

IMRA Tier-One Rubric Revision Side-
By-Side with Rationales
SLAR 4–6 Rubric

Implementation Quality

1. Intentional Instructional Design

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

1.1 Course-Level Design*

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| 1.1a | Materials include a scope and sequence outlining the TEKS and <u>ELPS</u> , concepts, and knowledge taught in the course. | 1.1a | Materials include a scope and sequence outlining the TEKS and concepts taught in the course. | The consensus for this guidance is the word “knowledge” is redundant since it is the “K” in TEKS. ELPS removed since it is not applicable to SLAR. |
| 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) . | 1.1b | 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). | No changes proposed. |
| 1.1c | Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. | 1.1c | Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. | No changes proposed. |
| 1.1d | Materials include <u>guidance, protocols, and/or templates with corresponding guidance</u> for unit and lesson internalization. | 1.1d | Materials include guidance for unit and lesson internalization. | Recommended to reduce redundancy in wording and clarify the requirement for a protocol with guidance, ensuring a more streamlined, cohesive approach to unit and lesson internalization. |
| 1.1e | Materials include resources and guidance for to support instructional leaders administrators and instructional coaches to support teachers with implementing the materials as designed. | 1.1e | Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed. | Discussion resulted in the recommendation that instructional leaders encompassed a variety of individuals that support implementation. The inclusion of “to support teachers” was intended to underline the supportive role for classroom implementation since report evidence from the IMRA 2024 review sometimes included solely administrative or technical support for implementation. |

1.2 Unit-Level Design*

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| 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. | 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. | No changes proposed. |
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| 1.2b | Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student. | 1.2b | Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student. | No changes proposed. |
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1.3 Lesson-Level Design*

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| 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 (aligned with the TEKS). | 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 (aligned with the TEKS). | The feedback indicated the ELAR rubric content standards should be aligned with the TEKS and language standards should be aligned with the ELPS. In SLAR both would be aligned with the TEKS. |
| 1.3b | Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and outlining the suggested timing for each lesson component. | 1.3b | Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component. | This edit is streamlining 1.3b and 1.3c. The working group members agreed these items are usually located in the same place in the materials. |
| 1.3c | Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. | | Guidance Removed | Merged with 1.3b (see above). |
| 1.3c | Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). | 1.3c | Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). | The only change is to the numbering. This guidance would be 1.3c after the combination of the two preceding guidance bullets. |

2. Progress Monitoring

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

2.1 Instructional Assessments*

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| 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 . | 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. | No changes proposed. |
| 2.1b | Materials include the definition and intended purpose for the types of instructional assessments included . | 2.1b | Materials include the definition and intended purpose for the types of instructional assessments included. | No changes proposed. |

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| 2.1c | Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments . | 2.1c | Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. | No changes proposed. |
| 2.1d | Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. | 2.1d | Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. | No changes proposed. |
| 2.1e | Instructional assessments include <u>TEKSstandards</u> -aligned items at varying levels of complexity . | 2.1e | Instructional assessments include TEKS-aligned items at varying levels of complexity. | The feedback indicated that the word “standards” should be replaced with TEKS anywhere in the rubrics to achieve consistency but also clarity. |

2.2 Data Analysis and Progress Monitoring*

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| 2.2a | Instructional assessments and scoring information provide guidance for interpreting and <u>responding to</u> student performance . | 2.2a | Instructional assessments and scoring information provide guidance for interpreting student performance. | The consensus was that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance. |
| 2.2b | Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. | 2.2b | Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. | No changes proposed. |
| 2.2c | Materials include tools for <u>teachers to track student progress and growth, and tools for</u> students to track their own progress and growth. | 2.2c | Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth. | The consensus was that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance. |

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds*

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|------|--|------|---|---|
| 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 . | 3.1a | Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. | The consensus was that it should be “and,” not “and/or” because all three should be required. |
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| 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) | 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) | No changes proposed. |
| 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 . | 3.1c | Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. | No changes proposed. |

3.2 Instructional Methods*

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| 3.2a | Materials include <u>explicit (direct)</u> prompts and guidance to support the teacher in modeling <u>and</u> explaining, and communicating the concept(s) to be learned <u>explicitly (directly)</u> . | 3.2a | Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. | The working group members’ feedback indicated explicit should be moved to the forefront of the guidance to reflect its placement in other guidance later in the rubric, and that modeling and explaining are both forms of communicating, so remove the general term, “communicating.” |
| 3.2b | Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches . | 3.2b | Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. | No changes proposed. |
| 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 . | 3.2c | 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. | No changes proposed. |

3.3 Support for Emergent Bilingual Students*

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|------|---|------|--|----------------------|
| 3.3a | Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs . | 3.3a | Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. | No changes proposed. |
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| 3.3b | Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. | 3.3b | Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. | No changes proposed. |
| 3.3c | If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. | 3.3c | If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. | No changes proposed. |

Learning Quality

4. Foundational Skills

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

4.A Oral Language

4.A.1 Oral Language Development

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

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|--------|--|--------|---|--|
| 4.A.1a | Materials include guidance for the teacher <u>teacher guidance</u> in Spanish to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade-level Spanish language arts TEKS (T) . | 4.A.1a | Materials include teacher guidance in Spanish to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade-level Spanish language arts TEKS (T) . | Change to teacher guidance to streamline wording. |
| 4.A.1b | Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level Spanish language arts TEKS. (S) | 4.A.1b | Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level Spanish language arts TEKS. (S) | No changes proposed. |
| 4.A.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) | 4.A.1c | Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S) | Consensus is that the opportunities being in Spanish is a given and thus not necessary in the rubric language. |

4.B Phonics (Encoding/Decoding)

4.B.1 Sound-Spelling Patterns (4-5)

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

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| 4.B.1a | Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as outlined in the Spanish language arts TEKS. | | Feedback indicated this indicator guidance is reflected in 4.B.2 for Spanish and resulted in redundant evidence during the IMRA 2024 quality review. |
| 4.B.1b | Materials include guidance for the teacher in Spanish to provide explicit (direct) instruction for grade-level sound-spelling patterns and syllable combinations. (T) | | |
| 4.B.1c | Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (S) | | |

4.B.12 Decoding and Encoding Multisyllabic Words including Diphthongs, Hiatus, and Word Types

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

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| 4.B.12a | Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words <u>including</u> depending on syllable stress (silaba tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. | 4.B.1a | Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words including syllable stress (silaba tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. | Consensus was “depending on” should be removed and replaced with “including.” The Spanish word <i>sílaba</i> should have accent over the “i,” and <i>tónica</i> should have accent over the “o.” |
| 4.B.12b | Materials include guidance for the teacher <u>teacher guidance</u> to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tónica <u>tónica</u>), word type and accent mark rules. (T) | 4.B.1b | Materials include teacher guidance to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tónica), word type and accent mark rules. (T) | The Spanish word <i>sílaba</i> should have accent over the “i,” and <i>tónica</i> should have accent over the “o.” Change to teacher guidance to streamline wording. |
| 4.B.12c | Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S) | 4.B.1c | Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S) | Recommended to change to and/or since review teams found resources that included activities and activities that included resources. |
| 4.B.12d | Materials include a variety of activities and/or 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 connected authentic Spanish text that builds on previous instruction (S) | 4.B.1a | Materials include a variety of activities and/or 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 connected authentic Spanish text that builds on previous instruction (S) | Recommended to change to and/or since review teams found resources that included activities and activities that included resources. |

4.B.23 Morphological Awareness

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

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| 4.B.23a | Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. | 4.B.2a | Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. | No changes proposed. |
| 4.B.23b | Materials include guidance for the teacher <u>teacher guidance</u> to provide explicit (direct) 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. (T) | 4.B.2b | Materials include teacher guidance to provide explicit (direct) 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. (T) | Change to teacher guidance to streamline wording. |
| 4.B.23c | Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S) | 4.B.2c | Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S) | Recommended to change to and/or since review teams found resources that included activities and activities that included resources. |
| 4.B.23d | Materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected authentic Spanish text that builds on previous instruction (e.g., within sentences). (S) | 4.B.2d | Materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected authentic Spanish text that builds on previous instruction (e.g., within sentences). (S) | Recommended to change to and/or since review teams found resources that included activities and activities that included resources. |

4.C Vocabulary Support

4.C.1 Vocabulary Development

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

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| 4.C.1a | Materials include teacher guidance for the teacher in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T) | 4.C.1a | Materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as dictionaries, glossaries, eBooks, and online dictionaries. (T) | The feedback centered on the lack of teacher guidance for supporting students. While materials may have included activities, etc., to support students, they did not provide teachers with guidance to support students in determining meaning. |
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| 4.C.1b | Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S) | 4.C.1b | Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S) | No changes proposed. |
| 4.C.1c | Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade-level Spanish language arts TEKS. (S) | 4.C.1c | Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade-level Spanish language arts TEKS. (S) | No changes proposed. |

4.D Fluency

4.D.1 Reading Fluency

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 9B – Reading Fluency

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|---------------|--|---------------|--|---|
| 4.D.1a | Materials include a variety of grade-level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose (S) | 4.D.1a | Materials include a variety of grade-level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose (S) | No changes proposed. |
| 4.D.1b | Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S) | 4.D.1b | Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S) | No changes proposed. |
| 4.D.1c | Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade-level authentic or transadapted Spanish texts. (T) | 4.D.1c | Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade-level authentic or transadapted Spanish texts. (T) | No changes proposed. |
| 4.D.1d | Materials include <u>various</u> authentic or transadapted texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension. | 4.D.1d | Materials include various authentic or transadapted texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension. | Recommendation to include the term “various” and making the term “text” plural to require multiple texts. |

4.E Handwriting

4.E.1 Handwriting Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 7B – Pre-Reading Skills

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| 4.E.1 a | Materials include resources in Spanish to support explicit (direct) instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T) | 4.E.1a | Materials include resources in Spanish to support the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (T) | Consensus was that explicit (direct) instruction of handwriting in grades 4–8 was not developmentally appropriate and should be replaced with “resources in Spanish to support.” |
| 4.E.1 b | Materials include frequent opportunities, resources, and activities , and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (S) 3 | 4.E.1b | Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (S) | Feedback received indicated that activities and tasks are understood to be a single item, and so another <i>and</i> following <i>resources</i> should be added, and the comma after <i>activities</i> should be deleted. |

5. Knowledge Coherence

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

5.A Connected Knowledge Topics

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

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

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| 5.A.1a | Units are designed to build knowledge based in the fields of science, history, literature, and the arts. | 5.A.1 a | Units are designed to build knowledge based in the fields of science, history, literature, and the arts. | No changes proposed. |
| 5.A.1b | Materials provide resources, including a connected a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels. | 5.A.1 b | Materials provide resources, including a connected scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels. | The feedback indicated that resources could include a variety of formats to demonstrate the instructional approach. |
| 5.A.1c | Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts. | 5.A.1c | Units are designed for students to spend extended time (3 weeks or more) on connected knowledge-building topics and Spanish texts. | No changes proposed. |
| 5.A.1d | Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. | 5.A.1 d | Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. | No changes proposed. |

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| 5.A.1e | Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson. | 5.A.1e | Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson. | No changes proposed. |
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5.A.2 Context and Student Background Knowledge

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

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| 5.A.2a | Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. | 5.A.2a | Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. | No changes proposed. |
| 5.A.2b | Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. | 5.A.2b | Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. | No changes proposed. |
| 5.A.2c | Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (S/T) | 5.A.2c | Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (S/T) | No changes proposed. |

5.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks

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

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| 5.A.3a | Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S) | 5.A.3a | Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S) | No changes proposed. |
| 5.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) | 5.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) | No changes proposed. |
| 5.A.3c | Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S) | 5.A.3c | Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S) | No changes proposed. |
| 5.A.3d | Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S) | 5.A.3d | Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S) | No changes proposed. |

5.A.4 Key Academic Vocabulary and Grade-Level Concepts

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

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| 5.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. | 5.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. | No changes proposed. |
| 5.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) | 5.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) | No changes proposed. |
| 5.A.4c | Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S) | 5.A.4c | Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S) | No changes proposed. |
| 5.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) | 5.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) | No changes proposed. |

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

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

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| 5.B.1a | Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources and synthesizing the information (S). | 5.B.1a | Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources and synthesizing the information (S). | No changes proposed. |
| 5.B.1b | Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources (S). | 5.B.1b | Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources (S). | No changes proposed. |

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| 5.B.1 e | Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (s) | | Guidance Removed | After deliberation and comparison to TEKS language, it was determined that this guidance is redundant. The presence of these would be captured in citations during the IMRA Standards Alignment review. |
| 5.B.1 cd | Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8) (s) . | 5.B.1c | Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8) (s) . | Renumbered due to deleting earlier guidance. |

6. Text Quality and Complexity

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

6.1 High-Quality Grade-Level Texts

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

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| 6.1a | Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS. | | Guidance Removed | After deliberation and comparison to TEKS language, it was determined that this guidance is redundant. The presence of these would be captured in citations during the IMRA Standards Alignment review. |
| 6.1ab | 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. | 6.1a | 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. | Re-numbered due to deleting earlier guidance. |
| 6.1be | Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. | 6.1b | Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. | Re-numbered due to deleting earlier guidance. |
| 6.1cd | Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. | 6.1c | Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. | Re-numbered due to deleting earlier guidance. |
| 6.1de | Texts include content that is relevant, engaging, and authentically reflects students' <u>diverse</u> backgrounds and experiences. (s) | 6.1d | Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (s) | Consensus was the term "diverse" to describe students' backgrounds and experiences. Re-numbered due to deleting earlier guidance. |

6.2 Interaction with Grade-Level Text

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

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|-------|--|------|--|--|
| 6.2a | Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (s) | | Guidance Removed | The consensus concluded that this was redundant evidence to 6.2b, with 6.2b being the more appropriately articulated of the two. |
| 6.2ab | 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) | 6.2a | 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) | Re-numbered due to deleting earlier guidance. |
| 6.2be | 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) | 6.2b | 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) | Re-numbered due to deleting earlier guidance. |
| 6.2cd | 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) | 6.2c | 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) | Re-numbered due to deleting earlier guidance. |

6.3 Supporting Access to Grade-Level Text

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

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| 6.3a | 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.). (S/T) | 6.3a | 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.). (S/T) | No changes proposed. |
| 6.3b | Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. | 6.3b | Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. | No changes proposed. |

6.4 Analysis of Text Complexity

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

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|------|--|------|--|----------------------|
| 6.4a | Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text’s educational purpose and grade-level placement. | 6.4a | Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text’s educational purpose and grade-level placement. | No changes proposed. |
| 6.4b | 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. | 6.4b | 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. | No changes proposed. |

6.5 Self-Sustained Independent Reading

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

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| 6.5a | Materials include explicit (direct) guidance for teacher <u>teacher guidance</u> in Spanish <u>on how to monitor student's comprehension through structured activities during independent reading</u> on how to monitor students' comprehension and hold them accountable during independent reading. (T) | 6.5a | Materials include explicit (direct) teacher guidance in Spanish on how to monitor student's comprehension through structured activities during independent reading. (T) | Feedback indicated the phrase “hold them accountable” was obtuse and awkward. The consensus was to replace it with “teacher guidance on how to monitor student’s comprehension through structured activities during independent reading.” |
| 6.5b | Texts designated for independent reading are authentic or transadapted Spanish texts and have a range of complexity levels for students to practice reading independently. (S) | 6.5b | Texts designated for independent reading are authentic or transadapted Spanish texts and have a range of complexity levels for students to practice reading independently. (S) | No changes proposed. |
| 6.5c | Materials include a plan for students to self-select high-quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S) | 6.5c | Materials include a plan for students to self-select high-quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S) | No changes proposed. |

7. Evidence-Based Tasks and Responses

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

7.A Text-Dependent Tasks

7.A.1 Use of Text Evidence

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

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|---------------|--|---------------|--|----------------------|
| 7.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) | 7.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) | No changes proposed. |
| 7.A.1b | Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S) | 7.A.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) | No changes proposed. |
| 7.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) | 7.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) | No changes proposed. |
| 7.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) | 7.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) | No changes proposed. |

7.A.2 Teacher Guidance for the Use of Text Evidence

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

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|---------------|--|---------------|--|----------------------|
| 7.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) | 7.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) | No changes proposed. |
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| 7.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) | 7.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) | No changes proposed. |
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7.B Writing

7.B.1 Genre Characteristics and Craft to Compose Multiple Texts

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

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|---------------|---|---------------|---|---|
| 7.B.1a | Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish language arts TEKS. | 7.B.1a | Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish language arts TEKS. | No changes proposed. |
| 7.B.1b | Materials include opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences with genre specific characteristics and craft. (S) | 7.B.1b | Materials include opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences with genre specific characteristics and craft. (S) | Feedback indicated that the existing language allowed for materials to have opportunities for types of text only within one unit. Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit. |
| 7.B.1c | Materials include opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S) | 7.B.1c | Materials include opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S) | Feedback indicated that the existing language allowed for materials to have opportunities for informational text within just one unit. Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit. |
| 7.B.1d | Materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S) | 7.B.1d | Materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S) | Feedback indicated that the existing language allowed for materials to have opportunities for argumentative text within just one unit. Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit. |

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| 7.B.1e | Materials include opportunities <u>throughout the year</u> for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S) | 7.B.1e | Materials include opportunities throughout the year for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S) | Feedback indicated that the existing language allowed for materials to have opportunities for correspondence within just one unit. Consensus was that adding “throughout the year” would ensure that skills in different types of writing are revisited throughout the year, not just in a single unit. |
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7.B.2 Writing Process

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

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| 7.B.2a | Materials support students’ coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions <u>of</u> writing. (S) | 7.B.2a | Materials support students’ coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions of writing. (S) | No changes proposed. |
| 7.B.2b | Materials include guidance for the teacher <u>teacher guidance</u> 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) | 7.B.2b | Materials include teacher guidance 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) | Change to teacher guidance to streamline wording. |

7.B.3 Explicit (Direct) and Systematic Writing Instruction

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

| | | | | |
|--------|---|--------|---|----------------------|
| 7.B.3a | Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary a. (T) | 7.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 a. (T) | No changes proposed. |
| 7.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) | 7.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) | No changes proposed. |

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| 7.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) | 7.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) | No changes proposed. |
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7.B.4 Grade-Level Standard Spanish Conventions

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

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| 7.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) <u>in sentences and short paragraphs using correct capitalization and punctuation</u> according to the grade-level Spanish language arts TEKS. (S) | 7.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) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. (S) | Feedback indicated that 7.B.4a and 7.B.4b often resulted in redundant evidence. The consensus suggestion was to add “in sentences and short paragraphs using correct capitalization and punctuation” to 7.B.4a. |
| 7.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 language arts TEKS. (S) | | Guidance Removed | Consensus was to delete 7.B.4b and incorporate “sentences and short paragraphs using correct capitalization and punctuation” to 7.B.4a. Grammar and punctuation also appear again in guidance 7.B.4c (recommended as 7.B.4b) |
| 7.B.4b € | Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S) | 7.B.4b | Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S) | Re-numbered due to deleting earlier guidance. |