IMRA Review Cycle 2024 Report

IMRA
Instructional Materials
Review and Approval

Publisher Name	Program Name
Savvas Learning Company, LLC	*Texas miVision Lectura*

Subject	Grade Level
Spanish Language Arts and Reading	3

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

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

Quality Review Overall Score: **462 / 469**

IMRA Reviewers

Flags for Suitability Noncompliance   1

Indicator	Count of Flags
1. Prohibition on Common Core	1
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Flags for Suitability Compliance   1

Indicator	Count of Flags
Alignment with Public Education's Constitutional Goal, 2.1.1	1
Promoting Sexual Risk Avoidance, 6.2	0

Alleged Factual Errors   0

Public Feedback

Flags for Suitability Noncompliance   0

Rubric Indicator	Count of Flags
1. Prohibition on Common Core	0
2. Alignment with Public Education's Constitutional Goal	0
3. Parental Rights and Responsibilities	0
4. Prohibition on Forced Political Activity	0
5. Protecting Children's Innocence	0
6. Promoting Sexual Risk Avoidance	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0

Alleged Factual Errors   0

Public Comments   0

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	157 / 157
6. Knowledge Coherence	54 / 54
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	74 / 74

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.B.1 Oral Language Development: Materials include explicit and systematic instructional guidance on developing oral language through various methods, opportunities for social and academic communication, and authentic opportunities in Spanish for active listening, discussion, and idea-sharing.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships in Spanish, provide guidance for explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce decoding skills in both isolated and connected text.

- 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and encoding both in isolation and connected text.

- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic

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words, provide explicit instruction guidance in Spanish on syllable division principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

- 5.E.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, provide explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.
- 5.F.1 Vocabulary Development: Materials support students in determining the meaning of unfamiliar Spanish words through illustrations, texts, and context; provide guidance for explicit instruction on the use of print and digital resources; and include activities for students to use these resources to determine word meanings, pronunciation, and syllabication.
- 5.G.1 Reading Fluency: Materials include lessons, activities, and tasks for modeling and practicing fluent reading skills in Spanish with teacher feedback, embedded practice with authentic word lists and decodable texts, and practice activities in various settings to build accuracy, fluency, prosody, and comprehension.
- 5.H.1 Handwriting Development: Materials include explicit instruction in Spanish on teaching handwriting skills appropriate for each grade level and provide frequent opportunities, resources, and activities for

students to authentically practice and develop these skills.

- 6.A.1 Connected Knowledge-Building Units and Lessons: Materials include units designed to build knowledge in science, history, literature, and the arts, with a connected scope and sequence across grade levels, extended time on knowledge-building topics, and lessons anchored by Spanish texts that integrate grammar, vocabulary, discussion, and writing activities.
- 6.A.2 Context and Student Background Knowledge: Materials activate or supply background knowledge by connecting to previously learned content, making connections across units within a grade level, and providing relevant context in Spanish to enhance student engagement with the text.
- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks designed in Spanish that require students to engage with big ideas, synthesize knowledge across texts, and complete culminating tasks that demonstrate their understanding of unit topics, with opportunities to apply new understanding beyond the classroom.
- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary, with practice opportunities, scaffolds for differentiation, tasks for purposeful vocabulary use, and nonverbal techniques

like images and visualization to support vocabulary acquisition.

- 6.B.1 Recursive Inquiry Process: Materials support instruction for students to ask and generate questions in Spanish, create and follow a research plan, gather relevant information from various sources, and differentiate between primary and secondary sources through guided activities and tasks.

- 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.

Summary

Texas MiVision Lectura is a Spanish phonics and Spanish language arts K–5 program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, fluency, vocabulary, and comprehension into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designated to enhance family engagement, such as take-home flyers with activities they can perform at home that align with each lesson plan, extension activities, and teacher resources.

Campus and district instructional leaders should consider the following:
- The program provides daily explicit instruction in phonological awareness, phonics, and word study, which are critical components of reading success outlined in state literacy standards. This systematic approach ensures students develop a strong foundation in essential reading skills.

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- The program incorporates evidence-based reading and writing instruction, aligning with state requirements for effective literacy programs. It utilizes a consistent five-day routine for vocabulary and comprehension, allowing for deep engagement with excellent literature.

Intentional Instructional Design

1.1	**Course-Level Design**	**7/14**
1.1a	[Materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course.](#)	**4/4**
1.1b	[Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).](#)	**1/2**
1.1c	[Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.](#)	**0/2**
1.1d	[Materials include guidance, protocols, and/or templates for unit and lesson internalization.](#)	**2/2**
1.1e	[Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.](#)	**0/4**

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

Evidence includes, but is not limited to:

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

- The materials include a year-long scope and sequence outlining the TEKS and a TEKS correlation section after the index in the "Teacher Guide". For example, the Unit 1 scope and sequence section *"Plan de destrezas,"* includes specific concepts like analyzing plot and setting, synonyms, and the use of figurative language. The Unit 5 scope and sequence section *"Plan de destrezas,"* includes specific concepts like informational text, synonyms and antonyms, and figurative language. The materials are aligned with the TEKS, in the Teacher's Manual, Unit 3, in the section "*Correlación con los TEKS*."
- The materials include a scope and sequence outlining the concepts and knowledge taught in the course. For example, in the "Teacher Guide," Unit 3, a scope and sequence outlines the "*Destrezas fundamentales*" taught in the Unit. The comprehensive scope and sequence spans the entire year and details TEKS standards. The "Teacher Guide" following the index, features a TEKS correlation section.

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

- The materials include a pacing guide for each unit that suggests the pacing of instruction for the knowledge and skills taught in lessons across the unit. For example, in Unit 2, Week 4, the section "*Plan sugerido de la semana*" includes a pacing guide for the TEKS, concepts, and knowledge to be taught throughout each of the weeks. However, there is no evidence of support for the implementation of various instructional calendars or the number of instructional days.
- The material provides a suggested pacing guide for each unit. For example, in Unit 1, Week 1, the section "*Vistazo a la semana*" presents a guide with TEKS to be followed throughout the weeks. However, it does not include an instructional calendar or instructional days.
- The materials include a pacing guide for each unit that suggests the pacing of instruction for the knowledge and skills taught in lessons across the unit. For example, the Unit 4 introduction includes a pacing guide, "*Plan de destrezas,*" for the TEKS, concepts, and knowledge to be taught throughout each of the unit's weeks. However, there is no evidence of support for the implementation of various instructional calendars or the number of instructional days.

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

- In the "Teacher Guide"., Unit 3, "*Introducción a la unidad, Guía rápida para comenzar*", there is a rationale for how the concepts to be learned connect throughout the course. Weeks 1-5 start with a mini lesson that includes shared reading and then repeated reading, where students have the opportunity to interact with the text to develop comprehension. The introduction does not explain the rationale for the order of units and/or concepts within the grade 3 curriculum.
- The "*Modelo pedagógico*" is a visual that shows how the different components of the program connect. For example, a Venn diagram reflects how the reading workshop and writing workshop are different components but have in common the Reading and Writing Bridge. It also shows components such as foundational skills, weekly questions, daily mini lessons, read-aloud, shared reading, close reading, and compare tests as part of the reading workshop. The materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.
- In Unit 5, the lesson introduction "*Guía rápida para comenzar*" provides an explanation for each of the instructional components throughout the unit and course like "*Taller de lectura*", "*Taller de escritura*", "*Grupos pequeños*", "*Proyecto de indagación*", and "*Puente entre los talleres de lectura y escritura*" The introduction does not explain the rationale behind the unit order.

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

- The grade 3 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.
- In the "Teacher Guide," Unit 1, "*Introducción a la unidad*, *Vistazo a la unidad*, *Metas de la unidad*", students are prompted to speak with others about how different environments affect us. Materials include editable lesson plan templates in the "*Centro de recursos para descargar*" section to help teacher internalize this lesson.

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

- The grade 3 materials include a resource guide, "*Componentes del programa*." The materials provide resources to support the implementation of the materials as designed in the section "*Introducción a miVisión*, Program Components." 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. These materials are teacher-facing and do not include support for administrators in implementing the materials as designed.
- In the "Teacher Guide," Unit 5, Week 1, *Taller de lectura*, "Guided Reading Instruction Prompts," teachers are provided with the following guidance: "To support the instruction in this week's mini-lessons, use these prompts." However, there is no specific guidance for administrators and instructional coaches on implementing these materials as designed.

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 student.

Evidence includes, but is not limited to:

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

- In grade 3, Unit 2, the "*Presentar la unidad*" section gives a comprehensive unit overview that includes the essential question "*¿Cómo nos afectan los lugares distintos?*", unit objectives "*Descubrir el ambiente usando evidencia de un texto literario*" and academic vocabulary "*palabras relacionadas y sinónimos*."
- In grade 3, Unit 1, the "*Plan sugerido de la semana,*" provides detailed unit overviews and essential background knowledge to teach the concepts within the unit. The "Teacher Guide"has a side text box with information on how to teach vocabulary "...after you discuss the infographic ask...emphasize that these words will be important as students read and write about the essential question."

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

- The materials include an "Assessment Guide" with a Family-School Connection one-pager for each unit, all available in Spanish and English. These resources provide an overview of the unit and offer practical suggestions on how to support the student's progress at home.
- Materials contain support for families in Spanish for each unit with suggestions on supporting their student's progress. There is support in the Spanish section "*Guía de evaluación, Conexión entre la escuela y el hogar*" for each unit, with suggestions for supporting their students' progress. Parents fill out a form at the end of each unit with some questions that would help them understand their student's academic progress. For example, the "*observar la lectura*" questionnaire gives options to comment on reading fluency, prosody, automaticity, and comprehension. This form also provides a brief explanation of the purpose. For example,

"What is it? A form to allow parents to monitor, evaluate, and comment on their child's reading progress."

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 grade 3 materials include comprehensive and detailed lesson plans. For example, in the Teacher's Manual, Unit 5, *Week 2,* Lesson 1, "*Interacción con las fuentes*", the lesson includes daily objectives, questions, tasks, and materials required to meet the content and language standards of the lesson.
- The materials contain structured lesson plans with detailed explanations for each part. For example, grade 3, Unit 4, Lesson 1 includes systematic instruction for listening comprehension, guided reading, and independent reading of informational texts, with daily learning goals. The "Teacher Guide" highlights questions in different components, supporting content and language objectives. Lesson 2 uses blue font for questions and provides on-grade-level reading passages to support informational text learning goals. Each lesson includes daily quick checks aligning with the objectives and unit assessments available at the end of each unit.
- The "Teacher Guide" includes comprehensive, structured, detailed lesson plans for all units. These plans incorporate daily objectives, questions, tasks, resources, and instructional assessments required to meet the lesson's content and language standards.

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

- The grade 3 "*Introdución al Taller de lectura*" provides a lesson overview with suggested timing for each component, and the grade 3 "*Plan sugerido de la Week*" includes a lesson overview that outlines the recommended timing for each component of the lesson, including detailed lesson plans and suggested timing. For example, "*Taller de lectura*" includes 10-20 minutes for instruction, 5-10 minutes for "*Puente entre los talleres de lectura y escritura*" and 20-30 minutes for "*Grupos pequeños*."
- In "*Centro de recursos para descargar,*" materials include editable lesson overview outlines with the suggested timing for each component of the lesson. For example, in Unit 1, Week 5, the "*Plan sugerido de la Week,*" includes suggested timing for each lesson component.

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

- In grade 3, Unit 2, Week 1, Lesson 1, materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. For example, the lesson suggested anchor charts and references to pages in the "*Libro interactivo del estudiante*."
- The materials include a lesson overview titled "*Introducción al Taller de lectura*" that provides a lesson overview that lists the teacher and student materials required to deliver the lesson effectively, such as minilessons and writing workshops. For example, "*Estudio de palabras*" provides a lesson overview that lists the teacher and student materials required to deliver the lesson effectively, such as weekly standard practices and activities.

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

- Materials include guidance on the effective use of print and digital resources for extended practice in Unit 5, Week 2, Lesson 1, "*Evaluación y diferenciación*" section, which includes a reference to extension activities for students on and above level from the "*Centro de recursos para descargar*" section.
- In the grade 3 "Teacher Guide," Unit 2, Week 5, "*Taller de lectura, Opciones de evaluación formativa*", the materials prompt the teacher to say: "*Si los estudiantes tienen dificultades, repase la información*" and "*Si los estudiantes demuestran que comprenden, dígales que seguirán practicando las estrategias*" for extended practice.
- Teachers assign practice games on the Online Student Portal for practicing sounds, spelling, and word identification through interactive games. These games provide instructions that can be read aloud to students and are available for extension, enrichment, or homework. Additional resources for extended practice include printable worksheets and graphic organizers for tracking books and genres read, probing questions, and comprehension activities for fiction and non-fiction texts. For example, "*Ampliar la investigación: Incluir recursos digitales*" prompts students to research and collaborate.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The Grade 3 "*Hacer y confirmar predicciones*" materials include guidance that prompts teachers to check for understanding for formative assessment. The materials include a variety of assessment tools for measuring reading skills such as diagnostics, summative assessments, and formative assessments at the unit and lesson level. Each unit includes a weekly formative assessment.
- Materials include an "Assessment Guide", which provides detailed guidance on the location of various instructional assessments at the unit and lesson levels. These include diagnostic assessments at the beginning of a unit of study, formative assessments throughout the lessons, such as teacher observations, checklists, classwork, and weekly tests, and summative assessments like unit exams and end-of-year evaluations.

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

- The grade 3 program components include an "Assessment Guide", which provides definitions for the different instructional assessment types. The grade 3 "Assessment Guide" also provides the intended purpose for the types of instructional assessments and how they support instruction. It includes diagnostic assessments, formative assessments such as formative fluency checks and weekly tests, and summative assessments at the end of the year or performance-based inquiry projects.
- Unit 4, Week 3, Lesson 3 includes options for formative assessments that have students determine the theme. For example, in Option 1, students annotate the text and complete a chart in the "*Libro interactivo del estudiante*." In Option 2, students use an independent text to underline details related to the theme with teacher assistance if needed.

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

- The "*Guía de evaluación*" provides teacher guidance for accurate administration of instructional assessments. For example, the "What does ongoing assessment look like in the miVisión classroom?" section provides a suggested guide to teachers regarding when and why those assessments should be taken.
- In Unit 1, Week 1, the "Teacher Guide" section "*Evaluación y diferenciación desarrollar el vocabulario*" includes instructions for a fluency assessment and offers guidance on tracking student progress.
- The "*Guía de evaluación*" provides guidance for teachers to ensure consistent and accurate administration of instructional assessments, such as the section "What does observational assessment look like in the 'miVisión' classroom?"

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

- The Program Components include diagnostic, formative, and summative assessments aligned to the TEKS and objectives of the unit or lesson. The weekly overview shows the state knowledge and skills covered each week, showing the correlation among instruction, practice, and assessment. Unidad 4, "*Género-Biografía*" provides assessments based on the grade level TEKS of the unit. The formative and summative assessments include multiple-choice, constructed response, or open-response items aligned to the standards.
- For example, at the end of Unit 1, students research different places in the community. This summative assessment compiles the TEKS skills taught throughout the unit. In Week 2, Lesson 2, there is an example of a formative vocabulary assessment to help students use the newly acquired vocabulary presented in the lesson, and at the end of the unit, students have the opportunity to embed it in their research.

- The weekly assessment standard practice assesses student learning using quick assessments that are TEKS-aligned and formatted. Moreover, the integrated TEKS prep assesses student learning using TEKS-aligned and formatted assessment items embedded in the instructional pathway of the myView program.

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

- Instructional assessments include standard-aligned items at varying levels of complexity. For example, "*Exámenes sumativos: Manual del maestro y Clave de respuestas*" provides an analysis chart of the assessments taken at the beginning, middle, and end of the year. The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.
- The "Verificación del progreso: Manual del maestro y Clave de *respuestas*" includes multiple-choice, short-response, and written response questions following state assessment format. myView assessment includes weekly progress check-ups consisting of multiple-choice phonics and comprehension questions and a writing assessment; fluency running records; and assessments of prior knowledge, which are sentences containing the week's spelling words.
- The materials contain different types of questions such as literal questions that support students understanding at the literal level, structural questions that help build student understanding of text structure including author's word choice and craft, inferential questions that help students begin to read between the lines and encourage them to draw conclusions, and connection questions that give the opportunity to students to show if they are deeply understanding the text.

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 materials guide teachers in interpreting student performance on assessments and reflecting on levels of understanding and proficiency. For example, the "Teacher Guide" includes a "*Tabla de complejidad del texto*" that explains the different complexities of the text.
- Materials include specific guidance on determining progress monitoring frequency based on student strengths and needs.
- The program components include "*Exámenes sumativos: Manual del maestro y Clave de respuestas*"*,* which provides guidance to interpret and respond to student performance. For example, responding to student performance on the "*examen inicial*" for students who score more than 90%, between 60% and 89%, and below 60%.
- The program components include "*Exámenes sumativos: Manual del maestro y Clave de respuestas*", which provide guidance to interpret and respond to student performance. For example, the manual clearly provides guidance on scoring and interpreting unit test results and then suggests how to respond based on the student results and level of assessment complexity.

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

- The grade 3 materials include "*Exámenes sumativos: Manual del maestro y Clave de respuestas*," which provide guidance on responding based on the student results using the provided tasks. The material suggests a guideline to help students improve their areas of need.

- The program components include "*Exámenes sumativos: Manual del maestro y Clave de respuestas*", which provide guidance to interpret and respond to student performance. For example, responding to student performance on the "*examen inicial*" for students who score more than 90%, between 60% and 89%, and below 60%.

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

- The materials include tools for students to track their progress and growth. For example, the Group Project/Work Self-Assessment form allows students to evaluate their development and identify their strengths and weaknesses.
- The "Assessment Guide" includes tools, such as a work self-assessment form, to allow students to track their progress and growth as readers, writers, and learners. In the Teacher's Resources, "*Exámenes sumativos: Manual del maestro y Clave de respuestas*", there is a "*Registro de anotaciones de los exámenes del estudiante de las unidades de medio año y de fin de año*" for students to track their own progress and growth.
- The "Student interactive book" provides a chart where the students keep a record of the prior knowledge and then, at the end of the unit, the acquired knowledge. At the beginning of the unit, the student selects from one to five to show how much they know about each skill. For example, in Unit 1, the student chooses from one to five how much they know about folktales and its elements, how well they can express the connections between fiction and personal narrative, and how well the student can use narrative elements to write a personal narrative. At the end of the unit, the student checks the academic growth.

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.

- In the grade 3 "*Guía del maestro*" for leveled books, the teacher has access to guidance for differentiated instruction on topics such as structure and text elements, ideas for presenting the text, observation, and contrastive analysis.
- Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have yet to reach proficiency on grade-level content and skills. For example, in the Teacher Guide, Unit 2, Week 2, Lesson 1, "*Taller de lectura, Opciones de evaluación formativa, Comprobación rápida*", states, "*Si los estudiantes tienen dificultades, repasa la enseñanza sobre textos informativos de las pp.T114-T115.*"
- In the Teacher Guide, Unit 3, Week 3, Lesson 1, "*Evaluación y diferenciación*" provides differentiated instruction, activities, and scaffolded lesson lessons for students who need intervention. The guided options provide activities tailored to help students reach grade level and to develop in the Spanish language.

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

- In the Teacher Guide, Unit 3, Week 1, Lesson 2, "*Taller de lectura, Lectura compartida, Presentar el texto, Primer vistazo al vocabulario*", there are embedded supports for pre-

teaching the academic vocabulary, defining the words as necessary for the story "*Bajo Cubierta: Una historia del Titanic*."

- In Unit 1, Week 1, the "Teacher Guide" includes embedded supports for unfamiliar academic vocabulary through a word wall and an oral vocabulary routine. The teacher explains the importance of the vocabulary words: "*competencia, resolver, costumbre, ocasión and organización*". After the introduction, the teacher guides students to use the vocabulary in context words before reading the weekly selection.
- Unidad 1, "*Presentar la unidad*", provides materials such as the "*Presentación de la Week*" which emphasizes the vocabulary words that will be important at the beginning of the unit. During the reading of "*Vamos, de acá para allá*", the teacher asks the vocabulary questions from the "Teacher Guide" script.

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

- The "Teacher Guide," Unit 1, Week 1, Lesson 1, "*Taller de lectura*, *Evaluación y diferenciación*", Teacher-Led Options, On-Level and Advanced provides guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills, such as inviting the students to do research during the week.
- The "Teacher Guide," Unit 3, Week 1, Lesson 1, "*Taller de lectura*, *Evaluación y diferenciación*," On-level and Advanced provides guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.
- In Unit 3, Week 3, Lesson 1, "*Evaluación y diferenciación*", a section of the "Teacher Guide" guides differentiated instruction, activities, and scaffolded lesson lessons for students who are on-level and advanced through the use of extended activities found in the "*Centro de recursos para descargar*."

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 "Teacher Guide," Unit 2, Week 5, Lesson 1, "*Género y tema, Enfoque en el género, Texto informativo*" provides guidance to support the teacher in modeling, the concept(s) to be learned. The teacher is prompted to "*Demuestre cómo se usan los elementos de los textos informativos como ayuda para que los lectores comprendan datos y detalles en un texto*."
- The materials include an instructional routine with clear headings and labels to support the teacher in differentiating between the different groupings (whole group, small group, individual) throughout a lesson.
- Unit 4, Week 3, Lesson 1 includes prompts and guidance to support the teacher. The lesson consists of explicit guidance to model the strategy and includes specific scripted guidance using phrases such as "*Lea la oración, Demuestre esta estrategia*."

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

- In the grade 3 "Teacher Guide," Unit 4, Week 1, Lesson 2, "*Evaluación y diferenciación*", teacher guidance and recommendations are provided in the form of Teacher-Led Options such as "*Grupo para la estrategia, Actividad de intervención, fluidez, desarrollar el vocabulario,*" for effective lesson delivery and facilitation using a variety of instructional approaches.

- The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in Unit 2, Week 5, there is a script for the teacher to prompt students' initial response to reading "*Migraciones asombrosas: Mariposas, murciélagos y aves*." First, the students brainstorm about animals' migration patterns and then make a list of other animals they would like to study.
- The "Teacher Guide,", Unit 2, Week 1, Lesson 1 includes guidance and recommendations for effective lesson delivery and facilitation. The lesson consists of a focus, model, practice instruction, anchor charts, and additional options for application and evaluation through partner work or independent work.

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.

- In the "Teacher Guide," Unit 4, Week 1, Lesson 1, *Evaluación y diferenciación*," there are Teacher-Led Options, "*Opciones independientes o colaborativas*," to support multiple types of practice. These include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.
- The "Teacher Guide" includes a ""Daily Plan"" that provides teacher guidance for delivering and facilitating reading-focused lessons using various instructional approaches, such as Whole-Group Minilessons, Small-Group Teacher Actions, Whole-Group Share-Back, and Student Independent and Collaborative Actions.
- The "Daily Plan" in the "Teacher Guide" supports multiple types of practices and includes guidance for teachers and recommended structures. For example, the "Daily Plan" guides teachers through small and whole groups with suggested blocks of time and specific activities and materials.

Supports for All Learners

3.3	**Supports for Emergent Bilingual Students**	9/9
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	**1/1**
3.3c	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**
3.3d	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 materials include a Dual Language Educator's Implementation Guide, which includes a Biliteracy Unit Planning for miVision and myView Dual Language Program Planning Guides to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- In the Grade 3 Dual Language Program Planning: Suggested Unit Plans, there is implementation guidance for teaching traditional tales in Unit 1, with the theme Environments. On days 1-10 there is a focus on the text, "*¿Por qué el cielo está tan lejos?*" On days 11-20, "*Cocoliso*" is used, and days 21-30 has two text options, "*Un lugar seguro donde jugar*" or "*La flor dorada*." There is a ""Biliteracy Unit Checklist"" with the following guidance: "You can customize instruction based on your program model, target standards, and learning objectives. Use the "Biliteracy Unit Checklist" below as a planning guide for developing lesson plans that incorporate your unique priorities and resources. If you work with a partner teacher, the checklist will help you coordinate your teaching plans as you work toward common goals."
- The Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, which guides lesson placement, lesson planning, and instructional routines to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- Materials include a "Dual Language Implementation Guide", which provides implementation guidance for teachers on effectively using the materials in Dual Language. However, it does not mention other 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.

- The Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, Cross-Language Connections, an embedded resource that provides teachers support for teaching cognates, and states, "Tell students that cognates, "*cognados*", are words that have the same original word or root. Explain that cognates in English and Spanish have similar and sometimes identical spellings."
- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral and written discourse. For example, in the Teacher's Manual, Week 1, Lesson 2, "*Taller de lectura*, *Lectura compartida*, *Presentar el texto*, *Primer vistazo al vocabulario*", there is embedded guidance for teachers to support emergent bilingual students in developing an academic vocabulary for the text, "*Cambios de la superficie de la Tierra*."
- The Materials include embedded guidance in the "*Centro para la capacitación profesional*" for teachers to support emergent bilingual students in making cross-linguistic connections using the Cross-Language Connections Resource.
- In Unit 2, Week 2, the writing workshop lesson includes embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension. A Spanish Language Development section provides additional language support in each of the lessons.

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

- Materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse. For example, the Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, Cross-Language Connections, an embedded resource, provides teachers support for teaching cognates, and states, "Tell students that cognates (*cognados*) are words that have the same original word or root. Explain that cognates in English and Spanish have similar and sometimes identical spellings."
- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral and written discourse. For example, in the "Teacher Guide," Week 1, Lesson 2, "*Taller de lectura*, *Lectura compartida*, *Presentar el texto*, *Primer vistazo al vocabulario*", there is embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary for the text, "*Cambios de la superficie de la Tierra*."
- In Unit 2, Week 2, the writing workshop lesson includes embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension.

A Spanish Language Development section is included in each of the lessons to provide additional language support.

- The Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, "*Conexiones entre idiomas*", that outlines opportunities to address metalinguistic transfer from English to the partner language.

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.

- In the "Teacher Guide," Unit 2, Week 5, "*Puente entre los talleres de lectura y escritura*", there is systematic and sequenced instruction of phonics and foundational skills. The teacher begins Lesson 1 teaching hiatus with strong and weak stressed vowels, explaining to students "that a hiatus is made with two consecutive vowels that are pronounced in different syllables." This is followed by modeling and practicing "how to separate words into syllables using hiatus." Students then apply their learning by completing p. 402 in the "*Libro interactivo del estudiante*."
- In Unit 5, Week 4, the "*Puente entre los talleres de lectura y escritura*" objective is to decode words with prefixes: "*ante-, bi- tri, re-*" in Lesson 1 and progresses from teaching, application, more practice, to spiral review, and ends with an assessment on those prefixes.
- In Unidad 3, Week 1, "*Vistazo a la Week, Plana para los Talleres*", the objective is to decode words with common prefixes. The lesson provides resources in "Estudio de palabras con los prefijos pre- dis- des- in- ex-" for teachers to model the skills.

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

- In Unit 5, Week 1, the Word Study weekly standards practices begin by teaching how to decode words with "*s, c, z*", and "*x*". They then continue with application, practice, and spiral review and end the week with an evaluation.
- The "*Pasajes de práctica de fonética*" materials include explicit and intentional daily opportunities for phonics and foundational skills. For example, students will practice "*palabras con c, k, q.*" These passages can be used for independent reading or guided reading.
- In Unit 2, Week 3, "*Puente entre los talleres de lectura y escritura*", there is systematic and sequenced instruction of "*las palabras compuestas.*" The teacher models how to identify a compound word using three words and then guides the students to identify the words that make up each compound word. Students then complete p. 330 of the "*Libro interactivo del estudiante.*"

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

- Grade 3 materials include decodable texts for students to practice phonics skills for each of the units in the "*Libro de Fonetica*". For example, they decode words with "c, k, q" in "*El telescopio de Carmen*" and words with "*b, v*" in "*Una aventura en el lago.*"
- The materials include decodable texts used to practice taught phonics, reading, and writing skills in context. Lessons and activities include instructions in Spanish for guided and independent practice, so teachers can demonstrate and monitor students' progress and performance. For example, grade 3 materials include "*Libros de Fonética*" with specific "*Destrezas*" that integrate or make direct connections with a particular phonic skill. Those stories could be used during shared or independent reading.
- Materials include practicing phonics skills both in isolation and through decodable text. For example, in "*Libro interactivo del estudiante*" students will practice with decodable text using "*los sufijos -ez, -eza, -oso, -ura, -dad*" by completing a table of words and writing sentences.

Materials include opportunities for cumulative review of previously taught skills.

- In Unit 1, Week 5, Lesson 4, "*Taller de lectura, Estructura de las palabras*", there is a spiral review of consonant clusters "*br, cr, dr, fr, gr, pr, tr, tl, bl, cl, fl, gl, pl*", which were taught throughout week five.
- Grade 3, Unit 5, Week 5, Lesson 4 includes a spiral review of previously taught concepts from the previous week's words about words with prefixes: "*ante-, bi-, tri-*" and "*re-*".
- The materials offer various opportunities to review previously taught skills through traditional workbooks and online practices. For example, in Unit 3, students are able to practice and review words with the "*prefijos pre-, dis-, des-, in-, and ex-*" in the "*Centro de recursos para descargar*" and in the "*Libro interactivo del estudiante.*"

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.

- In the "Teacher Guide," Unit 1, Week 3, Lesson 1, "*Taller de lectura*, Género y tema, *Enfoque en el género, Ficción realista, Demostrar y practicar*", the daily lesson includes direct and explicit instruction with teacher modeling: "*Demuestre como determinar si un cuento es realista.*"
- In the "Teacher Guide," Unit 1, Week 1, Lesson 1, "*Taller de lectura, Genero y tema*," Fluency, the daily lesson includes direct and explicit instruction with teacher modeling: "After completing the Read-Aloud Routine, display *'El consejo del niño,'* model reading the first three paragraphs, asking students to pay attention to your prosody, or expression and intonation, during the dialogue."
- The lessons include specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction to model Spanish phonic skills. For example, in Unit 4, Week 3, "*Taller de lectura*" the teacher models and practice "Phonics: identify and read words with prefixes: *i-,in,-im,-des,-re* by pointing and naming the first word on p.323 in the "*Libro interactivo del estudiante*." The teacher will then have students say the words with them. Students will then say each word in the box, identify the prefix, and circle it.

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

- In Unit 1, Week 5, Lesson 2, "*Estructura de las palabras*," the teacher writes the syllables "*ga, go, gu, gue, gui*" on the board and then adds the syllable next to each syllable. The "Teacher Guide"prompts the teacher to state, "*Si combino las sílabas gui y to, obtengo guito, que no es*

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una palabra. Voy a probar otras combinaciones para ver qué palabra puedo formar." This is immediate feedback provided by the teacher.

- In Unit 5, Week 4, Lesson 2, the "Teacher Guide" includes direct and explicit instruction. For example, it tells the teacher to tell the students that these words are stressed next-to-last syllable. These words should be spelled with a written accent when they do not end in "*n, s,*" or a vowel. It then asks the teacher to write the words "*condor, árbol zapato, lunes, caliz, pasan*" and "*Subraye la silaba tonica*." Then the teacher should ask "*¿Qué palabras llevan tilde?*"
- In Unit 3, Week 2, Lesson 1 includes the following formatted script: "Teacher Say: '*Qué sílaba lleva el acento en la palabra café?*' Say: '*La última.*'"

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

- In Unit 3, Week 2, Lesson 3, an activity requires students to work with a partner to write *"palabras, graves o agudas*."
- In Unit 5, Week 2, Lesson 4 includes a collaborative activity to review and practice words with suffixes: "*-mente, -dad*." The activity tells the teacher to have students work with a partner to think of four words with the suffixes: "*-mente, -dad*."
- In Unit 1, Week 5, Lesson 2, "*Taller de lectura*," students work with a partner on p. 157 and p. 158 of the "*Libro interactivo del estudiante*" to decode words with: "*ga, go, gu, gue, gui*" and then independently write a sentence using two of the words on the list.

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 cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- The materials include regular review lessons where no new skills are explicitly taught but previously taught skills are reviewed and practiced. For example, in Unit 3, Week 3, Lesson 1, students do a review activity in which they review "*La concordancia entre el sujeto y el verbo*."
- In Unit 5, Week 1, Lesson 2, the students use the "*Libro interactivo del estudiante*" to practice decoding and writing words with "*s, c, z, x*".
- The materials provide opportunities to connect reading and writing skills that have been previously taught. in Unit 2, Lesson 3 of the "*Libro interactivo del estudiante*," there are opportunities to continue practicing the identification of strong-weak vowels diphthongs.

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

- In Unit 2, Week 5, "*Puente entre los talleres de lectura y escritura*," Lesson 2, the practice opportunity in the "*Libro interactivo del estudiante*" includes hiatus with strong and weak stressed vowels, which was explicitly taught in Lesson 1.
- In Unit 1, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras*," students complete the practice activities on pages 17 and 18, the words with open syllables in the "*Libro interactivo del estudiante*." These skills were explicitly taught in Lesson 1.
- In Unit 5, Week 5, Lesson 5 includes an evaluation to assess understanding of the skill that has been previously explicitly taught at the beginning of the week. Students practice identifying the suffixes "*-ando, -iendo, -mente*" with a list of words.

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Decodable texts incorporate cumulative practice of taught phonics skills.

- In the *"Libro de fonética 2A: A Gabo le duele la garganta"*, students practice the phonic skills taught in Unit 1, Week 2, "*Palabras con b, v.*"
- In the "*Libro de fonética 4B: El concurso de las sílabas,*" the decodable passage provides practice on the separation of syllables taught in Unit 2, Week 4, "*Los hiatos de vocales fuertes.*"
- In the "*Libro de Fonetica*", students practice previously taught skill of decoding words with "*c, k, q*" in "*El telescopio de Carmen*", and words with "*b, v*", in "*Una aventura en el lago.*"

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

- In Unit 2, Week 3, "*Puente entre los talleres de lectura y escritura*", Lesson 1, the teacher demonstrates how to identify what makes up the compound words *"baloncesto, pelirrubio, y sabelotodo.*" Students then practice in Lesson 3, with the connected text in the "*Centro de recursos para descargar.*"
- In Unit 1, Week 5, "*Puente entre los talleres de lectura y escritura*", Lesson 1, the teacher models how the letters "*g, j*", or "*x* " sound using the words "*meteorología, consejera, mexicano, y extraordinario.*" Students then write and read aloud other words with the letters "*g, j*", or "*x* ". Students then complete the activity in the "*Libro interactivo del estudiante*" in Lesson 2.

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.

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*", there is a detailed list of assessment tools to use that are developmentally appropriate. Materials also include the statement,"The grade 3 -*Examen inicial*- is designed to help you determine students' instructional needs at the beginning of the school year and to establish a 'starting point' for each student."
- In Unit 1, Week 3, Lesson 5, "*Puente entre los talleres de lectura y escritura*, *Estudio de palabras, Evaluar la comprehension*", there is an assessment for the understanding of words with '*rr*' and '*r*', by decoding the words: "torre" and "retiro". The teacher then shows the words: "*careta, carreta, pera, and perra*", and asks the students to use their knowledge of words with '*r*' and '*rr*' to identify the sounds /r/ or /rr/ in each word.
- Grade 3 materials include a variety of assessment tools in the "*Examenes Sumativos, Guia del maestro y Clave de respuestas*." For example, a diagnostic assessment includes questions to measure phonological awareness and phonics skills.

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

- In the "*Evaluaciones sumativas*, Manual del maestro con contenido reproducible para el *estudiante*", there are clear, consistent instructions for testing a student's understanding of phonics using the Baseline Test. The instructions state, "Questions 1–5 test a student's understanding of phonics. In this test portion, students will answer questions about word sounds and parts. Have students turn to page 1. Explain to students that they will choose the

best answer to each question for each item. They will circle the letter for the answer they choose. Have students read the directions and answer items 1–5 independently."

- Grade 3 materials include clear, consistent directions written in the "*Examenes Sumativos, Guia del maestro y Clave de respuestas*." For example, for summative unit assessments, middle-of-the-year assessments, and end-of-year assessments, the Guide includes an overview and description of each test before the directions to administer them, with specific guidance on administering them.

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*", there are clear, consistent instructions for testing a student's understanding of phonics using the *"Examen de la Unidad 2, Grado 3* Questions 16 - 25 test phonics skills "*diptongos de vocales fuertes y débiles, palabras compuestas, diptongos y los hiatos, and los hiatos de vocales fuertes y debiles tonicas."* The instructions state, "These tests are designed to be administered in a whole-group setting. They may be delivered in one sitting, or you may opt to administer parts of the test in two or more sittings. For example, you might have students complete the "*Comprensión de lectura, Estudio de palabras y Normas'* sections on Day One and the 'Escritura' section on Day Two. Take time to review the purpose of the test and test-taking procedures with students prior to administering a test. Students should know how to show their answers (such as circling answer choices for multiple choice questions) and the expectations for completing the test. These tests are not intended to be timed. Allow ample time for all students to complete the tests at their own pace."

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

- Grade 3 materials include weekly decodable readers aligned to the phonic skills of the week, which allow the teacher to monitor student understanding of a specific phonic pattern. For example, in Unit 5, Week 1, Lessons on words with "*s, c, z*" are are aligned to decodable readers such as "*El conejo de Celia*", "*Un huerto para Cesar*", and "*Un sábado en el bosque*" to progress monitor students understanding of decoding words with "*s, c, z*".

- The "*Guia de evaluacion*" includes a Student Progress Report that lists the phonic skills taught in the program and provides a chart to record each student's progress towards mastery of TEKS for SLAR, including phonic skills. In the Teacher Resources, "*Evaluaciones y práctica, Verificaciones del progreso*", Unit 2, Week 4, questions 6-10 measure students' acquisition of grade-level phonics skills in "*Los hiatos de vocales fuertes*."

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

- In "*Exámenes sumativos, Guía del maestro y Clave de respuestas*", there are opportunities for administering baseline, middle-of-the-year, and end-of-the-year tests. The Grade 3 "*Examen inicial*" includes five phonics questions. The "*Examen de medio año*" consists of 15 questions to monitor students' understanding of phonics skills. The "*Examen de fin de año*" consists of

15 questions. Grade 3 materials include formal summative unit assessments, middle-of-the-year, and end-of-year and fluency assessments.

- In the "*Exámenes sumativos, Guía del maestro y Clave de respuestas*", there are opportunities for administering the "*Exámenes de las Unidades*" 1–5 across the span of the school year to progress monitor students' understanding. The "Teacher Guide"states, "The '*Exámenes de la unidad'* are designed to assess students' progress in '*Comprensión de lectura, Palabras de uso frecuente, Fonética, Normas'*, and '*Escritura'* at the end of each unit."

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 a variety of assessment tools that are developmentally appropriate. 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.

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*", there is a "*Registro de Anotaciones del Examen inicial del estudiante*", for tracking individual student progress to inform instruction. The manual states, "The results of the Baseline Test are intended to inform instruction. The Baseline Test will help you identify students on grade level, students who need more support, and students who could benefit from additional challenges at the beginning of the year. The data provided by the test will help determine student areas of strength and need. This information can help inform small-group and individual instruction."
- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*", there is a "*Registro de anotaciones de los exámenes del estudiante de las unidades, de medio año, y de fin de año*" to inform instruction and, if necessary, to accelerate instruction.
- The "*Examenes summative, Guia del maestro y clave de respuestas*" includes an individual record form for tracking student progress on phonological awareness and phonic skills for the unit, middle-of-the-year, and end-of-the-year student tests.

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

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*", there is a "*Registro de anotaciones de la clase*" *for Exámenes de la unidad, de medio año, o de fin de año.*" The Manual states, "Though *Exámenes de la unidad de medio año o de fin de año* do not provide sufficient content coverage of individual skills to be truly diagnostic, students' performance patterns can often provide useful clues about particular strengths and weaknesses."
- In the "*Verificaciones del progreso: Manual del maestro y Clave de respuestas*", there is a Class Progress Chart–Grade 2 for tracking whole-class student progress. The materials include a digital component, Savvas Realize Online Assessment, which allows for tracking whole-class mastery by standard, item analysis, and digital data chart to analyze patterns and needs of students.
- The materials include data management tools for tracking whole-class student progress. A Class Record Chart from the "*Examenes sumativos: Guia del maestro y claves de respuestas*" documents progress in each unit and analyzes student patterns and needs.
- The materials include data management tools for tracking whole-class student fluency progress via a Fluency Progress Chart in the "*Lecturas independientes: Manual del maestro y Clave de respuestas.*"

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

- The "*Verificaciones del progreso: Manual del maestro y Clave de respuestas*" provides specific guidance on determining the frequency of progress monitoring based on students' needs. The Manual states, "The '*Verificaciones del progreso'* should be administered at the end of the instruction for each week. These assessments are not intended to be timed."
- In the "*Lecturas independientes: Manual del maestro y Clave de respuesta*", there is specific guidance on determining the frequency of progress monitoring based on the student's strengths and needs. The manual states that "'*Lecturas independientes'* tests can be administered independently, or you may work through them with students in small groups to provide support and assess their progress."
- The "*Lecturas independientes: Manual del maestro y Clave de respuesta*s" includes specific guidance and examples to support the teacher in determining the frequency of progress monitoring based on students' strengths and needs and on their performance on each of the "*Lecturas independientes*" pages. The materials include an "Assessment Guide" that includes guidance for ongoing assessment through "*Verificaciones del progreso*", Running Records, Assess and Differentiate, and Assess Prior Knowledge. This guide provides data to determine the frequency of additional progress monitoring based on the student's strengths and needs.

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

- In the "*Guía de evaluación*", there is guidance on how to accelerate learning to reach mastery of specific concepts. The guide states, "Instruct from Data: You are now ready for data-based decision-making about your students. You may group students according to this data and provide skill practice that is differentiated to their needs. You may focus your whole-group instruction on using textual evidence to support responses and ask students who have mastered the skill to model this for others. You may decide to do some small-group instruction for the three students who are struggling with the skill at its most basic level and provide some re-teaching and scaffolding to assist them. The assessment data that you have collected has allowed you to alter your instruction and spring into action as a responsive teacher."

- The "*Guía de evaluación*" provides guidance on accelerating learning to master specific concepts based on the Savvas Realize Online Assessment data. The guide states, "Savvas Realize provides student-by-student reporting aligned to standards to help teachers track progress toward mastery."

- The materials include a digital component, Savvas Realize Online Assessment, which allows teachers to accelerate learning based on the progress monitoring data available to help each student reach mastery of concepts. The "*Guia para Grupos pequeños*" includes an Overview describing which materials and activities the program assigns students based on progress monitoring assessments. This consists of a list of suggested activities to assign students.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- In Unit 2, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras*", there is detailed, explicit, and systematic instructional guidance for teachers to develop oral language through modeling, guided practice, and independent practice. The teacher first models the decoding of words with '*güe'* and '*güi'*, using the words '*guiso'* and '*águita'*. The students say the words as the teacher points to them in guided practice. Students then independently read the words on the chart in the "*Libro interactivo del estudiante*." Students also turn, talk, and share two words from the chart with a partner and use them in a sentence.
- In Unit 1, Week 1, Lesson 1, "*Puente entre los talleres de lectura y escritura*, *Estudio de palabras*", the teacher uses several strategies to teach words with '*c, k',* and '*q.*' The guidance for the teacher states, "To demonstrate how to decode words with multiple /k/ sound patterns, write comer, *karate*, and *queja*. Guide students to read aloud and to identify the pattern with /k/ sound in each word." In Lesson 2, students apply what they have learned by completing the activity in the "*Libro interactivo del estudiante*."
- In Unit 5, Week 3, Lesson 3, the teacher models how to annotate the text to determine its structure and explain the author's purpose. Students work with a partner to discuss and practice oral language using the lesson's academic vocabulary to find and underline text. The lesson plan provides the following sentence frames*: Si prevees que puede ocurrir un desastre*

natural, deberías _____. Un análisis de lo que podría pasar en una emergencia te ayudará a _____."

- The Conferring lesson guide includes prompts such as: "What is the book's main idea you are reading? What are some supporting details? Which text features of informational text can you identify in your reading?"

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

- In Unit 1, Week 1, Lesson 1, "*Presentación de la Week, Género y tema, Interacción con las fuentes*", students participate in a class conversation on the essential question: "How does our environment affect us?" Students are guided on how to speak coherently about the topic under discussion, and they must employ language conventions to communicate effectively.
- In Unit 5, Week 3, Lesson 1, students are guided to communicate orally during the independent practice portion of the lesson using academic vocabulary with a peer to demonstrate their understanding of the lesson using academic words such *as cronológico, secuencia, numeros*, and *conclusion*.
- In Unit 5, Week 6, the "Teacher Guide" includes guidance for students to celebrate and reflect with the class and with a peer about their presentations. The lesson includes the following reminders as students share with the class and each other: "When presenting the brochure, I made eye contact with the audience. As I spoke, I kept my voice loud enough so everyone could hear me; I spoke at a slow, even pace so that it sounded natural."

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)

- In Unit 1, Week 2, Lesson 2, "*Taller de lectura*, *Lectura compartida*, *Presentar el texto*", the teacher Introduces the text "¿Por qué el cielo esta tan lejos?" as students listen. The teacher discusses the First Read Strategies: Notice, Generate, Connect, and Respond. Students use the First Read notes to guide their understanding.
- In Unit 2, Week 1, Lesson 5, "*Taller de lectura*, Reflexionar y comentar, *Evaluación y diferenciación*", students have the opportunity to ask themselves relevant questions and answer them. For example, they are to think about an interaction between plants and animals, and the example questions state, "Could you describe what the plant and the animal look like? What was that interaction? Who benefited from this interaction?"
- In Unit 5, Week 3, Lesson 1 includes authentic opportunities for the students to listen actively to understand and share information/ideas while analyzing a procedural text. Lesson plan includes the following guidance: "*Explique que deben escuchar atentamente, prestando mucha atención al procedimiento del simulacro de incendio que usted va a leer. Pida a los estudiantes que hagan preguntas para aclarar la información y sigan las reglas para conversar previamente establecidas*."

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)

- In Unit 1, "*Vistazo a la Week*: Plan para los talleres", there is a Scope and Sequence for the scripted lessons for teaching "*Las palabras con c, k, q*" in "Lesson 1, "*Aplicar el uso de las palabras*" in "Lessons 2–3, and then "*Escribir las palabras con c, k, y q*" in "Lessons 4–5."
- Materials directly, explicitly, and systematically introduce letter-sound relationships. For example, in Unit 4, Week 2, "*Palabras con la g*", guidance states," Explique *a los estudiantes que la letra g representa dos sonidos distintos en español, uno más fuerte (como en la palabra genta) y uno más suave (como en la palabra gato)*."
- In Unit 5, Week 1, Lesson 1, the "Teacher Guide" includes a script to introduce letter-sound relationships to decode and encode words with *s, x, z, x*. For example, the script says in the focus portion, "Explain to students that superlative adjectives are spelled with an s when they end in *-isimo/a*, when they end in *-sivo/a, -oso/a, -ismo, -esca/o*, and ordinal adjectives ending in *-esimo*, and words are spelled with a '*c-*' when they end in *-acio/a, -encia, -icia/o, -icie*."

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)

- In Unit 1, Week 1, Lesson 1, "*Puente entre los talleres de lectura y escritura*", the teacher focuses on the strategies used when words are spelled with a '*c*' when the sounds are strong, which are common errors. The guidance states, "Letter *c* has a soft sound, */s/*, when placed in front of vowels '*i*' and '*e*'. Words are spelled with '*k*' when they come from other languages [ketchup, kiwi], and when they have the affix '*kilo-*'. Words are spelled with q when sounds are */ke/* and /ki/. The letter u after q is not pronounced but must be used." The teacher models using the words: *comer, karate,* and *queja* and guides the students to read aloud and to identify the pattern with /k/ sound in each word. Students complete the activity in the "*Libro interactivo del estudiante*."
- In Unit 5, Week 2, Lesson 1, when the teacher is modeling and practicing decoding words commonly misspelled with *mp, mb*, and nv, the "Teacher Guide"provides the following scripted guidance to address common errors: "*Para demostrar cómo pronunciar las palabras que contienen mp, mb,* y *nv, escriba en el pizarrón las palabras: simpatía, bambú y convenir. Luego pronuncia cada palabra y pida a los estudiantes que las pronuncien después de usted*."
- The material includes guidance for teachers to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words and recommended explanatory feedback for students. For example, the u is pronounced in different ways depending on the letters that follow. Students will read the words out loud and say what rule applies to the '*g*' and '*gu*'.

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)

- In Unit 1, Week 4, "*Puente entre los talleres de lectura y escritura*", students use their previous knowledge about *grupos consonánticos* to decode multisyllabic words such as *abrigado, clavadista, plan, floristería, primero, and trampolín*. Students review the use of the '*rr*' and '*r*' as they complete the activity with the decodable connected text in the "*Centro de recursos para descargar*."
- The materials include decodable readers that include the sounds of the week previously introduced and prior sounds learned. When studying prefixes: *ante-, bi-, tri-, re-*, students read decodable readers such as "*Trina y los pájaros*" and "*El album de fotos*."
- The material provides specific language the teacher can use in each lesson to teach and review letter names and sounds explicitly. For example, in grade 3, students review "*las separación en sílabas*" as weekly standard practice. The lesson plan suggests that the teacher say the following: "*Una sílaba es un conjunto de letras que se pronuncian juntas al decir una palabra en voz alta*." The materials include a "*Libro interactivo del estudiante*", which consists

of the skill and an example to help students review and practice the week's skill on multisyllabic words with '*y, ll*'.

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 materials include a scope and sequence and weekly overview in each of the Units that outline the progression of Spanish sound-spelling patterns, skills, and concepts, as well as lesson objectives. Each lesson's progression is systematic and aligned with Spanish SLAR TEKS from single-syllable to multisyllabic words. In grade 2 Unit 4, Week 1, "*Taller de lectura*," the teacher provides direct instruction on diphthongs. First, the teacher introduces the sounds in the syllables '*bai-lar'*, which makes the word, *bailar*, then explains that it is composed of two syllables, and the first one is the diphthong '*ai*'. The students have the opportunity to practice the diphthong ai spelling pattern.
- In Unit 3, "*Contenido y Secuencia*", there is a systematic sequence that begins with connecting sounds and letters to consonants and progresses to decoding single-syllable words and multisyllabic words. In a grade 2 lesson, the objective is to decode words with open syllables, using words such *as araña, mesa, libro*, and *playa*. In the third-grade lesson, the

objective is to decode words with hiatus with strong and weak stressed vowels including *ía, úa, ío, eí, aí, aú.*

- In Unit 3, Week 4, "*Taller de lectura, Estructura de las palabras*", there is a systematic sequence for introducing sound-spelling correlations and syllable combinations when adding suffixes: *-ada, -ado, -ida,* and *-ido* to a word. In Week 3, Lesson 1, "*Taller de lectura, Estructura de las palabras*, Fonética,*" students decode words with the prefixes: *co-, con-, com-,* and *extra-* and a base word. Students independently decode words with those prefixes in the interactive student workbook.

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

- In Unit 3, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras*," the teacher's guidance states, "Write the following syllables on the board*: ya, ye, yi, yo, yu, lla, lle, lli, llo, llu.* Read the syllables aloud and name a word containing each syllable such as *raya, yema, rayito, yoga, yudo, olla, calle, gallina, gallo, lluvia*. Remind students that the letter y represents the same sound as the digraph '*ll'* when it is at the beginning of a syllable. The teacher then points to the word, *llamada*, in the "*Libro interactivo del estudiante*" and reads it aloud, modeling "how to complete the sentence with the word, *llamada*. Students trace the word as they complete the sentence. Independently, students complete the rest of the activity in the "*Libro interactivo del estudiante*."
- In Grade 2, Unit 4, Week 1, "*Taller de lectura*" the teacher edition provides a script for grade level sound-spelling patterns direct instruction on *diptongos*. The teacher to say: "*Escuchen las sílabas de estas palabras bai-lar*. La palabra bailar tiene dos sílabas. La primera sílaba está formada por el diptongo ai."
- Unit 1, Week 3, Lesson 1, the lesson on decoding words with *c, q,* and *k*, includes the following guidance and script. This week the students are going to decode words with the letters *c, q,* and *k*. Write down: *cosa, queso* and *kilo* to demonstrate the skill. Point to the first word and say: "In these words, the consonants *c, q*, and *k* have the sound /k/." Ask the students to pronounce the words, paying attention to the sound of the letters *c, q*, and *k* in each of them. Say: "The letter '___' has the sound /k/ when followed by *a, o* or *u*."

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)

- In Unit 3, Week 5, "*Puente entre los talleres de lectura y escritura, Ortografía, Escribir palabras con los sufijos -oso, -osa, -dor, -dora*" Lesson 1; the teacher uses the sentences provided in Lesson 5 to first assess the students' prior knowledge of the words suffixes." In Lesson 2, the teacher explains to students that they will practice spelling words with suffixes *-oso, -osa, --dor, -dora*. The teacher says each word aloud and encourages "students to demonstrate and apply their spelling knowledge by spelling other words with these suffixes that they know." Students then complete in the "*Libro interactivo del estudiante*." In Lessons 3 and 4, the

teacher reviews the words with the suffixes taught in Week 5, and those taught in the previous week.

- In Unit 5, Week 2, students practice sound-spelling skills in "*Taller de lectura, Fonetica, Repaso: Los diptongos y triptongos*." It includes "*Tarjetas de sonidos y grafias*," which can be used for sound-spelling patterns progress.
- In Unit 2, Week 2, Lesson 2, includes an activity in the "*Libro interactivo del estudiante*" to practice the concept of words with closed syllables, with words such as cancion; the lesson also includes additional practice to reinforce the idea through the *Fonetica* book.

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)

- Unit 1, Week 3, Lesson 4 and 5, includes a word list with words such as*: camión, cero, cuchara, raqueta, columpio y kilo.* It also includes a table to review words with *c, q*, and *k*. Unit 2, Week 4, Lessons 4 and 5, include a spiral review with consonant blends with *r (tr, br, pr, fr, gr, cr, dr)*. Students practice the skill with an object classroom hunt where they look for objects or pictures in the classroom that contain some of the consonant blends with r, such as *frasco, crayón, brazo, and traba*.
- In Unit 4, Week 2, Lessons 3 and 4, "*Taller de lectura*, Texto de fonética," students are paired with another partner for reading and listening carefully as they use letter-sound relationships to decode words in the text "*El bosque de caobos*." After that students tell the story to a partner. For additional practice students can work in *Mis palabras* from the "*Centro de recursos para descargar*."
- In Unit 4, Week 1, "*Puente entre los talleres de lectura y escritura*," the materials provide authentic activities and resources in Spanish for students to decode and encode words that include taught syllable correlations in isolation. In Lesson 1, on diphthongs includes a list of words *fui, baile, fuimos, aire, aceitunas, ley, peine*. Students practice creating sentences with the vocabulary words the first day and ending the week with a spelling test.

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	38/38
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)	4/4
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)	6/6
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)	16/16

The materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (sílaba tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. 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 (sílaba tónica), word type and accent mark rules. 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). 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).

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)

- In grade 3, materials include a systematic sequence of instructional resources and activities that build on each other, moving from simple to more complex concepts. For example, the "*Correlación con los TEKS*" explains how to demonstrate and apply phonemic knowledge.

Starting with "*Palabras con acento prosódico u ortográfico*" and moving to more complex concepts such as "*hiato y diptongo y sus implicaciones*."

- In grade 3, Unit 4, "*plan de destreza*", the materials include a TEKS correlation table that lists all of the SLAR TEKS and indicates which units and sections introduce multisyllabic words, syllable types, and syllable division principles. For example, Unit 4 includes words like *barras, camión,* and *cuidar* to practice multisyllabic words.
- The materials include a TEKS correlation table for grade 3 that lists all of the SLAR TEKS for Unit 5 by week and provides which section introduce multisyllabic words, syllable types, and syllable division principles.

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)

- In Unit 3, Week 3, Lesson 2, "*Puente entre los talleres de lectura y escritura*, *Estudio de palabras*", the teacher explains that palabras esdrújulas have a stress on the third to last syllable, and the words with a stress on the fourth to last syllable are called sobreesdrújulas. The teacher demonstrates with the words: *zángano and infórmeselo*. A student reads the words aloud. Independently, students complete the activity in the "*Libro interactivo del estudiante*."
- In Unit 4, Week 1, Lesson 2, "*Puente entre los talleres de lectura y escritura*, Ortografía, *Separación de sílabas*", materials provide teachers with important points to emphasize about decoding and encoding words by applying knowledge of syllable division principles. For example, in the lesson, the teacher explains to students that a syllable is a unit into which a word can be segmented. The lesson script directs the teacher to say, "*Vamos a separar las sílabas en voz alta, cuántas sílabas hay en la palabra?*" In Unit 4, Week 4, Lesson 1, "*Puente entre los talleres de lectura y escritura*", the materials include teaching points for teaching Spanish diphthong, and word types, including how the rules of accent marks apply to each. For example, in the lesson "*Enseñar la acentuación de los verbos conjugados*," the teacher explains, "*Para escribir correctamente los verbos conjugados es necesario usar de manera apropiada los acentos*."
- Unit 2, Week 1, Lesson 1 includes explicit guidance when teaching students to decode words with diphthongs and weak vowels. When introducing the concept, the "Teacher Guide"tells the teacher to explain that diphthongs are a combination of two vowels in the same syllable. They are made up of two weak vowels, closed *(i,u)*, or of a closed and open vowel, strong *(a,e,o)*.

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)

- In Unit 3, Week 3 Lesson 2, "*Puente entre los talleres de lectura y escritura*, *Estudio de palabras*", students complete an activity from the "*Centro del recursos para descargar*" to practice encoding and decoding words with stress on the third-to last syllable and words with

stress on the fourth-to-last syllable, such as *devuélvemela, cómoda, inútilmente, llévatela, músico, and ánimo*.

- In Unit 4, Week 1, "*Estudio de palabras*, *Separación de Sílabas*", materials provide traditional and digital resources and activities in Spanish for students to practice and review previous skills and concepts. Students use the "*Libro interactivo del estudiante*" to demonstrate how to segment a word into syllables. To assess students' understanding of the segmenting in syllables, the teacher writes the following words: *oasis, residuo, mar*.
- In Unit 2, Week 2, Lesson 4 includes a phonics spiral review of words with diphthongs with weak and strong vowels by reviewing strategies from the previous week. The lesson consists of a list of words such as *heroico, premio, cielo, cuaderno* for students to apply what they have learned about strong and weak vowel diphthongs.

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)

- In Unit 3, Week 3 Lesson 5, "*Puente entre los talleres de lectura y escritura*, *Estudio de palabras*", students encode the following list of words with stress on the last of penultimate syllable: *repítemelo, semáforo, último, llévanselo*. Students correctly encode the words using knowledge of syllable patterns and division principles.
- In Unit 2, Week 2, Lesson 3, materials include a practice activity with diphthongs *iu* and *ui* using a page from the "*Centro de recursos para descargar*", which includes additional words for students to decode and encode, such as *cuidado, intuir, diurno, ruina, triunfa*.
- In Unit 3, Week 1, Lesson 3, "*Taller de lectura, Estructura de las palabras*", materials include authentic activities and resources in Spanish for students to recognize, read, and write Spanish word types. For example, students segment the following words into syllables: *fácilmente, escuadra, pan, and isla*. Students read the words aloud, segmented them into syllables, and then completed the activity "*Estudio de palabras*" of the "*Centro de recursos para descargar*."

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes. For example, in Unit 3, Week 5, Lesson 2, "*Puente entre los talleres de lectura y escritura*", the teacher explains to the students that nouns name persons, places, and things. The teacher explains that when the noun ends in a vowel, an *-s* is added to the end to form a plural, and when the noun ends in a consonant, '*an -es'* is added to make it plural; if it ends in '*-z'*, then the '*z'* is removed and *'-ces'* is added at the end to make it plural. The teacher demonstrates how to make the words: *elefante* and *caracol* plural to *elefantes* and *caracoles*. To make *actriz* plural, the teacher models by removing the *-z* and adding *-ces* at the end. Independently, students complete a page in the "*Libro interactivo del estudiante*", making the words *casa, perro, verde, árbol, tenor, atún*, and *tapiz* plural.

- In Unit 4, the materials organize grade-level morphemes in smaller batches of words that follow a common spelling pattern so teachers can provide direct and explicit instruction on a targeted group of words. For example, in grade 3, Unit 4, "*Vistazo a la unidad*, Tema de la unidad", the materials include a unit overview with sections on vocabulary development, in which students identify the meaning of and use words with suffixes such as -ez, -eza, -oso, -ura, and know how the suffixes changes the meaning of the word.
- Unit 3, Week 1, Lesson 1 introduces the concept of morphological awareness by introducing the prefixes *pre- dis, des- in*, and *ex-*. The lesson begins with a review of base words and an explanation of the meaning of each prefix*: -re* means "before", *dis-* means "not/without", des- means "no/without", in- means "no/without", and ex- means "out of."

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

- In Unit 3, Week 1, Lesson 1, "*Taller de escritura*, *Estudio de las palabras*", the teacher explains "that prefixes are added to the beginning of base words. Different prefixes have different meanings and change the meaning of the base words in different ways." The teacher models how to use prefixes to form new words using the word *desilusionada*. A student identifies the prefix *des-* and the base word, *ilusionada*, which signifies "without illusion." Students then decode the words written on the board with the instructions, "identify the prefixes, and explain the word about the prefixes: *desinteresado, predispuesto, incompleta, precalentar*." In Unit 4, Week 3, Lesson 1, the lesson plan provides word lists so that teachers can use the technique with different words such as *maravilloso, altura, riqueza, bondad*, and *curioso* as they introduce suffixes.
- In Unit 3, Week 1, Lesson 1, the Word Study lesson includes a direct explanation with the following script to teach prefixes*: pre-, dis-, des-, in-,* and *ex-*: "*Diga: Para determinar el significado de esta palabra (desilusionada) voy a tener que usar la definición del prefijo. El prefijo des- significa "no" o "sin". Entonces, la palabra desilusionada significa "no ilusionada" o "sin ilusión.*"
- Unit 4, Week 3, Lesson 3 on "*Ortografia* '' includes explicit guidance to support recognition, decoding, encoding, and reading comprehension of words with suffixes *-ez, -eza, -oso, -ura* y *-dad*. The lesson includes the gradual release model by starting with the focus on reviewing that adding suffixes changes that part of speech and followed by a guided practice with the words *maravilloso, altura, riqueza, bondad*, and curioso to have students point out the suffixes before transitioning into an independent activity.

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

- In grade 3, materials provide word lists in Unit 4, Week 3, "*Puente entre los talleres de lectura y escritura*", so that students can use the technique with different suffixes as they are introduced systematically. Students engage in various activities to build understanding, such

as in the "*Libro interactivo del estudiante and Ortografía del Centro de recursos para descargar.*"

- In Unit 3, Week 1, Lesson 3 includes a review activity on prefixes, *pre-, dis-, des-, in-*, and *ex-* using the activity from the word work section on "*Centro de recursos para descargar*", where students continue to practice and reinforce identifying the prefix in words and review definitions to enhance understanding.
- In Unit 4, Week 3, Lesson 5, activities include a cumulative review to assess understanding of suffixes using words such as *madurez, naturaleza, locura, maldad, and caluroso*. Students decode and identify the suffix and base word of each word.

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

- In the Unit 3, Week 5, "*Libro de fonética 3A: Una visita al zoológico*", students decode words that include plurales terminados, -s, -es, -ces. Students decode words such as animales, conejos, felices, and niños, and in Unit 3, Week 3, Lesson 5, "*Puente entre los talleres de lectura y escritura*", the teacher dictates words for students to spell with the words with suffixes.
- In Unit 3, Week 1, Lesson 2 includes an activity to decode and spell words with prefixes pre-, *dis- des-, in-,* and *ex-* using a spelling activity from the "*Centro de recursos para descargar*, Ortografia" to identify the prefix, base word, and add a prefix to the base word and write the complete word such as *"____ + ilusion ____, ____ +formal ____."*
- In Unit 4, Week 3, Lesson 3 includes an activity using a handout from the "*Centro de recursos para descargar*, *Estudio de palabras*" where students practice adding the correct suffix to complete word ending for sentences such as "*Mi hermano habla poco por timid____. Dicen que la tarde estará calur____."*

Foundational Skills

5.F.1	**Vocabulary Development**	**11/11**
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)](#)	**4/4**

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. 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.

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)

- In Unit 5, Week 1, Lesson 2, "*Taller de lectura*, *La palabras relacionadas*", materials guide students to identify the word *se evaporó a* in a paragraph. The teacher explains to students that words have relationships that help with the definition. The teacher asks students if they know the meaning of the word *evaporación*. The teacher explains that *se evaporó* is the past tense of *evaporarse*.
- In Unit 4, Week 1, Lesson 1, "*Puente entre los talleres de lectura y escritura*", Academic Vocabulary Minilesson, the teacher explains how recognizing related words can "help readers determine a word's meaning." The teacher guides the students: "When you come across an unfamiliar word in your reading, notice its root and whether it has an affix. Think about the meaning of the root and whether you have seen it in words you already know. Determine if the affix gives you clues to the meaning of the unfamiliar word." The teacher models these strategies using the word *beneficio* in the "*Libro interactivo del estudiante*." Students use the same strategies to complete the rest of the activity, using the affix and root words of unfamiliar words such as *familiar* and *consejo*. The materials include visual aids such as pictures,

diagrams, and graphs that depict the meaning of words. These images provide context clues and help students associate the visual representation with the word's meaning. For example, Unit 1, Week 4, Lesson 2 includes a photograph of Antarctica with a caption as a clue to help students figure out the meaning of the words *Antártida helado, temperaturas bajas*, and *congelamiento*.

- Unit 1, Week 3, Lesson 2 provides guidance for students to identify the word manati in a paragraph. Students identify the context clues for this word in the text, and then students locate the *manati* in the illustration. In Unit 3, Week 1, "*Lectura compartida*", student text includes an Anchor Chart with visuals to introduce the terms *Ficción histórica* and *Ficción realista* with the image of a pie, explaining that Realistic Fiction is the pie and Historical fiction is a portion of the pie.

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)

- In Unit 4, "*Apoyo para el glosario*", the teacher uses the model word in the "*Libro interactivo del estudiante*" to demonstrate how to look for an entry in the glossary. The teacher states, "When I look for a word in the glossary, I am searching for an entry. The entries are in bold letters. I search for the entry by the starting letter. In this case*, abandonar* starts with the letter *A*; this means the word will be at the beginning of the glossary." The materials also provide the option of interactive digital textbooks where students can hover the mouse over vocabulary words and see the meaning, syllabication, part of speech and, in some cases, hear the pronunciation.
- The materials include an activity to use print or digital resources. For example, in Unit 1, Week 4, Lesson 2, students use an independent text and identify domain-specific words related to the topic or subject of their independent reading. The teacher guides students to use printed and digital resources to determine the meaning, syllable separation, and pronunciation to deepen their understanding of each of the specific domain words used in the text.
- In Unit 3, Week 1, Lesson 1, the objective is to use print or digital resources to determine the meaning of unfamiliar words and pronunciation. The focus of the lesson says: "Related words are words that share the root or other parts. These words have different meanings depending on how they are used." The teacher then tells the students to use print or digital resources to find related words, understand their meaning, and model the activity using the word, *alentar*.

[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)

- In Unit 4, "Apoyo para el glosario, Evaluar la comprensión", students complete the activity "Mi turno" in the "Libro interactivo del estudiante" using the word generosa. Students separate the

word into syllables, write the part of speech, and answer questions. After looking up the word sobrevivir in the glossary, they use an online dictionary to verify its meaning, pronunciation, and syllabication.

- In Unit 5, Week 1, Lesson 2, "Taller de lectura", the materials include activities for students to determine the meaning of words. Students work in pairs in the "Libro interactivo del estudiante" to find definitions, pronunciation, and syllabication of words from the word bank: extremo, espectaculares, región, and transportan. Then students write sentences using the words. After that, students find additional words in the "Lectura Independiente" and look for the definitions in the dictionary.

- Unit 3, Week 1, Lesson 1, includes an independent activity in the "*Libro interactivo del estudiante*" for students to use print or digital resources to find the meaning of words (and related words) such as *alentar, distinguir,* and *lograr*. In Unit 4, Week 3, Lesson 3, "*Puente entre los talleres de lectura y escritura*, *Leer como un escritor*", students with different levels of language proficiency work in pairs and use the word *famoso* in the sentence, "*Su colegio es uno de los más famosos*." The students find the meaning of the word and discuss if the sentence means it was a good college or a bad one. The students decide what other words they can use with the same meaning to replace *famoso*.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- In Unit 4, Week 2, Lesson 1, "*Taller de lectura*, *Listening Comprehension, Fluency*", the teacher follows the guidance to do a Read-Aloud modeling fluent reading skills with the short section "*Los Puentes que construyó Ruby*." The teacher asks students to pay attention to the prosody, and then students practice expressive reading using their favorite sentences from the story.
- The material includes teacher demonstrations of fluent reading. For example, in Unit 1, Week 2, Lesson 1, the teacher models reading the first three paragraphs of *"Un caballo regalado*." Students pay attention to prosody and intonation in dialogue. After that, students read a section of the passage to a partner, concentrating on fluent and expressive reading. The teachers provide feedback based on their fluency.
- The materials include "*Estaciones de Lectoescritura*", which consist of a fluency station where students read various texts aloud. For example, in the "*Practicar leer con fluidez: Precisión*" station, the teacher has access to the script to guide students to work with a partner taking turns reading the pages in the book in and out of text.

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

- In Unit 5, Week 1, Lesson 2, "*Taller de lectura*", materials include a passage, "*Cuando sea grande*", for the teacher to model and then to help students practice reading with a text connected to the skill of the week, which is suffixes *-mente* and *-dad*.
- In Unit 5, Week 1, Lessons 4–5, materials include the decodable text "*La casa de la playa*" to help students practice reading a connected text focusing on the week's skill: suffixes *-mente* and *-dad*. Students will utilize the "Interactive Student Book" to read sentences and then the story. Following this, they will collaborate in pairs to read the story aloud together. The teacher will draw attention to the word *rapidamente* in the second paragraph of the story and guide students in decoding it. Similarly, the word *seriedad* will be addressed in the same manner.
- The materials include decodable texts for students to practice the skill of the week: using a decodable connected text. For example, when practicing the skill of reading words with suffixes *-ando, -iendo, -mente*, the students can read the decodable texts "*La mañana en la gran ciudad*" or "*Trabajando en la gran ciudad*" to practice reading. If needed, the teacher will model decoding phrases and then reading connected text.

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

- In Unit 4, Week 1, Lesson 3, "*Taller de lectura*, *Evaluación y diferenciación*, Teacher-led options, Fluency, Prosody", students practice reading a short passage with appropriate rhythm in pairs using the "*Lecturas independientes*." The partners practiced reading the passage three times. The teacher tracks student progress using the "*Tabla de progreso*."
- The material includes collaborative exercises where students work in pairs to practice word reading fluency. For example, Unit 2, Week 5, Lesson 3 includes "*Lecturas independientes*." Students read a passage three times to practice reading with "*ritmo y precision*." They then use "*Tabla de progreso de fluidez*" to track their progress.
- In Unit 3, Week 3, Lesson 4 includes a small group lesson in which students take turns reading "*La cima del mundo*" sections and track their fluency progress using the "*Tabla de progreso en la fluidez*."

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

- In Unit 4, Week 1, Lesson 1, "*Desarrollo del lenguaje en español, Desarrollar la fluidez*", the teacher asks the students to choose a paragraph to read aloud from the text, "*Los puentes que construyó Ruby*." The students read the paragraph silently and underline the unfamiliar words that they do not know how to pronounce. The teacher helps the students pronounce the words and the students "read it aloud with proper expression."

- Unit 1, Week 2, Lesson 1 materials provide opportunities for repeated reading of the same text to enhance accuracy, fluency, and comprehension. For example, "*Comprensíon auditiva*" includes a routine that is used with "*cuentos folclóricos*." The script says, "Read the entire text without stopping to think aloud. Then, read the text aloud again, pausing to demonstrate the think-aloud strategies related to the genre, the characters, and the author's problem."
- Unit 3, Week 4, the "*Libro interactivo del estudiante*" materials include fluency guiding questions to support students as they read a biography. Questions include, "Do I understand what I just read? Should I read the text faster or slower to better understand it?"

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 5, "*Taller de escritura*" includes a handwriting lesson on cursive writing. The teacher models writing a paragraph in cursive on the board, demonstrating how to form each letter and how the hand moves as the letters are formed. Students identify the letters they find challenging to write and then write and trace them. Students in practicing writing their names in cursive, focusing on challenging letters, and ensuring consistency in letter size. "*Práctica de Caligrafía para todos*" includes a handwriting practice page with sentences to trace and copy in cursive.
- Unit 2, Week 5 Mini Lesson on "*Corregir para lograr legibilidad*" provides explicit instruction where the teacher guides students to learn what makes handwriting legible. The teacher includes an activity in the "*Libro interactivo del estudiante*" in which students first practice how to copy a how-to article draft using legible handwriting and then students have the opportunity to do an independent task to edit one of their drafts independently.
- Unit 3, Week 1, Lesson 3 includes a handwriting activity using words with prefixes *pre-, dis-, des-, in-,* and *ex-* for students to complete independently in the "*Centro de recursos para descargar*" using words such as informal, *disgustar,* and *desunir*.

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)

- In Unit 5, Week 3, Lesson 4, "*Puente entre los talleres de lectura y escritura*", materials include practice sessions of complex sentences embedded into daily routines, providing ample opportunities for students to develop and reinforce handwriting skills authentically. Students edit the draft paragraph in the "*Libro interactivo del estudiante*." As students begin their drafts

during the Writing Workshop, the teacher reminds them if they are using complex sentences correctly.

- In Unit 1, Week 5, "*Taller de escritura*, Edit for Legibility", students practice writing a paragraph in cursive. They use the checklist as a guide while they write. They form letters carefully, leave the indicated space between letters and words, write with a slight inclination, and maintain the stated size of the letters. Students write the following paragraph: "On the last day of school, I ran home. The sun was shining, and the air smelled of freshly cut grass. I opened the door and saw the best surprise: a little yellow puppy!"
- Unit 5 includes a "*Taller de escritura*" at the end of each week. The materials include practice sessions embedded into daily routines, providing ample opportunities for students to develop and reinforce handwriting skills authentically. Students follow a routine for independent writing. The routine starts with modeled writing, then shared writing, guided writing, and at the end, students write independently. The teacher reminded them to write with cursive letters.

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

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.

- In Unit 1, "*Unidad de estudio*", the unit builds knowledge in the field of science. The Essential Question is, "How does the environment affect us?" Every weekly text is related to the question. For example, the text in Week 4, "*Vivir en el desierto,*" asks, "What creative solutions do people have to survive in their environment?" The shared reading "*La flor dorada*" is read in Week 5 and helps students answer the question, "Why is it important to appreciate our environment?"
- Unit 2, "*Introducción a la unidad*, *Tema de la unidad*" is designed to build knowledge based on science. For example, the unit's theme is "*Interactions*", and the Essential question is "How do plants and animals coexist?" Week 1 includes the shared reading "*Un trabajo en equipo*" and the question of the week is, "In what way do animals help themselves by working as a team?" Week 5 includes the question, "Why is it important that animals and plants depend on each other?", and the shared reading is "Nature's Collage."
- In Unit 5, Week 1, Lesson 1, "*Taller de lectura*, *Comprensión Auditiva*", the materials combine diverse content knowledge in science with systematic, research-based foundational skills instruction. Teacher read a short part of an informational text "*La asombrosa selva

amazónica." Students finish reading the informational text aloud with partners. With the teacher's help, students create a web diagram in which they list reasons why the rainforest is important. In order to help students get ready for the reading of "*La selva amazónica*", the teacher displays a geographical map of South America. The teacher helps students locate the region where the Amazon rainforest is.

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

- In the "*Introducción a miVisión*", Planning Resources, Detailed Skills Scope and Sequence–grade 3, there is a connected scope and sequence that demonstrates the approach to knowledge-building within the grade level. For example, in Unit 1, Week 2, students learn about palabras with *b* and *v*, such as *adverbio, verbena*, and *vehículo*. In Unit 5, students learn about the parts of speech, such as a noun, a verb, and an adverb.
- The "*Correlación con los TEKS*" has a connected sequence to demonstrate how the materials approach knowledge building within grade 2. For example, decoding multi-syllabic words is first taught in Unit 1, Week 1, using words such as *plato, bate, verano, caja, mochila, gorra, oveja, lado, libro, mesa, pato, and comida*; again in Week 2, using words such as *camión, hielo, and árbol*; and covered again in Unit 4, Week 4, using words with suffixes, such as *amable, usable, posible*, and *notable*.
- In Unit 5, "*Vistazo a la unidad, Tema de la unidad, Aconteciemientos*", the materials design a connected scope and sequence to demonstrate knowledge-building within the grade level starting with informational texts "*En lo profundo y otros lugares extremos donde vivir*" and "*Terremotos, erupciones y otros sucesos que cambian la tierra*", moving to historical fiction "*El arca de Nora*", and finishing with research articles. "*Irse de viaje!*"

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

- In Unit 4, "*Vistazo a la unidad*", "*Tema de la unidad, Acontecimientos*", the unit is designed for students to spend six weeks on connected knowledge-building topics and Spanish texts. For example, Week 1 includes the biography "*La casa que construyó Jane Addams*" to "learn more about biography." Week 2 includes a biography of Frederick Douglass and Week 3 includes the biography "*Conoce a José Martí.*" Week 5 includes the narrative nonfiction story, *"Ciudad verde,*" followed by the drama, "*El pueblo de la abuela.*" Week 6 ends the unit with a research project connecting the theme of the unit with researching how communities change over time.
- Unit 3 is designed for students to spend six weeks building knowledge on the unit's theme, "*Heroes*" and the essential question, "How is a hero formed?" Each text in Weeks 1–6 is connected to the unit's theme. For example, the shared reading, "*Bajo cubierta: una historia del Titanic*", helps students answer the question, "What qualities do heroes have?" Week 5 includes a collection of poetry to answer the question, "What types of actions can be heroic?"
- In Unit 5, the materials provide a rich array of informational text. At least 50% of the texts are information connected to science TEKS. In Week 1, students use an informational text "*En lo*

profundo y otros lugares extremos para vivir" to analyze text features, confirm or correct predictions, and practice background knowledge. In Week 2, students use an informational text "*Terremotos, erupciones y otros sucesos que cambian la tierra"* to analyze text structure, synthetize information and ask and answer questions. In this unit, students also use an informational article "*Irse de viaje*" for the research project in where students connect the unit theme to real-world learning.

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

- In Unit 4, Week 3, "*Taller de lectura*", the lessons are connected by the read-aloud "*George Washington Carver*" and the shared reading "*Conoce a José Martí*" to build student background knowledge over time. Both texts are biographies and are connected to the unit's theme, "How do communities change over time?"
- Unit 4, Week 4, Lesson 2, Listening Comprehension, includes a read-aloud, "*Nunca se dio por vencida*", which is included to build background knowledge about nonfiction narratives. The shared reading, *"Ciudad verde*", is also a nonfiction narrative, intentionally included to build connected student background knowledge over time. Students complete a prereading activity in which they see three images of houses that are 1. in ruins, 2. in reconstruction, and 3. reconstructed. Students' complete sentences to comment on the photos, such as "The house was destroyed after _____. During the reconstruction, _____. The reconstructed house _____."
- In Unit 5, Week 1, Lesson 5, students practice their academic vocabulary to reflect and make connections to other texts such as "*En lo profundo y otros lugares extremos donde vivir*" and "*La asombrosa selva amazónica*", as well as the unit theme, "*Soluciones*", and the Essential question, "How does the world challenge us?" The lesson includes questions such as: *"¿En los textos que leyeron, que daños causó la naturaleza que cambiaron la vida de las personas? ¿Qué análisis hacen las personas para prever los cambios que podría causar la naturaleza en sus vidas?"*

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

- In Unit 4, Week 5, Lesson 3, "*Puente entre los talleres de lectura y escritura*", "*Leer como un escritor*", the activity on descriptive adjectives is connected to the knowledge-building topic of the lesson. Students work in pairs or groups to look for descriptive adjectives in the play "*El pueblo de la abuela.*" Students share the adjectives with the group.
- In Unit 5, Week 1, Lesson 1, the vocabulary words are tailored to the topic and aligned to the TEKS in the content, including relevant terms associated with the subject matter, such as *análisis, amenaza, daño, prever*, and *contaminación*. Students are given opportunities to use acquired vocabulary in speaking and writing tasks. In this lesson, students use the vocabulary as they read and write about the essential question, "*Qué dificultades nos presenta el medio ambiente?"* Students use the infographic "*Libro interactivo del estudiante*" and do a free-write

using the vocabulary to answer the essential question. Students discuss their ideas with the class.

- Unit 4, Week 4, Lesson 1 includes options for students to have discussions connected to the lesson's topic on narrative non-fiction during small groups or workstations. For example, if students need interventions, the teacher works with that group to identify narrative non-fiction using an anchor chart and the student textbook. Students on or above grade level work on developing questions about Sir Tim Berners-Lee and then choose a question to investigate; students can also write about their reading in a reading notebook.

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 the "*Introducción a miVisión*", "TEKS K-8 Vertical Alignment", connections to previously learned content from prior grade levels are presented. For example, in grade 2, decoding multisyllabic words with closed syllables and open syllables is introduced (I) in Unit 1, Weeks 1–2, with words such as *lado, lata, nada, toma, and dijo,* and continues into grade 3.
- In Unit 4, Week 5, "*Taller de lectura, Evaluación y diferenciación*", the teacher activates background knowledge by asking students, "How did you use your background knowledge to make an inference about the text?" as they read texts selected to match students' learning, such as "*Ayudar en tu comunidad,*" and "*Banderas*", students can make connections to concepts learned in previous grade levels.
- In grade 3, Unit 5, Week 6, students work on a research project divided into six lessons. They write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. In "Lesson 1, students compare across texts. In Week 2, they explore and plan. Week 3 consists of collaboration and discussion. In Week 4, students collaborate and discuss, and in Week 5, they celebrate.

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

- In Unit 5, Week 1, Lesson 5, "*Taller de lectura*", the materials provide questions that activate students' background knowledge at the beginning of the lesson. The questions connect to topics covered in earlier units within that grade level. In Week 1, at the start of the lesson, the

teacher reviews the academic vocabulary and asks questions related to the lesson: "In the text that you read *¿qué daños causó la naturaleza que cambiaron la vida de las personas? ¿Qué análisis hacen las personas para prever los cambios que podría causar la naturaleza en sus vidas?*" This lesson relates to the lesson in Unit 1, Week 1, Lesson 1, "*Entornos*", and the essential unit question, "How does our environment affect us?

- The lessons provide teachers with options for supplying background knowledge by connecting to previous lessons. In Unit 5, Week 2, Lesson 2, "*Taller de lectura*", the teacher guides students with the "*Estratégias para la primera lectura*." The teacher tells students to look at the headings and captions that help explain the text. The teacher tells students to ask questions and use their background knowledge to clarify information they have read. Finally, the teacher asks students to connect the text's details and their prior knowledge of Earth.

- In Unit 3, "*Presentar la unidad*" includes the essential question "*¿Cómo se forma un héroe?*" The "Teacher Guide" instructs the teacher to tell the students that they will read many texts to learn about qualities that make a hero, how heroes affect the lives of others, and why heroes are important. The materials include a video, "*Ser un héroe*", and students take notes about the actions of first responders and why they are heroes.

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 1, Week 6, "*Enfoque del proyecto*", "*Inquire*", the teacher motivates students by activating background knowledge and setting the purpose for their research project. The teacher identifies the word *seguridad* in the activity in the "*Libro interactivo del estudiante*." The teacher and students discuss the prompt and activate their prior knowledge by asking the students to share their ideas about ways to improve safety in a playground or local park and why the safety of the places is important for the children.

- In Unit 4, Week 1, Lesson 1, "*Taller de lectura*, Biografía", the teacher provides strategies for students to determine if a text is a narrative nonfiction text by asking questions such as, "Ask yourself whether the text is the life story of a real person, written by somebody else. How can you tell?" Students work in pairs or small groups to think about a famous person they are familiar with and write a short paragraph about the person's life in chronological order. Students share their biographies with the class.

- In Unit 5, Week 1, Lesson 4, "*Puente entre los talleres de lectura y escritura*", the teacher discusses how they might use a sidebar to activate background knowledge in their writing. Teacher uses "*Libro interactivo del estudiante*" to model one example. Students use text features to provide additional information in their writing from the "*Taller de escritura*."

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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 materials have questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. Materials have questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Materials have culminating tasks requiring 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)

- In Unit 4, *Unidad de estudio*," the unit theme is "*Acontecimientos"* and the Essential Question is "How do communities change over time?" Students engage with the theme and topic of the unit every week. For example, in Week 1, the weekly question is "How can one person improve a community?" The tasks are designed to engage students with the question. For example, students read the "Ruby Bridges" biography and complete a concept map about how Ruby Bridges improved her community.
- In Unit 3, the "Heroes" begins with the essential question, "What makes a hero?" Materials include additional read-alouds such as "*Bajo cubierta: una historia del Titanic*", "*El turno del abuelito: un camino hacia urnas*", and "*La pequeña casa de la pradera y A orillas del lago Silver*" with weekly essential questions such as, "What qualities do we see in heroes? How can a hero's actions affect other people? How do challenges turn ordinary people into heroes?"
- In Unit 5, Week 3, Lesson 2, the materials include readings and hands-on activities for students to learn and review about maps. Students read the section "*Hacer un mapa*", pay attention to the top map of the section, and discuss the text. Volunteers read each sentence and point out what is being described on the map. The whole class discusses each step of the instructions for drawing a map.

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

- In Unit 4, "*Puente entre los talleres de lectura y escritura*", Word Study, the tasks are designed to prompt students to synthesize knowledge and concepts across texts across lessons. For example, in Week 4, Lesson 1, Word Study, students use the rules of accentuation in *palabras agudas* that have an accent to learn how to place accents on words such as *rompió* and *arreglará*. In "Lesson 2, students apply their learning by completing the activity in the "*Libro del interactivo del Estudiante*," "*La acentuación de los verbos conjugados*, such as *recuperar, oportunidad, construida, and destruyó*." In Lesson 5, students are evaluated on the accentuation of words like *encontre, caminábamos,* and *tomaría*.
- In Unit 5, Week 2, Lesson 1, "*Presentación de la Week*", the questions and tasks throughout the unit integrate grade-level reading, writing, speaking, listening, and language TEKS to synthesize subject matter concepts, such as science. The lesson provides informational text, "*Cuando la Tierra Cambia*", and a lesson about maps. The text include questions such as *"¿Qué les indica este texto informativo sobre los modos en que los desastres naturales cambiaron la Tierra?*" *"¿Cómo los ayuda el mapa a comprender el impacto extendido de esos cambios?*"
- In Unit 2, Week 6, "*Presentación a la Week*," students will compare texts. In this unit, students explore the theme of interactions between plants and animals. They will review each text and choose a word that best represents the unit theme of interactions, recording their selections. Using "*un trabajo en equipo*", students will complete the activity and answer questions to synthesize information from several texts, creating a new understanding of the unit theme.

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

- In the culminating activity in Unit 4, Week 6, "*Enfoque del proyecto*", students apply their comprehension of the unit theme and the essential question to a research project. The project combines inquiry and research skills to create an authentic product that is based on real life. Students investigate different communities that have changed and create an information poster. Students compare texts such as *"De la madera a la piedra*," and "*Reconstruir la historia*" to make their poster.
- In the "*Guia de Evaluaciones, Exámenes sumativos: Manual del maestro y Clave de respuestas*", the Unit 4 assessment requires students to demonstrate their knowledge of the unit topic, "*Acontecimientos*", by making connections across related texts such as "Frederick Law Olmstead," and "*¡Recicla!"*
- In Unit 5, Week 6, Lesson 1, "*Proyecto de indagación*", students will explore the theme, "*Soluciones*", by working collaboratively to research and create a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by any natural disaster.

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

- In Unit 3, Week 3, "*Taller de lectura*", Matching Texts to Learning, students share connections they made between themselves and "real-life heroes" in different texts, such as "*Mamá Miti: Wangari Maathai y los árboles de Kenia*", "*La pequeña casa de la pradera*", "*A orillas del lago Silver*", and "*Cómo ser un héroe.*"
- In Unit 4, Week 1, Lesson 1, "*Taller de lectura*", "Biography", students apply their new understanding of biographies they have read, such as "*La casa que construyó Jane*" and "de Frederick Douglass", to contexts beyond the classroom. They talk about biographies that students might already know about. Students share the characteristics that make the texts biographies.
- In Unit 5, Week 6, "*Proyecto de indagación*", students have the opportunity to explore the theme of "*Soluciones*" by working collaboratively to research and create a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. Students identify the term *folleto de viaje* in the prompt, share any personal experiences they have had with a travel brochure, and explain what a travel brochure is. They will ask questions as a formal inquiry about the place they choose.

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.

- The year-long "Spanish Foundational Skills Scope and Sequence" provides a Word Analysis sequence starting with Unit 1, Week 1, Lesson 1, which introduces "*Las palabras con c, k, q*", such as *kilómetro, parque*, and *parquímetro*, and in Unit 5, Week 2, "*Las palabras con mp, mb, nv*", such *as hambre, convento*, and *simpatía*. In Unit 1, Week 1, Lesson 1, students, "understand the words that help them talk about types of traditional tales", such as folk tales, legends, fables, myths, and fairy tales. In Unit 5, Week 2, students use the *words estructura del texto, orden cronológico, causa y efecto, and descripción*.
- In Unit 5, "*Presentar la unidad*," the materials include a science unit about the Earth. The unit embeds grade-appropriate science vocabulary words, such as *amenaza, daños*, *contaminación*, and *prever*. Students use the word wall with the vocabulary words to review the meaning of each of the words with a partner.
- In Unit 1, Week 6, during the inquiry project, students are reminded of the academic words they learned related to the theme, such as *competencia, resolver, costumbre, ocasión,* and *organización*. Students will work with a partner to add more vocabulary words to a table. When writing their opinion letters to the town mayor or park official, they are encouraged to use the academic vocabulary words in their letters.

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 "*miEnfoque: Guía del maestro para la intervención*", there are practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. For example, in "Lesson 13, "Use Context Clues", students read the text "*Campamento de rock*" to figure out the meaning of instruction. If students cannot define the word, the teacher asks them to use context clues to define the words correctly.
- In Unit 5, Week 1, Lesson 2, "*Taller de lectura*", the materials include scaffolds and supports for teachers to differentiate vocabulary development for below-, on- and above-level learners. In Lesson 2, materials introduce the words *extremo, espectaculares, región*, and *transportan*. For below-level learners, the materials include a chart to help connect the word with the meaning. For on-level learners, the materials include an activity where students work in pairs and take turns defining each word using their own words. For above-level learners, students find and list words that describe or explain topics in their independent reading text.
- Unit 3, Week 1 includes a Teacher-Led Option for practice and application opportunities with appropriate content and language scaffolds for students who need intervention, on-level and above grade-level. For example, for students who need intervention, there is an intervention activity where students compare texts using the "*Libro miEnfoque*" to do a re-teach for instruction on the characteristics of fiction. For students on level and advanced, there is an inquiry activity where students use their primary sources on the "*Libro interactivo del Estudiante*" to generate questions about historical events and then choose one to investigate. This activity morphs to an extension of research about the question.

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

- In Unit 4, Week 4, Lesson 2, "*Taller de lectura*, Respond and Analyze", the teacher displays the four weekly vocabulary words, *recuperar, oportunidad, construida*, and *destruyó*, then reviews their definitions. In small groups, students discuss similar events related to the word. Students are grouped in different levels of language proficiency. Volunteers share their group discussion with the group.
- In Unit 2, "*Introducción a la unidad*," the materials provide a relevant and meaningful learning experience that engages students in vocabulary development. For example, at the beginning of the unit, students will start an academic vocabulary word wall and add words throughout the unit as they generate new vocabulary related to the theme. Later in the unit, the teacher will use an activity to support understanding of academic vocabulary words*: asociarse, preferir, características, investigar, evitar*. The teacher will display the academic vocabulary word wall and review the meaning of each word with the students, ensuring they have no

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doubts and providing additional explanations as necessary. Students will then work in pairs to complete an oral vocabulary routine of questions and answers from the "*Libro interactivo del estudiante*." The teacher will demonstrate this activity by having one partner ask questions using one of the vocabulary words and the other partner respond using the same word.

- In Unit 3, Week 1, the word study lesson focuses on words with prefixes *pre-, dis-, des-, in-,* and *ex-* and includes Spanish academic vocabulary tasks with tier 2 and tier 3 words such as *inofensivo, incomparable, exportar, disgustar, predecir and excéntrico*.

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 4, Week 1, Lesson 2, "*Taller de lectura*, *Lectura compartida*, First read", there is a an image of Jane in the text, "*La casa que Jane construyó.*" The image of Jane sitting and writing in a journal helps students understand the word *coleción*. Students use the image to understand that Jane "grew up in a house with many books and with a family that valued reading and education." This all helps the student understand why the author describes Jane as "smart."
- In Unit 5, Week 1, Lesson 2, students will review "*Cambios de la Superficie de la Tierra*" and discuss the meanings of the vocabulary words: corteza, tectónicas, sismo, falla, and *lava*. The teacher will write the vocabulary words on the board, and students will read them aloud and find them in the text. Then, students will work in pairs to draw pictures illustrating two vocabulary words and write a sentence below their illustrations.
- Unit 3, Week 3, Lesson 2 includes an activity where the teacher tells students that drawing can help them understand the meaning of words to introduce key vocabulary such as *horriblemente* and *furioso*. The teacher asks students to pair up, asks each student to select a vocabulary word, and then asks them to draw the word they chose. Students trade drawings with their partners and explain why they think the drawing represents the vocabulary word.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	7/7
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	[2-3](#) • [Materials require students to gather relevant information from a variety of sources. (S)](#) • [Materials provide guidance for students on differentiating between primary and secondary sources. (S)](#) • [Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)](#)	**3/3**

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 require students to gather relevant information from a variety of sources. Materials provide guidance for students on differentiating between primary and secondary sources. Materials include activities and tasks which require students to differentiate between primary and secondary sources.

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 3, Lesson 4, "*Taller de lectura, Lectura Atenta*, Ask and Answer Questions", the students ask and answer questions about communities. The teacher guidance states that to identify the purpose of a student's text, students "ask questions before, during, and after reading to reflect and deepen their understanding." The teacher models how to ask questions while reading "*Conoce a José Martí*", by asking what is different about the school José Martí and his friend Fermín Valdés Domínguez attended.
- In Unit 5, Week 5, Lesson 3, "*Taller de lectura*", materials strategically integrate probing, clarifying, and other questions aligned with the context and lesson objectives, allowing students to understand and explore ideas. In this lesson, students practice orally using the unit's academic vocabulary words to talk about characters and events. Students use sentence starters, such as "Quetzalcoatl was a threat to the ants because _____. I foresaw _____ was about to happen in 'Quetzalcoatl y el maíz' because _____."
- The introduction to Unit 3, Week 6 includes an activity where students read sentences associated with each of the texts in Unit 3 in their textbook and write relevant questions for each sentence. The "Spanish Development" section in the "Teacher Guide" includes support questions as students ask each of the questions to go with the title of each text, such as: "Who is the character that ____? What does the sentence mention that ____?"

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

- Unit 4 ends with a Week 6 research project in which students apply their learning of the unit theme and the essential question to a collaborative project. The six-step project includes comparing texts, inquiring, exploring, and planning the investigation, conducting research, collaborating and discussing with their partners, refining and amplifying the research, and celebrating and reflecting. In Unit 4, Week 6, students investigate how communities have changed over time.

- In Unit 5, Week 6, "*Proyecto de indagación*", the materials provide examples and explanations for teachers to constantly model how to develop research processes, including initial, intermediary, and final steps across all grade levels. In this five-lesson project, students write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. Students use research evidence that supports their claim and persuades their audience. In "Lesson 1, the teacher introduces the inquiry project. Students read "*Vivir sobre una falla geológica*", generated questions about the topic, and use the academic vocabulary. In "Lesson 2, students bookmark web pages and identify relevant information. In Lesson 3, students cited sources on work cited pages, read "*Una inundación devastadora*", and apply to cite sources. In Lesson 4, students revise and edit persuasive language and peer-review travel brochures. In the last lesson, students present the travel brochure and reflected on their projects.

- In Unit 3, Week 6 includes instruction to support students as they follow a research plan on writing an opinion speech about why it is essential to take advantage of heroic opportunities, using research evidence that supports their claim and persuades their audience. The week starts with students generating questions, identifying keywords to research, using a search engine, paraphrasing and quoting, extending research to investigate a variety of media, incorporating media into opinion speech, revising and editing, and ends with a presentation of the opinion speech along with the project reflection.

Materials require students to gather relevant information from a variety of sources. (S)

Materials provide guidance for students on differentiating between primary and secondary sources. (S)

Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

- In Unit 4, Week 4, Lesson 1, "Interact with sources", students gather information from a chronological timeline that shows critical technological changes in the 90s in the "*Libro interactivo del estudiante*." Students answer questions such as, "How does the timeline help you understand the development of the Internet?" and "In what ways did Sir Tim Berners-Lee change the world?" Students underline the parts of the timeline that best answer the question, "How can the experiences of a leader inspire a change?"

- In Unit 5, Week 6, "*Proyecto de indagación*", the teacher reminds students that primary sources are evidence that can add credibility to their research. They can paraphrase or retell the information from the sources logically to create more solid informational text. Teachers review some primary sources students can use for their projects, such as documents, oral histories, and photographs.
- In Unit 3, Week 6, Lesson 2 includes a reminder in the "Teacher Guide" to tell students to remember that primary sources provide direct evidence or first-hand evidence such as interviews from scientists that are experts in plants and animals, publications, books written by a specialist in plants and animals and images of plants and animals that benefit their research.

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 5, Week 2, Lesson 1, "Reader's Workshop, Listening Comprehension" includes the informational text "*Fuerza huracanada*" to support and develop the fundamental skills of the language, such as listening, speaking, writing, and thinking, which aligns with TEKS 3.4: Students read the text fluently at their grade level and comprehend it.
- The materials in Unit 1, "*Unidad de estudio, Tema de la unidad*", provide a variety of authentic Spanish texts in TEKS-aligned genres for grade 3. In this unit, the materials include a wide variety of well-known literature such as the traditional tale "*Abuela y la gran calabaza*", a folktale, "*¿Por qué el cielo está tan lejos?,* realistic fiction, "*Cocoliso,*", an informational text "*Vivir en el desierto*", and a myth, "*La flor dorada.*"
- In Unit 4, Week 2, Lesson 1 includes a biography text, "*El hombre que hacía sonreír a la gente*", to introduce the elements of a biography. Students listen actively to a review of the characteristics of a biography using an anchor chart while suggesting ideas or headings. The lesson concludes by having students work in pairs or small groups to describe the life of a famous person using time and order words such as first, then, before, after, and later.

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.

- The quantitative measures found in the "Text Complexity Tables" place the text "*Terremotos, erupciones y otros sucesos que cambian la Tierra*" in grade 2–3 complexity band based on the "Levels of Purpose", which is concrete and narrowly focused on how and why various processes change Earth, as indicated by the title. The text is at Lexile level 710L. The language of the text is easy to understand, and the sentences are simple and compounded.
- The Spanish core texts are accompanied by a text complexity analysis provided by the publisher. This analysis is research-based and can include quantitative measures, such as Lexile. In grade 3, Unit 2 includes an informational text, "*Amigos extraños: Aliados insólitos en el reino animal*", that has a Lexile measure of 930L. The quantitative measure suggests that this text is at the upper level of readability for grade 3. According to the publisher, grade 3 texts fall between 530L and 820L, depending on the time of year in which the texts are read.
- In Unit 4, Week 2, Lesson 2 includes the text "Frederick Douglass", which is written at grade level with the Lexile 840L. The "Teacher Guide"guides the teacher to introduce key vocabulary words such as *esclavitud, abolicionista, violencia, igualdad*, and *influyentes*. The teacher reads the text aloud, pausing to discuss first-read strategies such as using titles, illustrations, and images to generate questions and share their learning by discussing with a partner.

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

- In Unit 5, Week 5, Lesson 1, "Reader's Workshop, Listening Comprehension", the traditional tale "*La Aldea de los animales*" is well-crafted for students to listen for meaning and elements of the traditional tale. As the teacher reads and thinks aloud, the students recognize that the characters are animals that act like humans.
- In Unit 1, Week 4, Spanish informational texts in the materials reflect the rich vocabulary and language appropriate to science. The texts contain scientific context, vocabulary, and illustrations and are authentic and suitable for the variations of the Spanish language. In Unit 1, the materials include the text "*Vivir en el desierto*" that introduce vocabulary words, such as *proteger, falta, exposición, nómada*, and *paisaje*. The materials are used to encourage students to share their knowledge and any personal experiences they may have with deserts. Materials also include illustrations that help students make connections with the real world.
- In Unit 4, Week 3, Lesson 2 includes the text "*Conoce a José Martí*." The text consists of Spanish language connections and explanations of words and phrases such as *apodos* and the expression "*antes de que canten los gallos*", along with explanations about how a nickname is a name given to a person because of physical characteristics or another circumstance and sometimes are not exactly affectionate. The text also includes explanations for phrases to make connections about how specific words are common in Spanish, such as very early in the morning.

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

- In Unit 5, Week 5, Lesson 2, "Reader's Workshop, Shared Read", students read the traditional tale "*Quetacoatl y el maíz*" and highlight the details that help them identify the key idea that reveals the text's theme. As the teacher reads, the connection is made with science, how ants are hardworking in other texts read, and how ants work hard in the current text and help solve humans' problems.
- The materials include transadapted texts of classical children's literature. For example, in Unit 1, Week 5, the materials include the text "*La flor dorada: un mito taíno de Puerto Rico*" by Nina Jaffe. Students learn about Puerto Rico's culture, essential places, climate, and environmental features, such as beaches, bioluminescent bays, mountains, and biodiversity, with *El Yunke*.
- The grade-level texts in the materials promote students' comprehension across multiple content areas. In Unit 1, the theme is "*Entornos*" and the essential question is "*¿Cómo nos afecta el entorno?*" The materials in this unit focus on how different cultures adapt to and appreciate their environments. The theme for Unit 2 is "*Interacciones*" the essential question is "*¿Cómo conviven las plantas y los animales?*" The main focus of Unit 2 is to learn how plants and animals interact.

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

- In Unit 3, Week 2, Lesson 4, "Reader's Workshop, Shared Reading, Make Connections", students read the text "*El turno del abuelito: Un camino hacia las urnas*" and "students make a T-chart with details about a character in the text in one column and a short note about the connection to a personal experience in another text, or something they know about society in the other column."
- In Unit 2, Week 2, "*Taller de lectura*", the materials include authentic grade-level texts that are age- and ability-appropriate. In Week 2, the materials include a realistic fiction text, "*Amigos extraños*", that describes how animals help each other. The text is age-appropriate and gives examples of real-life events, such as *comparten comida o una casa* and *se alertan entre ellos*. The illustrations included in the text are age-appropriate and help students connect with real life.
- In Unit 4, Week 3, Lesson 2 includes an informational text, "*Conoce a José Martí*", which is about a Cuban poet and reflects student's backgrounds and experiences with the Spanish language. The lesson connects concepts to students' personal and cultural experiences with prompts during the read-aloud about vocabulary words such as *apodo*. Students also make personal connections by discussing if they have ever helped their parents or relatives with a job, maybe during summer months when there are no classes. Students also discuss questions to elaborate on their responses, such as: "Where was the place? Did they have to travel? What activities did you help with? What did you learn from the experience?"

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)

- In Unit 5, Week 1, Lesson 2, "Reader's Workshop, Shared Reading, Close Read", students scan the grade level text, "*Deambular por el Círculo Polar Ártico*", analyze the sidebar *"¿Qué se come?*", and underline key details about what kind of meat the Afar eat and what type of milk they drink. Students also identify the author's main purpose for including the "*Arrear animales*" text feature.
- In Unit 1, Week 2, Lesson 1, the materials include a poem, "*Solidaridad*." The teacher reminds students of the unit question, "How does our environment affect us?" and guides them to look at the illustration. Students look at the illustration and discuss how the artist used visual images to represent ideas from the poem. Students use the following questions in their discussion: "Which line from the poem is illustrated in the artwork? Why are children shown playing next to water? How else do the illustrations and the poem match?" At the end of the

lesson, students free-write to answer the question "How do you work and play in the place you live?" in the "*Libro interactivo del estudiante*" and then share their responses.

- Unit 4, Week 3, Lesson 1 includes an activity to analyze narrative elements in a biography using the text "George Washington Carver." After the teacher models analyzing narrative elements in a biography, students use the strategies to identify a biography in their workbook. Students work with a partner to complete a Turn and Talk activity in their interactive book using two previously read biographies to compare the authors' purposes for writing the biographies.

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

- In Unit 5, Week 3, Lesson 2, "*Taller de lectura*, Shared Reading, Respond and Analyze", students complete the activities in the "*Libro interactivo del estudiante", "Desarrollar el vocabulario and Verificar la comprensión*." Students complete sentences with the vocabulary words in the shared reading, "*¿Adónde van cuando llueve o nieva?*" For example, students complete the sentence "*Los insectos y animales saben qué tienen que hacer para __ en medio de la nieve"* using the word *sobrevivir*. Students also complete the "*Verificar la comprensión*" activity by re-reading the shared reading to answer inference questions. Students write their answers to questions such as, "How do you know these texts are dramas or readers' theater texts?" A possible answer is that each story has acts with lines for each character to read.

- The read-aloud and shared reading texts include a discussion guide that contains questions or discussion prompts that encourage students to think critically about the text and justify their responses with text evidence. In Unit 1, Week 3, Lesson 1, "*Presentación de la Week*", students use the materials "*Explorar un entorno de selva*" to learn about diagrams. The teacher explains that diagrams combine words and pictures to provide information. Students read the diagram and then discuss "how a rainforest environment might affect how people live, including the type of shelter they build, the clothing they wear, and the foods they eat."

- In Unit 4, Week 2, Lesson 2 includes various activities for students to think and justify their thinking orally after reading the text "Frederick Douglass". Students are prompted to discuss and answer questions: "What would you like to learn more about? Generate questions about what seems to be different or about something you already know. Make connections between the current text and previously read texts. Discuss with a partner how this text connects to the week's question."

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)

- In Unit 5, Week 2, Lesson 1, "Reader's Workshop, Listening Comprehension", students ask questions and discuss the answers to clarify information in the informational text, "*Fuerza huracanada*." Students determine the structure of the text as the teacher reads aloud.

Students listen actively to notice any pauses for punctuation and the use of question marks to help their understanding of the text's structure.

- The materials contain varied activities aligned with different discussion formats to promote engagement and understanding of specific elements of the text, such as text features like diagrams, pictures, and illustrations. In Unit 1, Week 3, Lesson 1, students analyze the text "*Explorar un entorno de selva*." The teacher explains that a diagram combines words and pictures to provide information. Students individually read the diagram and answer the following question: "How a rainforest environment might affect the ways that people live, including the types of shelter they build, the clothing they wear, and the foods they eat?" In this lesson, students also write their responses to the "*Intercambiar ideas*" activity in the "*Libro interactivo del estudiante*." They discuss their answers with the class.
- In Unit 4, Week 3, Lesson 2 includes opportunities for students to enhance their understanding of the text *"Conoce a Jose Marti"* by having students practice their academic vocabulary words such *as pregonar, astronomía, constelación, pupitre*, and *cuchichear*. The students use their interactive textbook to create word webs with the week's vocabulary words. Students work as a group to choose one word, write that word in the center of a sheet of paper, and place circles around with information such as the definition, how to use the word in a sentence, synonyms, and antonyms.

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)

- In Unit 5, Week 1, Lesson 4, "Reader's Workshop, Confirm or Correct Predictions", students practice making predictions orally using the academic vocabulary words in the text "*En lo profundo y otros lugares extremos donde vivir*", such as *extremo, espectacular, alojamiento, región*, and *transportar*. Students confirm or adjust their predictions after they have read the text.
- In Unit 1, Week 4, Lesson 2, materials include interaction opportunities for students to engage in book talks with peers, focused on reading skills such as making and confirming predictions or using text features to activate and build background knowledge. In this lesson, students use the text "*Vivir en el desierto*." Students analyze text features above paragraph 1. Students underline text features that tell the text will be presented in a particular order. In "Chapter 2, students read "*Habitantes del Desierto*." Using the text features of the page, students answer the question, "What can you predict about the differences and similarities between the two chapters?" Students discuss their predictions with the class.
- In Unit 4, Week 1, "Matching Texts to Learning" includes various activities for students to practice reading skills with grade-level texts. Some of the activities listed include confirming or correcting predictions. As students read their selected text, they answered questions such as, "What details in the early part of the text helped you predict which events in this person's life the author would focus on? What part of the text helped you confirm the predictions you made? Where in the text did you find details that helped you correct the predictions you made?"

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)

- In Unit 5, Week 3, Lesson 2, "Reader's Workshop, Introduce the Text", the materials state a Shared Read Plan for the teacher to introduce the text, "*Un plan de seguridad en caso de emergencía*." The First Read Strategies are listed with detailed guidance on what to do at each stage, including Notice, Generate Questions, Connect, and Respond. For example, in the "Connect" section, the teacher asks the students to "make connections between the details in the text and experiences they have had in their own lives."
- In Unit 1, Week 5, Lesson 1, "*Presentación de la Week*", the materials help ensure that all students have access to grade level text. For example, in Lesson 1, the materials suggest that teachers ask students to turn and talk. Students read the infographic "*El Mundo a nuestro alrededor*" and use "*intercambiar ideas*" to answer questions with a partner: "What natural resources are discussed in the text and video? What characteristics of each element help you understand the topic? Why is it important to be grateful for natural resources?" Students turn and talk and share their responses. Every student has a chance to discuss the text. Other examples include providing illustrations or photographs to support vocabulary comprehension. For instance, in this lesson, the teacher used the text photographs to introduce the academic vocabulary resolver*, organización, competencia*.
- In Unit 4, Week 3, Lesson 2 includes teacher guidance to ensure students can access the informational text "*Conoce a José Martí*." Before the first read, the "Teacher Guide"includes explicit support for introducing the text and previewing the vocabulary words: *pregonar, astronomía, constelación, pupitre*, and *cuchichear* using the student textbook. Lesson materials include guidance for students to highlight the words when they see them during the

first read and guiding questions to think about the words during the read, such as: How does the word offer clues about the authors' purpose in writing this biography?

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

- In Unit 5, Week 3, Lesson 1, "*Taller de lectura*, *Evaluación y diferenciación*, Teacher-Led Options, On-Level, and Advanced", students analyze the Infographic in the "*Libro interactivo del estudiante*" to generate their questions about emergency preparedness organization and then choose one to research throughout the week. Extension activities are presented in the "Center for Downloadable Resources."
- The materials provide differentiation guidance based on formative and summative assessment data in Unit 2, Week 1, Lesson 2, and Formative assessment options. Teachers should have students use the strategies to develop vocabulary. Students respond using newly acquired vocabulary as they complete the activity in the "*Libro interactivo del estudiante*." They should use text evidence in their answers. Students also find and list unfamiliar domain-specific words that give information about the main ideas of their independent reading text.
- In Unit 4, Week 2, Lesson 5 includes activities for students to reflect and share using the text "de Frederick Douglass." The teacher models how to use text evidence to analyze the qualities of people in biographies using the prompts in the student interactive textbook by saying, "I want to highlight Frederick Douglass's and Harriet Tubman's attributes. I think I will focus on the attribute of being decisive. First, I will re-read the biography of Frederick Douglass to see if it mentions something about being decisive. I don't see those specific words in the text, but I can infer from the text in paragraph 4." Students then practice using evidence from the week's text to compare personal qualities that helped people meet their goals.

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 "Text Complexity Tables" provide the quantitative and qualitative measures and place the text "*En lo profundo y otros lugares extremos donde vivir*" at the Lexile level of 730L. The quantitative measures place the text in the grades 2–3 complexity band. The qualitative measures indicate that students may need extra support for the text's purpose: "connecting daily life in the students' experiences to that in extreme places."
- In Unit 1, Week 1, materials include a traditional tale "*Abuela y la gran calabaza: Cuento tradicional bengalí*" by Chitra Banerjee Divakaruni as a read-aloud. The text complexity chart provides a text analysis that states the Lexile measure is 670L. It also notes the structure and knowledge demands of the text and notes to the teacher about characteristics that might be difficult for students, such as language, figurative language, and meaning, identifying the meaning or message of the story.
- In Unit 4, Week 4, Lesson 2 includes the text "*Ciudad verde*." The program materials include a text analysis guide, which provides qualitative measures and complexity levels from simple to complex to explain the purpose of the text. For example, in the area of levels of purpose, the text falls between simple and complex range, which means that this nonfiction narrative has a purpose that is easy to identify. However, it includes several implicit concepts, such as how to face a natural disaster and the importance of sustainability. In cognitive demands, the text falls in the complex range due to the inclusion of ideas of different levels of complexity and abstract ideas. Guidance mentions the potential need to support students with specific concepts, such as experiencing a natural disaster and references to abstract references.

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.

- The text "*El arca de Nora*" is in the grades 2–3 complexity band and at the 720L lexile level, as explained in the "Text Complexity Tables." The qualitative analysis placed it in the middle of simple and very complex. According to the reader and task considerations, Spanish language learners may need help with some figurative and idiomatic language examples. For example, one sentence states, "*explotaba de llena*" (very full). For the intervention, "Meaning", the students work with partners to explain the metaphor "solo salsa" in their own lives. On level/Advanced students complete "Knowledge Demands",where students predict what may happen in the story and revisit their predictions after reading to evaluate their predictions.

- In grade 3, materials provide charts about the core texts' quantitative and qualitative features. In Unit 1, Week 2, the materials include specific details about the readability of the folktale text "*¿Porqué el cielo está tan lejos?*" by Mary-Joan Gerson. The multiple levels of meaning are explicit in the story to explain why the sky is distant, not its real meaning. Instead, its themes of not wasting and treating nature respectfully are implicit and must be inferred by students. The third-person narrative is chronological in structure and has familiar characteristics of folktales and myths, including a supernatural explanation of a natural phenomenon. There are a variety of sentence structures in this text, including complex construction. The story includes fantastical and magical experiences, such as eating the sky.

- In Unit 4, Week 3, Lesson 2 includes the core text, "*Conoce a José Martí*." The text complexity tables indicate that the text falls within the appropriate level of complexity for second grade, with a Lexile of 870L. In student tasks, the qualitative measures indicate that students may need additional support in areas such as structure, difficult prediction, and language due to unfamiliar vocabulary.

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.

- In Unit 5, Week 1, Lesson 2, "*Taller de lectura*, *Introduce the Text*", materials provide the teacher with guidance for the shared reading, "*En lo profundo y otros lugares extremos donde vivir.*" The teacher introduces the vocabulary words in the "*Libro interactivo del estudiante*" such as *extremo, espectacular, alojamiento, región*, and *transportar*, focusing on the word extremo. Students predict what kinds of places the shared reading will discuss based on the title with the word extreme. As the students read, they use the First Read Strategies, which include "Notice: mark areas in the text that indicate the topic. Generate Questions to ask that may help them determine what the author wants them to understand about the topic. Connect: think about how the shared reading connects them to what they know about extreme environments across the globe. Respond: discuss how this text answers the weekly question."
- In Unit 2, Week 2, texts designated for read-aloud and shared reading are at or above grade-level complexity and include suggestions for instruction that support all learners' literacy development. In Week 2, the materials include a read-aloud above grade level, "*Amigos extraños: Aliados insólitos en el reino animal*", with a Lexile of 930L. The quantitative measures suggest that this text is at the upper level of readability for grade 3. The considerations for this read aloud are for intervention students; the teacher uses a two-column chart with headings *depredador* and presa to access prior knowledge and asks "How

predators find their prey? How do prey animals avoid being food for a predator?" For on-level and advanced students, guidance states, "Before reading the text read the title and subtitle aloud and ask 'What are allies? What do allies do? What other words in the title help you understand what is an ally?' Have students share their ideas and examples with a partner."

- Unit 4, Week 1, Lesson 2, includes the text "*La casa que construyó Jane*: Un relato sobre Jane Adams", which is at the appropriate level of complexity and age-appropriate according to the complexity tables. The lesson includes vocabulary scaffolds to preview and introduce vocabulary words such as *comunidad, donar, generosa*, and *transformó*. The students review the vocabulary words and receive sentence stems as scaffolds to practice using the vocabulary words. Then, they use their textbook and fill out a chart in their student workbook using the newly acquired vocabulary words.

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

- In Unit 5, Week 1, "*Taller de lectura*, Matching Texts to Learning, *Lectura independiente*", students are prompted to read an autoselected book or read or listen to a leveled reader. For example, there is Level O, *Las edades del hielo*, Level P, *Mantener limpia el agua*, or suggested books from the Book Club, such as *Viaje dentro de un tornado*.
- The materials include texts designated for independent reading with varying complexity to support readers at, above, and below grade level. For example, in Unit 2, Week 3, materials include level readers for all students. Teachers use weekly independent reading text, such as *"Un hogar para una gallina"* in Week 3 for below readers, "*Estruendo en ciudad Ciénega*" for on-level readers, and "*Baba en el lago*" for above-level students. Each text includes an activity with questions for students to answer to monitor their progress.
- In Unit 4, Week 1, "Matching Texts to Learning" includes a selection of texts designated for independent reading. Texts included are from Levels M-P, such as "*Ciudades Abandonadas*," Level M, "Daniel Boone", Level N, and "Martin Luther King Jr.", Level O. Some of the activities include identifying a biography by answering questions such as, "How can you tell this book is a biography? What text structure can you identify? Is the text written in chronological order? What problem did the person have to overcome?" or to compare texts by answering questions such as, "What connections can you make to other books? What did the author do to make this book enjoyable?"

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 1, "*Libro independiente del Estudiante, Lectura independiente*" has a plan with two steps for self-selecting a text to read. Step 1 includes establishing a purpose by asking questions and writing in a journal. One question is, "Do I want to read to learn something new?" Step 2 in the plan states, "Select a text that satisfies your goal in reading," and includes

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a 4-question checklist students ask themselves after reading the first two pages of a text, including questions such as, "Do I understand what I am reading?

- In grade 3, Unit 1, "*Presentar la unidad*", materials include accountability for reading goals, such as individual reading logs and summaries. During this lesson, the teacher discusses independent reading and "*Mi registro de lectura independiente*" in the "*Libro interactivo del estudiante*." The teacher has students self-select books that are not too difficult or too easy. They choose books by their favorite authors or on topics that interest them. They spend increasing periods of time reading independently to build stamina and fluency.

- The materials guide students to self-select quality Spanish texts to read independently. For example, during the Unit 4 introduction, the student's self-select biographies or autobiographies, establish a purpose for reading about people they find interesting and spend more time reading independently to build stamina and fluency. The student workbook also includes strategies for self-correction, such as re-reading, asking questions, making connections, and stopping and thinking. Students can also document their independent reading using a reading log which includes the date, title, genre, pages, minutes, and a star system for students to rate the students from one to five stars.

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 3, Week 1, Lesson 2, "*Taller de lectura*", most formal and informal tasks focus on texts that students read or listen to and require close attention to literary or textual elements as students demonstrate comprehension. For example, the teacher reminds students to engage with and respond to the text in this lesson and encourages asking questions and making connections with what students know and think. Students scan paragraphs 1–3 and highlight the details that confirm or correct their predictions about the Titanic.
- In Unit 4, Week 1, Lesson 3, materials feature tasks that challenge students to substantiate their assertions with evidence from the text. For instance, following "*La casa que construyó Jane*", students analyze the text's organizational structure. They identify keywords and textual evidence to discern how the text is structured. Subsequently, students utilize their close reading notes to complete a graphic organizer in the "*Libro interactivo del estudiante*", supporting their responses with textual evidence.

- In Unit 5, Week 1, Lesson 1 includes text-dependent questions and Spanish tasks requiring students to use text evidence to demonstrate comprehension. In this lesson, students listen actively to learn about the importance of the rainforest. After the teacher reads the text *"¿Qué es la selva tropical amazónica y por qué es tan importante?"*, students complete a web diagram with the label of rainforest in the middle, and they list reasons why the rainforest is essential in the outer spokes of the diagram.

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)

- Students use the strategies for using text evidence in Unit 1, Week 1, Lesson 4, "Reader's Workshop, Use Text Evidence." Students annotate the text "*Abuela y la Gran Calabaza*" using the Close Read notes and then use their annotations to complete the activity in the student workbook. Students use post it notes to mark in the text where they find evidence about the setting and how the setting influences the plot.
- In Unit 3, Week 2, Lesson 1, "*Presentación de la Week*", students review the essential unit question, "*¿Cómo se forma un héroe?*" Students read the poem "*La Libertad*" in the "*Libro interactivo del estudiante*." The teacher explains that a poem is a piece of writing that usually has figurative language and is written in separate lines of text. Using text evidence from the poem, students discuss the effects that heroes can have on a community and what kind of deeds make a person a hero. Students use the following questions for their discussion: "What qualities does a hero have that you consider important? What person do you know in real life that has the same qualities as the poem? How does this poem imply that ordinary people become heroes?"
- In Unit 5, Week 3, Lesson 3 includes questions and tasks that require students to use text evidence when evaluating the structure of the text "*Un plan de seguridad: en caso de emergencia*." The teacher explains that readers of nonfiction texts understand the text better if they notice how the author has organized the information. Text structures include cause and effect, problem and solution, and sequence. As the teacher reads the text, the lesson consists of tasks such as looking for details and words that suggest how the text is structured. Students are asked to, "Use your analysis of the text structure to help you decide the author's purpose for writing the text so you can understand it better."

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 5, Week 2, Lesson 5, "*Taller de lectura*, Reflect and Share", students work in pairs to compare an extreme environment to a natural event they have read in "*Terremotos, erupciones y otros sucesos que cambian la Tierra*." The students use sentence frames to support their comparisons, such as "*El Medio Ambiente extremo de _____ es similar a _____ porque.*" Students share their comparisons with other students.

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- The materials provide questions and tasks that ask students to discuss key ideas derived from the evidence they have found. In Unit 3, Week 3, Lesson 1, students take turns to read aloud the infographic "*Héroes estadounidenses*" and then find text evidence to discuss the main idea and key ideas. Students use the following questions to monitor discussion "Which president did you find the most interesting?" "What are the similarities and differences between the challenges each president faced?" and "What are other examples you can think of in which other presidents or political leaders turned into heroes?"
- In Unit 5, Week 4, Lesson 5 includes questions that require students to support their claims and justify their thinking by discussing key ideas in evidence from the text "*El arca de Nora*." The lesson includes questions to guide students' thinking, such as, "What details should you look for to write about ways to survive an emergency?" Using the shared read text, students use evidence from the text and from another text to make an emergency plan for their community. During independent practice, students use their self-selected independent reading text to find strategies for survival that are supported by text 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)

- In Unit 2, Week 1, Lesson 1, "*Taller de lectura*, Informational Text", students create an anchor chart throughout the week by adding information as they read the text "*La Danza de las Abejas*." As students read, they add headings, graphics, and titles. Students complete the activity in the student workbook to identify the main idea in an informational text they have read recently. They also answer the question, "What details and events support the information?"
- In Unit 3, Week 3, Lesson 1, "*Taller de lectura*", students use an activity with teacher guidance to find different characteristics of fiction. In the other activity, students use an infographic in the "*Libro interactivo del estudiante*" to generate questions about the three heroic presidents and then choose one to investigate. During the week, students research different evidence from the question they choose.
- In Unit 5, Week 4, Lesson 4 includes tasks for students to analyze the text "*El arca de Nora*." After the teacher models how to identify and annotate details that can be compared and contrasted with modern life, students identify details about Alondra's new house in paragraph 3 to highlight information and write a note in the margin comparing these details with the features of modern homes. During independent practice, students annotate the text and use it to complete a chart on their student workbook. Students also have the option to annotate the text by finding details they can compare and contrast with their own lives and community. Students answer the question, "How did making these connections help you reach a new understanding of the topic?"

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- In Unit 2, Week 4, Lesson 4, "Reader's Workshop, Compare and Contrast Texts", the teacher focuses on persuasive text authors' strategies in their writing, such as claims, supporting details, and evidence for their claims. The teacher uses the Close Read note in the text "*Bienvenidos, Lobos!*" to use details to compare and contrast ideas and compare and contrast texts. For example, the information in the text states that what happened in the past is essential to compare with the present.
- In Unit 3, Week 1, Lesson 1, "*Taller de lectura*", the materials include teacher guidance in which the teacher models determining if a story is historical fiction. The teacher says, "*El cruce de las rocallosas*. The narrator joins Lewis and Clark's expedition to find an aquatic route to the Pacific Ocean. I know this is a historical event, but I notice that the narrator and some details are fiction. All this helps me determine this is a historical fiction story." In pairs, students discuss other historical fiction events that they have read.
- In Unit 5, Week 1, Lesson 3 includes teacher guidance for modeling the use of text evidence using the text "*En lo profundo y otros lugares extremos donde vivir*." The "Teacher Guide"includes a model and practice session, for the teacher to use while modeling how to analyze text features using text evidence to generate text-based responses. The teacher models by making note of specific keywords, and features and highlighting important details. Students discuss another text feature on the page using two photographs answering the question, "How do they help the reader understand extreme places?" Students also annotate the text and use their evidence to complete a chart in their workbook.

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

- In Unit 1, Week 4, Lesson 4, "Reader's Workshop, Use Text Evidence", the teacher explains that text evidence refers to text details supporting an idea. The teacher uses the Close Read note in the "*Libro interactivo del estudiante*" to model how to annotate the text and use text evidence to support an idea. The teacher offers students oral practice using the unit's academic vocabulary words to identify and use text evidence.
- In Unit 3, Week 2, Lesson 1, "*Presentación de la Week*", materials include the poem "*La Libertad*" in the "*Libro interactivo del estudiante*." The teacher explains that the poem is a piece of writing that usually uses figurative language and is written in separate lines of text. Students read the poem and discuss the effect that heroes can have on a community and what kinds of deeds make a person a hero. Teacher uses the following questions to guide the discussion: "What is a quality that a hero has that you consider important? What person do you know in real life that has the same qualities as the poem? How does this poem show that ordinary people become heroes?"
- In Unit 5, Week 2, Lesson 2 includes guidance for teachers to use structured opportunities to engage in evidence-based discussions using the academic vocabulary of the text "*Terremotos, eruptions y otros sucesos que cambia la Tierra*." The lesson includes explicit guidance for students to take turns speaking and generate questions to clarify information they have read. The lesson also integrates academic vocabulary words such as *superficie, accidentes geográficos, procesos, dañino*, and *produce*. Students work in pairs or groups to write sentences with the target vocabulary words and then read them aloud.

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	8/8
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.	2/2
8.B.1e	Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)	1/1

The materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS. Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose argumentative 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 5, Week 4, "*Taller de escritura*, *Técnica del Escritor*", the materials include the mentor text "*El arca de Nora*" for students to review when to use commas. Students look for examples of the rules and discuss the importance of opening and end marks. Students read the sentences and indicate the different punctuation marks to use. Students complete the My Turn activities independently and use punctuation rules to edit one of their poems for correct punctuation.
- In Unit 3, Week 3, Lesson 1, materials provide mentor text to reinforce the understanding of organization and structure in written communication. During this lesson, the materials include a historical fiction text, "*El turno del abuelito: un camino hacia las urnas*." The teacher explains to students that when they write about historical text, their writing will be more vivid and more

enjoyable to their readers when they include personal connections they have made with the text. Students use the writing-to-sources prompt on the "*Libro interactivo del estudiante*" to include personal connections in their writing.

- In Unit 1, the writer's workshop lessons include mentor texts such as "*Los niños migrantes no vienen de la Luna*", "*Amos y Boris*", and "*Irene, la Valiente*." The weekly overview includes information about the students' objectives and explains how they will begin writing personal narratives. This overview consists of the list of mentor texts. It gives teachers options based on the criteria teachers should use as they select mentor texts from the list provided based on the length, the narrator's thoughts, feelings, and the use of imagery.

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 5, Week 1, "*Taller de escritura*, Weekly Overview", students "explore the genre of poetry, analyze the sounds and appearance of poems, and brainstorm ideas and plan a poem." Students will follow a "Daily Plan" guided by the teacher to write a poem.
- In Unit 3, Week 2, "*Taller de lectura*", the teacher chooses a historical fiction text from the stack, reads it aloud, and encourages students to visualize the character. Then, students transition into independent writing, where they create a cluster web to describe different traits of their main character and share this information.
- In Unit 3, Week 1, the writer's workshop lesson includes opportunities for students to compose their own historical fiction story. During "Lesson 1, the teacher tells students they will read and examine many historical fiction stories to help them write their drafts. As the teacher reads, the student focuses on the genre's characteristics, answering questions such as: "Where and when does the story take place? What is the problem that needs to be resolved? Who needs to solve the problem?" Students use their interactive textbook to practice using another historical fiction story. Students brainstorm ideas for their historical fiction stories in their notebooks during independent writing time.

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 2, Week 5, Unit 5, "*Taller de escritura*, Weekly Overview", students compose how-to articles responding to a writing prompt. Students reflect on their writing experience and the skills learned. Students follow a "Daily Plan" guided by the teacher's daily minilesson.
- In Unit 3, Week 5, Lesson 1, "*Presentación de la Week*", students use an infographic "*Actuar como un héroe*", in which they summarize their notes to help them answer the questions in the "*Libro interactivo del estudiante*." The teacher explained that an infographic is a source that gives information using words and pictures. Students read the infographic and discuss the different ways people can be heroes. Students write a summary of their ideas and share the response with the class.
- In Unit 3, Week 3, the writer's workshop lesson includes opportunities for students to compose a personal narrative. During "Lesson 1, the teacher tells students that they will write

the introduction for the personal narratives and reads aloud the introduction from a mentor text. Students discuss questions such as, "What did you learn about the narrator in the introduction? What details do you find the most interesting?" Students use their interactive textbook to complete a graphic organizer to begin writing their introductions.

[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.

- In Unit 1, Week 6, "*Plan de la Week, Entornos*, Project Focus", students research what could improve a local playground or park in their community. Students write an opinion letter following the argumentative writing plan provided by the teacher throughout the week. Students read the text "*¿Qué hace segura una área de juego*?" to build their background knowledge and identify the features of argumentative texts. In "Lesson 5, students present their argumentative letter.
- In Unit 3, Week 6, "*Proyecto de indagación*", students use the article "Soy un voluntario!" and their research plan to help recognize the characteristics and structures of argumentative text and develop a plan to compose and research their own argumentative text. Students read and discuss the text. Then, they use the "*Libro interactivo del estudiante*" to state a claim about why people should take advantage of opportunities to be heroic and develop a plan for how they will conduct research.
- In Unit 4, the weekly overview provides a plan for students to explore and write opinion essays. During Week 1, students write the introduction. In Week 2, students work on developing the elements of their essays. In Week 3, students develop their writing. In Week 4, students edit and revise, referring to the author's technique. In Week 5, students publish and celebrate their writing.

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

- In Unit 1, Week 6, "*Proyecto de indagación*, *Entornos*, Write a Thank-you Note", students review the structure of a thank-you note together as a class using the example note in the student workbook. Student pairs plan their thank-you notes using the workbook and then use the plan to compose their notes. Students discuss how they will deliver their notes to the mayor or park official.
- In Unit 1, Week 6, "*Proyecto de indagación*", the teacher explains that a thank you note is a way to acknowledge and express gratitude, or thankfulness, for something nice that someone has done. Students use the "*Libro interactivo del estudiante*" to identify and evaluate the structure of a thank you letter. In pairs, students plan their thank you notes using the "*Libro interactivo del estudiante*." The teacher allows time for students to discuss their preferences for delivering notes to the mayor or park official.
- In Unit 1, Week 6, Lesson 4 includes opportunities for students to write a letter to a mayor or park official on improving the park's playgrounds. During the lesson, the teacher models using

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the letter example in the student interactive textbook, which includes the characteristics and structures of an argumentative letter. During the independent portion of the lesson, the students write the letter considering their intended audience while they are writing. The student textbook includes a checklist to remind students of the characteristics and craft of their letters.

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 1, Week 5, "*Taller de escritura, Vistazo a la Week*", a weekly overview outlines the writing process students will follow to write a text in Spanish. For example, students will plan their writing, peer edit, incorporate feed, write a final draft, and publish and celebrate. Students will follow a "Daily Plan", guided by the teacher, to compose their texts.
- In Unit 3, Week 1, "*Taller de escritura*", materials include different visual supports for students to use while developing their historical fiction writing. In this lesson, students use the graphic organizer in the "*Libro interactivo del estudiante*." After the genre immersion lesson, students should transition into independent writing. Students read historical fiction texts from the stack and reflect on them using the "*Libro interactivo del estudiante*" questions. They begin brainstorming ideas for their historical fiction story in their writing notebook.
- Unit 5, Week 3 includes a lesson on revising and editing using students' poems of the unit, focusing on word choice specific to verbs. Students identify and underline each verb in the poem read by the teacher, considering questions such as, "What does it mean for a verb to be expressive? Are the verbs in this poem expressive? What is the effect of the verbs in this poem?" During independent time, students make revisions to the verbs in their poems.

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

- In Unit 1, Week 5, "*Taller de escritura*, *Vistazo a la Week*, *Pasos para escribir independientemente*", the teacher guides how to think aloud to demonstrate how to write. In shared writing, the teacher can guide students in a small group. During guided reading, the teacher explicitly provides instruction to amplify students' writing skills. Students edit their drafts and write a final draft. Students publish their drafts and celebrate.
- In Unit 3, Week 5, "*Taller de escritura*", the materials include guidance from the teacher. The teacher reviewed the punctuation rules and discussed the examples in the "*Libro interactivo del estudiante*", then displays a passage from a stack text or classroom library book that indicates examples of the rules. The teacher says, "We will practice fixing punctuation marks in the passages. We are going to read slowly, and we are going to pause before each punctuation mark to verify if the mark is used correctly." At each punctuation mark, the class will review why it is correct.
- In Unit 1, Week 1, writer's workshop lessons focus on planning a personal narrative. During the lesson, the teacher provides guided writing support through a think-aloud on how to fill out a freewriting chart. Students discuss how the event made them feel with a peer and are prompted to write free in their student workbook. The lesson plan includes guiding questions to guide students' ideas with questions about their thoughts and feelings, the setting, and the argument. During independent writing time, students use freewriting to plan a first draft of their narrative using a chart in their student workbook.

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, Lesson 1, "*Puente entre los talleres de lectura y escritura*, Language & Convention", the teacher reviews the use of punctuation and capital letters with the students. The teacher displays the sentences, "*Ella es mi prima Marina. No vive aquí. Vive en California.*" The teacher then asks one volunteer to identify the capital letters in the sentences, and state if they are used because the words are proper nouns or because of punctuation. Students write a sentence that uses an adverb that includes capital letters because of proper nouns and because of punctuation. The students exchange sentences with a partner, and the partner underlines the capital letters and states if they are used as capital letters because of proper nouns or punctuation.
- In Unit 3, Week 1, "*Puente entre los talleres de lectura y escritura*", the material includes a verb lesson. The teacher reviews the language and conventions of topic, action, and linking verbs. The teacher displays the following sentence: "*Marisa baila en su cuarto. Marisa está contenta.*" Students identify the action verb, and which one is the linking verb. The teacher gives students the verbs *correr, saltar, ser*, and *estar,* and students write a sentence with each verb. Students then identify the action and linking verb in each sentence. The following lesson is about main and auxiliary verbs. The teacher explained that main verbs define an action, and auxiliary verbs indicate the features of that action, such as the tense when it takes place.

- In Unit 5, Week 2, "Reading and Writing Bridge, Lesson 1 includes guidance sentence-level writing focusing on academic Spanish vocabulary. During the lesson, the teacher reviews academic vocabulary words from the unit, such as *peligro, anticipar*, and *amenaza*. The teacher explains that synonyms are words that have the same or similar meaning, and antonyms are words that have opposite meanings, such as happy and sad. The teacher models using the word *amenaza*, using the chart in the student textbook. Students practice utilizing another word from the table.

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

- In Unit 1, "*Puente entre los talleres de lectura y escritura*, Language & Convention, Lesson 1, the teacher reviews the topic and imperative and exclamatory sentences. The teacher models using the sentences, "I fell asleep and will be late! Before eating, wash your hands." The teacher guides students in identifying the imperative and exclamatory sentences. Students then discuss why one is exclamatory and the other is imperative. Students write one exclamatory and one declarative sentence and exchange their sentences with a partner who identifies each sentence.
- In Unit 3, Week 3, "*Taller de escritura*", the lesson starts with students writing an introduction. The teacher explains that in historical fiction, an introduction welcomes readers into the past and makes them want to read more. An introduction also helps readers get their bearings within a story. The students create a draft of events. The teacher explains that the event sequence is chronological or in time order. Students continue adding a paragraph. The teacher explained that a paragraph typically begins with an indentation and contains a group of sentences that focus on the same main idea.
- In Unit 5, "*Taller de escritura*" outlines the focus and mini lessons for each week during the unit. In Unit 5, Week 1, students work on a plan for writing poems. During Week 2, students work on developing and adding sound elements to their poetry. In Week 3, students brainstorm ideas and plan their poems. In Week 4, students revise and edit as they rearrange their words. In Week 5, students publish and edit their writing.

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

- In Unit 5, Week 3, "*Puente entre los talleres de lectura y escritura*", students work independently to write a complex sentence and then exchange it with a classmate to identify the subordinate and independent clauses. The teacher provides the students with the subordinate clause in a sentence frame: "*Antes de ir a la escuela cada día, _____.*"
- In Unit 3, "*Vistazo a la unidad*", materials include a pacing chart where students introduce mentor stacks and immerse in historical fiction texts during Week 1." In Week 2, students develop literary elements of historical fiction writing. In Week 3, students create the structure of historical fiction writing. In Week 4, students apply the writer's craft conventions of

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language to develop and write historical fiction. And in Week 5, students publish, celebrate, and assess historical fiction writing.

- The "Spanish Skills Scope and Sequence" shows that the materials provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level revising and editing. For example, students learn about the editing of verbs in Unit 1, Week 5." Students learn about editing for verb tense by looking at the end of each word. The lesson includes a review of the ending of regular present and past tense verbs. Students edit their drafts using the correct verb tense. In Unit 3, Week 5, students edit for prepositions and prepositional phrases using their historical fiction writing.

Evidence-Based Tasks and Responses

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

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

Evidence includes, but is not limited to:

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

- In Unit 3, Week 5, "*Taller de escritura*", the teacher explains to the whole group that a prepositional phrase begins with a preposition and ends with a noun or pronoun. It connects the noun or pronoun and another part of the sentence. Guidance states, "When editing prepositional phrases, determine whether they are structured correctly, begin with an appropriate preposition, and are correctly positioned within a sentence." After the lesson, students transition into independent writing; the teacher provides a list of prepositions to help them identify prepositional phrases while editing their drafts.
- In Unit 4, "*Puente entre los talleres de lectura y escritura*", "Lesson 2 emphasizes possessives and possessive adjectives. Students and the teacher use sentences such as "*Mi hermano es un año menor que yo*" and "*Esas son llaves nuestras*" to model and practice. A volunteer will identify the possessive adjective and pronoun in each sentence (*mi, nuestras*). Students will then work in pairs, with one student creating a sentence using a possessive adjective and the

other using a possessive pronoun. Partners will identify the possessive adjective and pronoun used in each sentence.

- In Unit 3, Week 4, reading and writing bridge lessons allow students to practice irregular verbs out of context. For example, in "Lessons 2,3 and 4, students work on identifying regular and irregular verbs. Students are given a paragraph draft in the student workbook to edit by checking if they are spelling and using irregular verbs correctly. As students begin their drafts during the writer's workshop, they are reminded to check to see if they are correctly spelling and using irregular verbs by working with a partner.

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 1, Week 5, "Taller de escritura, Publicar, Celebrar y Evaluación, Assessment", students respond to the prompt, "Think about how it feels to visit a new place. Write about moving into a new house in the genre of your choice." Students organize their writing, using interesting details, specific concrete words, and correct spelling, punctuation, and grammar.
- In Unit 3, Week 4, "Taller de lectura", the teacher explains that correct capitalization is important. Students select historical fiction texts from the stack that contain examples of people's names, holidays, or geographical names and places. After the editing activity, students may begin independent writing. In the second turn, students edit their historical fiction paragraphs for capitalization.
- In Unit 5, Week 6, Lesson 4, students can analyze their argumentative text by engaging in a peer review activity. During the lesson, students are reminded how writers revise their sentence structure and word choice to make their writing more persuasive. Students are also asked to compare and contrast the text of the first draft and the revised drafts' text. During the peer review activity, student pairs reread their brochures using the Revise checklist in their student workbook to ensure they use the correct conventions such as capitalization, indentation, and quotation marks.

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

- In Unit 3, Week 4, "*Taller de escritura*", the teacher explains that writers use pronouns to avoid repeating the same noun. Students read several pages of a historical fiction text from the stack, emphasizing sentences with pronouns. They complete the "My Turn" activities independently and edit their drafts for pronouns.
- In Unit 5, Week 4, during the "*Taller de escritura*" lesson on punctuation marks, the teacher will review the rules for end and opening marks and highlight different types of sentences. Students will then be directed to the "*Libro interactivo del estudiante*" to review these rules and independently complete the "My Turn" activities. Afterward, they will edit one of their poems to ensure correct punctuation.

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- In Unit 3, Week 5, "Publish, Celebrate, and Evaluate the Lesson", systematic opportunities are provided for students to practice their writing convention skills in context. As students prepare for the celebration, they revisit and edit their historical fiction stories. The teacher's script explains that it is essential that writers use correct punctuation marks, including indentations, if they want their work to be understood by others. During the lesson, students work using their workbooks to complete an editing activity to practice their understanding and application. In the independent writing time, students edit their draft three times, focusing on one punctuation rule.