
2.2b	Materials include teacher guidance to ensure consistent and accurate administration of progress monitoring / diagnostic authentic Spanish tools.
2.2c	Materials include tools in Spanish for students to track their own progress and growth.

2.3 Guidance for Data Analysis and Response

2.3a	Instructional assessments and scoring information provide sufficient guidance for interpreting and responding to student performance.
2.3b	Materials include teacher guidance on the use of included instructional tasks and activities included to respond to trends in student performance on instructional assessments.
2.3c	Materials support teachers with guidance and direction to respond to individual students' needs based on student performance on instructional assessments.
2.3d	Materials include guidance for administrators to support teachers in analyzing and responding to instructional assessment data.

3. Supports for All Learners

Materials support educators reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

3.1a	Materials include supports for targeted instruction and activities for students who have not yet reached proficiency on grade-level skills by providing scaffolds that can be gradually released with increasing independence.
3.1b	Materials clarify unfamiliar syntax in language or underlying structure (in diagrams, graphs, illustrations, extended expositions, or narratives) by making connections to previously learned structures and making relationships between elements explicit.
3.1c	Materials include pre-teaching or embedded supports for vocabulary and unfamiliar references in text (figurative language, idioms, academic language) and simpler words for complex terms and expressions.
3.1d	Materials include enrichment and extension activities for all levels of learners.
3.1e	Materials include guidance for educators on how to use supports for differentiation and scaffolding to maximize student learning potential by minimizing threats and distractions. (As outlined in Universal Design for Learning Checkpoint 7.3)

3.2 Instructional Methods

3.2a	Materials provide prompts and guidance in Spanish to support the teacher in modeling, explaining, and communicating the concept(s) to be learned directly and explicitly.
3.2b	Materials include a variety of developmentally appropriate instructional approaches to engage students in reaching grade-level proficiency by optimizing choice, autonomy, relevance, value, and authenticity.
3.2c	Materials consistently support options for comprehension by linking to and activating relevant prior knowledge, cross curricular connections, concept anchoring, and highlighting patterns, critical features, big ideas, and relationships.
3.2d	Materials consistently support flexible grouping (e.g., whole group, small group, one-on-one).
3.2e	Materials consistently support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures to achieve effective implementation.
3.2f	Materials include a variety of print and/or digital resources in Spanish to flexibly meet the learning interests and needs of all students.

3.3 Support for Multilingual Learners

3.3a	Materials incorporate linguistic accommodations (communicated, sequenced, and scaffolded) for various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).
3.3b	Materials include guidance for teachers of students specific to all state-approved ESL and bilingual program models.
3.3c	Materials include strategies for teachers to support multilingual learners in building vocabulary, comprehension, background knowledge, and language proficiency.
3.3d	For dual language immersion (DLI) programs, materials incorporate linguistic accommodations (communicated, sequenced, and scaffolded) for various levels of partner language proficiency.
3.3e	For dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer ("bridging") from English to the partner language.

Learning Quality

4. Foundational Skills

Materials include guidance for explicit and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

4.A Oral Language

4.A.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language

4.A.1a	Materials include discussions and tasks for students to build and apply oral language skills while listening, speaking, reading, writing, and thinking. (S)
4.A.1b	Materials include guidance for the teacher to support students in expressing an opinion and organizing presentations in Spanish for specific purposes and audiences according to grade level Spanish language arts TEKs (T)
4.A.1c	Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level Spanish language arts TEKS. (T)
4.A.1d	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)

4.B Phonics (Encoding/Decoding)

4.B.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

4.B.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 language arts TEKS.
4.B.1b	Materials include guidance for the teacher in Spanish to provide direct and explicit instruction for grade-level sound-spelling correlations and syllable combinations. (T)
4.B.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). (T)
4.B.1e	Materials explicitly connect the relationship between decoding and encoding by integrating both processes into activities to illustrate how these reciprocal processes support one another to produce fluent reading and writing skills.

4.B.2 Regular and Irregular High-Frequency Words

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

4.B.2a	Materials include a systematic sequence for introducing Spanish diphthongs, hiatus, and word types including how the rules of accent marks apply to each.
4.B.2b	Materials include guidance for the teacher to provide direct and explicit instruction about Spanish diphthongs, hiatus, and word types including how the rules of accent marks apply to each. (T)
4.B.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). (S)
4.B.2d	Materials include a variety of activities and resources (including the use of memory building strategies) in Spanish for students to recognize, read, and write Spanish diphthongs, hiatus, and word types in isolation (e.g., word lists) and in authentic Spanish connected text (e.g., within sentences). (S)

4.B.3 Decoding and Encoding Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

4.B.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish language arts TEKS.
4.B.3b	Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. (T)
4.B.3c	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). (S)
4.B.3d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected authentic Spanish text that builds on previous instruction (S)

4.B.4 Morphological Awareness

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

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

4.C Vocabulary Support

4.C.1 Vocabulary Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language and Vocabulary

4.C.1a	Materials connect vocabulary development to written language (e.g., reading and writing) and its impact on comprehension and written expression.
4.C.1b	Materials provide opportunities for students to develop Spanish vocabulary skills and use newly acquired vocabulary through authentic discussion in Spanish using a variety of tasks and topics. (S)
4.C.1c	Materials include frequent opportunities to apply tier two and three Spanish vocabulary both out of context and in connection with intentionally sequenced knowledge-building content. (S)
4.C.1d	Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade level Spanish language arts TEKs. (S)

4.C.2 Resources to Support Vocabulary Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language and Vocabulary

4.C.2a	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 dictionaries, glossaries, eBooks, and online dictionaries. (T)
4.C.2b	Materials include explicit instruction on the use, unique characteristics, and capabilities of different types of both print and digital resources and how to apply those knowledge and skills to finding words. (T)
4.C.2c	Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)

4.E Fluency

4.E.2 Word Reading Fluency and Fluent Reading
TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 9B – Reading Fluency

4.E.2a	Materials include a variety of grade level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose (S)
4.E.2b	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)
4.E.2c	Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade level authentic or transadapted Spanish texts. (T)
4.E.2d	Materials include authentic or transadapted texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

4.F Handwriting

4.F.1 Handwriting Development
TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 7B – Pre-Reading Skills

4.F.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)
4.F.1b	Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to practice and develop handwriting skills appropriate for each grade level. (S)

5. Knowledge Coherence

Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.

5.A Connected Knowledge Topics

5.A.1 Connected Knowledge-Building Units and Lessons

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

5.A.1a	Units are intentionally designed to build a deep and wide knowledge based in the fields of science, history, literature, and the arts.
5.A.1b	Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.
5.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.
5.A.1d	Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.
5.A.1e	Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.

5.A.2 Context and Student Background Knowledge

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

5.A.2a	Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (S/T)
5.A.2b	Materials provide targeted opportunities for students to access/leverage prior knowledge and experiences to enhance engagement with the text. (S)
5.A.2c	Materials systematically support students in accumulating background knowledge that promotes students' reading comprehension and deepens their understanding of increasingly complex Spanish texts. (S)
5.A.2d	Materials include visuals and/or concrete examples at the beginning of every lesson to increase background knowledge prior to students engaging with the text. (T)

5.A.3 Connected Texts and Tasks

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

5.A.3a	Spanish texts activate or supply background knowledge by making connections across units and build on previously learned content (within a grade level) to support knowledge building.
5.A.3b	Spanish texts make connections across grade levels and topics to support knowledge building across the course.
5.A.3c	Tasks are intentionally designed in Spanish so that students build and apply knowledge and skills in listening, speaking, reading, writing, and thinking across units. (S)
5.A.3d	Tasks are designed with an intentional progression for students to build and apply knowledge and skills in Spanish in listening, speaking, reading, writing, and thinking across lessons. (S)

5.A.4 Developing Student Comprehension with Connected Topics, Questions, and Tasks

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

5.A.4a	Questions and tasks are designed in Spanish and facilitate student practice and discussion that leads towards deeper understanding of the meaning of the grade-level text. (S)

5.A.4b	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes through listening, speaking, reading, writing, and thinking. (S)
5.A.4c	Questions and tasks prompt students to synthesize knowledge and concepts across Spanish texts within the units and across the units. (S)
5.A.4d	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across multiple related Spanish texts through listening, speaking, reading, writing, and thinking. (S)
5.A.4e	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

5.A.5 Key Academic Vocabulary and Grade-Level Concepts

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Modules 5B & 10B – Vocabulary & Reading Comprehension

5.A.5a	Materials include a year-long scope and sequence for building key tier 2 and 3 Spanish academic vocabulary and grade level concepts in the context of intentional knowledge-building, including opportunities for application.
5.A.5b	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)
5.A.5c	Materials include a variety of authentic tasks that increase in rigor throughout the year and are designed to engage students in purposeful use of key Spanish academic vocabulary. (S)
5.A.5d	Materials include explicit nonverbal teaching techniques to support students in the acquisition of key tier 2 and 3 Spanish academic vocabulary, such as the use of images and visualization. (T)

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

5.B.1a	Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process such as generating questions, developing a plan, identifying, and gathering relevant information from a variety of sources and synthesizing the information (S)
5.B.1b	Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources (S)
5.B.1c	Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)
5.B.1d	Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6) (S)

6. Text Quality and Complexity

Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.

6.1 High-Quality Grade-Level Texts

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.1a	Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using common, research-based quantitative measures of text complexity.
6.1b	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in included disciplines and content areas.
6.1c	Materials include increasingly complex traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas to promote knowledge building.
6.1d	Texts include authentic or transadapted Spanish content that is relevant, engaging, and authentically reflects students' backgrounds and experiences, and are connected to intentionally sequenced knowledge-building content. (S)

6.2 Interaction with Increasingly Complex Grade-Level Text

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.2a	Materials include ongoing opportunities for students to interact with grade level authentic or transadapted Spanish text that builds knowledge, increases in complexity, and requires students to apply their comprehension and response skills in all language domains. (S)
6.2b	Materials include ongoing opportunities 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)
6.2c	Materials include a variety of discussion opportunities including partner, small group, and whole group discussion to discuss specific aspects of the complex Spanish text (e.g., authors' purpose, structure, language, vocabulary, etc.) that are grounded in connected, knowledge-building content. (S)

6.3 Supporting Access to Grade-Level Text

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.3a	Materials include 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)
6.3b	Materials include explicit guidance for the teacher in Spanish for differentiation for students who require additional support to access grade-level Spanish text. (T)
6.3c	Materials provide explicit guidance for the teacher to support opportunities for students who have demonstrated grade-level proficiency for reading above grade level using authentic or transadapted Spanish texts that build knowledge at above grade-level complexity. (T)
6.3d	Anchoring authentic or transadapted Spanish texts include frequent opportunities for students to engage in meaningful discourse through a variety of ways such as listening, speaking, reading, and writing. (S)

6.4 Measures of Text Complexity

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.4a	Materials include a description of quantitative measures used by the publisher to evaluate Spanish text complexity, such as sentence length, word frequency, and text cohesion.
6.4b	Materials include quantitative metrics for each Spanish text such as Lexile, ATOS, etc.
6.4c	Materials include a description of qualitative dimensions of anchoring Spanish texts, including features such as levels of meaning, structure, knowledge demands, and language conventionality.

6.5 Text Types and Genres

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.5a	Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.
6.5b	Materials include opportunities for students to recognize characteristics and structural elements of a variety of literary texts. (S)
6.5c	Materials include opportunities for students to recognize characteristics of informational authentic or transadapted Spanish texts including the central/controlling idea, organizational patterns, structures, and features. (S)
6.5d	Materials provide opportunities for students to recognize characteristics of argumentative authentic or transadapted Spanish texts according to the grade level TEKS.
6.5e	Materials include opportunities for students to analyze the use of print and graphic features using a variety of authentic or transadapted Spanish texts. (S)
6.5f	Materials include frequent opportunities for students to engage in a variety of reading skills across increasingly complex grade level Spanish text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

6.6 Self-Sustained Independent Reading

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Modules 10B – Reading Comprehension

6.6a	Materials include explicit guidance for teachers in Spanish on how to monitor students' comprehension and hold them accountable during independent reading. (T)
6.6b	Texts designated for independent reading are authentic or transadapted Spanish texts and have a range of complexity levels for students to practice reading independently. (S)
6.6c	Materials include a plan for students to self-select high quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)
6.6d	Procedures and/or protocols, along with guidance for teachers, are included to support students' independent reading with grade level authentic or transadapted Spanish text. (T)

7. Evidence-Based Tasks and Responses

Materials require students to engage in reading, writing, and speaking grounded in evidence using literacy and informational text.

7.A Text-Dependent Tasks

7.A.1 Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

7.A.1a	Questions and tasks are designed in Spanish and require students to evaluate literary/textual elements of the texts they are reading and writing about through analysis and synthesis of the text. (S)
7.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)
7.A.1c	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 through listening, speaking, reading, writing, and thinking. (S)

7.A.2 Text-Dependent Questions and Tasks

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

7.A.2a	Materials include text-dependent questions and tasks in Spanish focusing on building knowledge, academic vocabulary, text structure, author's purpose, point of view, making inferences and connections across multiple texts and content areas. (S)
7.A.2b	Questions and tasks are designed in Spanish and support students' analysis of the literary/textual elements with a variety of texts and genres. (S)
7.A.2c	Questions and tasks are designed in Spanish and require students to engage in oral and written discourse using evidence from the text. (S)
7.A.2d	Questions and tasks are designed in Spanish and require students to routinely analyze and synthesize information from a variety of sources to justify their thinking. (S)

7.A.3 Evidence-Based Claims

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

7.A.3a	Materials include explicit guidance for teachers in Spanish to model the use of text evidence to create evidence-based claims. (T)
7.A.3b	Questions and tasks are designed in Spanish and require students to use evidence from the text to demonstrate comprehension of the text and support their claims. (S)
7.A.3c	Questions and tasks are designed in Spanish and require students to support their claims through a variety of strategies such as comparing sources, paraphrasing, summarizing, and discussing key ideas in the evidence. (S)

7.A.4 Constructing Text-Based Responses

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

7.A.4a	Materials include explicit guidance in Spanish for teachers to model the process for constructing text-based responses. (T)
7.A.4b	Materials include frequent opportunities for students to respond in Spanish to evidence-based discussion prompts that connect previous learning to new learning and require citing evidence from the text, including orally and in writing based on grade-level Spanish language arts TEKS. (S)
7.A.4c	Materials include structured opportunities and protocols in Spanish for evidenced-based discussions that encourage teacher modeling and appropriate use of Spanish academic vocabulary and syntax. (S)

| 7.A.4d | Questions and tasks are designed in Spanish and require students to respond through a variety of strategies such as comparing sources, paraphrasing, and discussing key ideas in the evidence both orally and in writing. (S) |

7.B Writing

7.B.1 Genre Characteristics and Craft to Compose Multiple Texts
TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

7.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 language arts TEKS.
7.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)
7.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)
7.B.1d	Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre specific characteristics and craft. (S)
7.B.1e	Materials include opportunities for students to compose correspondence in Spanish with genre specific characteristics and craft. (S)

7.B.2 Writing Process
TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

7.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 of writing. (S)
7.B.2b	Materials include guidance for the teacher to provide direct, explicit instruction in Spanish to model each element of the writing process. (T)
7.B.2c	Materials include guidance for the teacher to support students during the writing process through conferencing and revising. (T)
7.B.2d	Materials include frequent opportunities for students to engage in the writing process to compose multiple texts in Spanish for different purposes and audiences. (S)

7.B.3 Explicit and Systematic Writing Instruction
TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

7.B.3a	Materials include guidance for teachers to provide direct, explicit instruction in Spanish on sentence level writing, focusing on structure, syntax, and Spanish vocabulary. (T)
7.B.3b	Materials include guidance for teachers to provide systematic, direct, and explicit instruction starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (T)
7.B.3c	Materials include systematic and explicit opportunities for students to engage in increasingly complex sentence level writing, revising, and editing in Spanish. (S)

7.B.4 Grade-Level Standard English Conventions

TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

7.B.4a	Materials include opportunities for practice and application of the conventions of Spanish academic language including the increasing complexity of use of simple, compound, and complex sentences with subject verb agreement according to grade-level Spanish language arts TEKS. (S)
7.B.4b	Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., 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)
7.B.4c	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. (S)
7.B.4d	Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)