IMRA Tier-One Rubric Revision Side-By-Side with Rationales

SLAR K–3 Rubric

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

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*

1.1a	Materials include a scope and sequence outlining the TEKS, ~~ELPS, and~~ concepts~~, and knowledge~~ taught in the course.	**1.1a**	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	The consensus for this guidance is the word "knowledge" is redundant since it is the "K" in TEKS. Remove ELPS, as it doesn't apply 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 ~~guidance,~~ protocols~~, and/or templates~~ with corresponding guidance for unit and lesson internalization.	**1.1d**	Materials include ~~guidance~~ protocols with corresponding 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*

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.

1.3 Lesson-Level Design*

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 SLAR rubric should 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).
1.3cd	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.

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2. Progress Monitoring

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

2.1 Instructional Assessments*

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.
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 TEKS~~standards~~-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*

2.2a	Instructional assessments and scoring information provide guidance for interpreting ~~and responding to~~ 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 teachers to track student progress and growth, and tools for 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.	Feedback indicated publishers often responded in their appeals that they had a tracking chart, but it was only a teacher-facing material and included publisher rationales that it could be used for students. Delineating tools for teachers and tools for students would help clarify.

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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*

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.
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*

3.2a	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and, explaining, and communicating the concept(s) to be learned explicitly (directly).	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.

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3.3 Support for Emergent Bilingual Students*

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.
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. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction*
19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) ~~and foundational~~ skills.	4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.	Reviewers concluded that foundational skills are addressed in Section 5: Foundational Skills and this section should focus on phonics skills.
4.1b	Materials include explicit (direct) and intentional ~~daily~~ ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.	4.1b	Materials include explicit (direct) and intentional ~~daily~~ ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.	Feedback indicated that 4.1b and 4.1c gathered redundant evidence. Consensus led to adding "both in isolation and through decodable texts" to 4.1b to merge. Additionally, the word daily was switched to ongoing to align with phonics rule in 19 TAC §74.2001(b)(1)(E). 4.2 focuses on daily instruction.

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4.1c	~~Materials include practice of phonics skills both in isolation and through decodable texts .~~		Guidance Removed	Feedback indicated that 4.1b and 4.1c gathered redundant evidence. Consensus led to adding "both in isolation and through decodable texts" to 4.1b to merge.
4.1d	~~Materials include frequent opportunities for cumulative review of previously taught skills throughout the year .~~		Guidance Removed	The removal of this guidance is suggested. Discussion revealed that cumulative review exists in 4.3, so this often resulted in redundant evidence collected by review teams.

4.2 Daily Instructional Sequence and Routines*

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

4.2a	Daily lessons include explicit (direct) phonics instruction with teacher modeling.	4.2a	Daily lessons include explicit (direct) phonics instruction with teacher modeling.	Feedback led to consensus that "phonics" should be added to specify the instruction, so that it is front-of-mind for review teams.
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction with guidance for ~~and~~ immediate and corrective feedback.	4.2b	Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.	Recommended to add "with guidance for" because discussion revealed opportunities for feedback may exist but often publishers didn't provide teachers guidance for providing the feedback.
4.2c	Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.	4.2c	Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.	Feedback led to consensus that phonics skills should be added to specify what skills are being practiced, so that it is front-of-mind for review teams.

4.3 Ongoing Practice Opportunities*

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

4.3a	Materials include intentional cumulative phonics review and practice activities throughout the curriculum.	4.3a	Materials include intentional cumulative phonics review and practice activities throughout the curriculum.	Recommended to add the term phonics to specify the type of review and practice opportunities.
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	No changes proposed.
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	No changes proposed.
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and decodable connected text.	4.3d	Lessons include an instructional focus with opportunities for practice in isolation and decodable connected text.	The consensus was to add the term "decodable" to be consistent with 4.1b.

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4.4 Assessment*

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	No changes proposed.
4.4b	Materials include clear, consistent directions for accurate administration of assessments.		Guidance Removed	The recommendation is to remove this guidance since "clear, consistent directions for accurate administrations already exists in 2.1c for assessments, of which the phonics assessments would have already been included.
4.4bc	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	4.4b	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	Change numbering due to the deletion of 4.4b.
4.4cd	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	4.4c	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	Change numbering due to the deletion of 4.4b.

4.5 Progress Monitoring and Student Support*

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	No changes proposed.
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	No changes proposed.
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	No changes proposed.
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	No changes proposed.

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5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness (K-1)

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

5.A.1a	Materials include teacher guidance ~~for the teacher~~ to provide explicit (direct) and systematic instruction in print awareness and for regular review of print concepts, including how print has different purposes (K-1) (T).	5.A.1a	Materials include teacher guidance to provide explicit (direct) and systematic instruction in print awareness and for regular review of print concepts, including how print has different purposes (K-1) (T).	The recommendation is to add "for" before "regular review" to clarify that "explicit (direct) instruction" doesn't apply to "regular review" since that would not be part of the process of review. Guidance for the teacher is also revised to "teacher guidance" to streamline rubric language.
5.A.1b	Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S).	5.A.1b	Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1) (S).	No changes proposed.

5.B Oral Language

5.B.1 Oral Language Development*

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

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)	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)	No changes proposed.
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S).	5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S).	No changes proposed.
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)	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)	No changes proposed.

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5.C Alphabet

5.C.1 Alphabet Knowledge (K only)*

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

5.C.1 a	Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1).	5.C.1 a	Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1).	No changes proposed.
5.C.1 b	Materials include ~~guidance for the teacher~~teacher guidance to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	5.C.1 b	Materials include teacher guidance to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	Change to teacher guidance to streamline wording.
5.C.1 c	Materials include guidance in Spanish for the teacher to provide explicit (direct), and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T).	5.C.1 c	Materials include guidance in Spanish for the teacher to provide explicit (direct), and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T).	No changes proposed.
5.C.1 d	Materials include a variety of activities and/or resources (including the use of memory building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	5.C.1 d	Materials include a variety of activities and/or resources (including the use of memory building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

5.C.2 Letter-Sound Correspondence*

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

5.C.2 a	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)	5.C.2 a	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)	No changes proposed.

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5.C.2 b	Materials include ~~guidance for the teacher~~teacher guidance 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)	**5.C.2 b**	Materials include teacher guidance 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)	Change to teacher guidance to streamline wording.
5.C.2 c	Materials include a variety of activities and/or 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)	**5.C.2 c**	Materials include a variety of activities and/or 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)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

5.D Phonological Awareness

5.D.1 Phonological Awareness* (K-1)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

5.D.1 a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	**5.D.1 a**	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	No changes proposed.

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5.D.1 b	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables single phonemes in one syllable or multisyllable words. (PR 2.A.1.)	**5.D.1 b**	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables single phonemes in one syllable or multisyllable words. (PR 2.A.1.)	No changes proposed.
5.D.1 b	Materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	**5.D.1 c**	Materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	No changes proposed.
5.D.1 c	Materials include a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	**5.D.1 d**	Materials include a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

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5.D.2 Phonemic Awareness (K-1)*

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

5.D.2 a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables (PR 2.A.1)		Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables (PR 2.A.1)	No changes proposed
5.D.2 b	Materials include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)		Materials include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	No changes proposed
5.D.2 c	Materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)		Materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	No changes proposed
5.D.2 d	Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)		Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	No changes proposed

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5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns*

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

5.E.1 a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	5.E.1 a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	The SLAR team consensus was that single syllables words are limited in Spanish and so that would limit evidence that was found, and products would be penalized for that.
5.E.1 b	Materials include ~~guidance for the teacher~~teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	5.E.1 b	Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	Change to teacher guidance to streamline wording.
5.E.1 c	Materials include a variety of activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	5.E.1 c	Materials include a variety of activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.
5.E.1 d	Materials provide a variety of activities and/or 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)	5.E.1 d	Materials provide a variety of activities and/or 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)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

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5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types*

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

5.E.2 a	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~~silaba tonica~~), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)	5.E.2 a	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. (PR 2.A.1)	Accent marks should be added to "sílaba tónica"
5.E.2 b	Materials include teacher 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~~sílaba tónica), word type and accent mark rules. (PR 2.A.1) (T)	5.E.2 b	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 (sílaba tónica), word type and accent mark rules. (PR 2.A.1) (T)	Change to teacher guidance to streamline wording. Accent marks should be added to "sílaba tónica."
5.E.2 c	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 including diphthongs, hiatus, and word types (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	5.E.2 c	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 including diphthongs, hiatus, and word types (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources. Also recommended adding "including dipthongs, hiatus, and word types" to mirror language in 5.E.2b.
5.E.2 d	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 authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts) (PR 2.A & 2.A.3) (S)	5.E.2 d	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 authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts) (PR 2.A & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

5.E.3 Morphological Awareness (1-3)*

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

5.E.3 a	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)	**5.E.3 a**	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)	No changes proposed.
5.E.3 b	Materials include <u>teacher</u> guidance ~~for the teacher~~ 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. (PR 2.A.1) (T)	**5.E.3 b**	Materials include <u>teacher</u> guidance ~~for the teacher~~ 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. (PR 2.A.1) (T)	Recommended to change "guidance for the teacher" to "teacher guidance" for streamlined language.
5.E.3 c	Materials include a variety of activities and<u>/or</u> 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)	**5.E.3 c**	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). (PR 2.A.1 & 2.A.3) (S)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.
5.E.3 d	Materials include a variety of activities and<u>/or</u> 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)	**5.E.3 d**	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 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)	Recommended to change to and/or since review teams found resources that included activities and activities that included resources.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

5.F.1 a	Materials <u>include teacher guidance to</u> support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade-level Spanish language arts TEKS. (S)	**5.F.1 a**	Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade-level Spanish language arts TEKS. (S)	The feedback centered on the lack of teacher guidance for supporting students. While materials may have included activities, etc. to support students, they didn't provide teachers with guidance to support students in the determination of meaning.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

5.F.1 b	Materials include teacher guidance guidance for the teacher in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)	**5.F.1 b**	Materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)	Change to teacher guidance to streamline wording and align with 5.F.1a.
5.F.1 c	[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)	**5.F.1 c**	[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)	No changes proposed.

5.G Fluency

5.G.1 Reading Fluency (1-3)

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

5.G.1 a	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)	**5.G.1 a**	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)	No changes proposed.
5.G.1 b	Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)	**5.G.1 b**	Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)	No changes proposed.
5.G.1 c	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)	**5.G.1 c**	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)	No changes proposed.
5.G.1 d	Materials include various authentic Spanish connected texts for the building of accuracy, fluency, prosody, and comprehension.	**5.G.1 d**	Materials include various authentic Spanish connected texts for the building of accuracy, fluency, prosody, and comprehension.	Recommendation to include the term "various" and making the term "text" plural to requirement multiple texts.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

5.H Handwriting

5.H.1 Handwriting Development

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

5.H.1 a	Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, (including handwriting strokes), as appropriate for each grade-level and, when possible, connected to current student learning. (T)	**5.H.1 a**	Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills (including handwriting strokes) appropriate for each grade-level and, when possible, connected to current student learning. (T)	The discussion revealed that "handwriting strokes" needed to be specifically mentioned as a skill to ensure HQIMs have this element as some did not in the IMRA 2024 review but still received full credit.
5.H.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)	**5.H.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)	Feedback indicated activities and tasks are understood to be a single item when reviewing materials. So, another *and* following *resources* should be added, and the comma after *activities* should be deleted.

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

6.A.1 a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	**6.A.1 a**	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	No changes proposed.
6.A.1 b	Materials provide resources, including a connected scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.	**6.A.1 b**	Materials provide resources, including a 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.
6.A.1 c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts.	**6.A.1 c**	Units are designed for students to spend extended time (3 weeks or more) on connected knowledge-building topics and Spanish texts.	No changes proposed.
6.A.1 d	Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.	**6.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.
6.A.1 e	Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	**6.A.1 e**	Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.	No changes proposed.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

6.A.2 Context and Student Background Knowledge

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

6.A.2 a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	6.A.2 a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	No changes proposed.
6.A.2 b	Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. (s)	6.A.2 b	Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. (s)	No changes proposed.
6.A.2 c	Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (T/S).	6.A.2 c	Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (T/S).	No changes proposed.

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

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

6.A.3 a	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes (S).	6.A.3 a	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes (S).	No changes proposed.
6.A.3 b	Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	6.A.3 b	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.
6.A.3 c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)	6.A.3 c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts (S)	No changes proposed.
6.A.3 d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	6.A.3 d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	No changes proposed.

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

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

6.A.4 a	Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building.	6.A.4 a	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.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

6.A.4 b	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)	**6.A.4 b**	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.
6.A.4 c	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)	**6.A.4 c**	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)	No changes proposed.
6.A.4 d	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)	**6.A.4 d**	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.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

6.B.1 a	Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)	**6.B.1 a**	Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)	No changes proposed.
6.B.1 b	Materials support instruction for students to generate and follow a research plan. (S)	**6.B.1 b**	Materials support instruction for students to generate and follow a research plan. (S)	No changes proposed.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

6.B.1c	**K–1** ● Materials support students in identification of relevant sources based on their questions. (S) ● Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S) **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)	**K–1** ● Materials support students in identification of relevant sources based on their questions. (S) ● Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S) **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)	No changes proposed.

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

7.1a	~~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 and in the remaining guidance for this indicator.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

7.1a ~~b~~	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.	**7.1a**	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.
7.1b~~c~~	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.	**7.1b**	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.	Re-numbered due to deleting earlier guidance.
7.1c~~d~~	Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.	**7.1c**	Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.	Re-numbered due to deleting earlier guidance.
7.1d ~~e~~	Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)	**7.1d**	Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)	Consensus was to add the term "diverse" to describe students' backgrounds and experiences. Re-numbered due to deleting earlier guidance.

7.2 Interaction with Grade-Level Text

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

~~**7.2a**~~	~~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 7.2b, with 7.2b being more appropriately articulated of the two.
7.2a ~~b~~	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)	**7.2a**	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.
7.2b~~c~~	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)	**7.2b**	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.
7.2c~~d~~	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)	**7.2c**	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.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

7.3 Supporting Access to Grade-Level Text

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

7.3 a	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)	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)	No changes proposed.
7.3 b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (T)	7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (T)	No changes proposed.

7.4 Analysis of Text Complexity

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

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

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

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.	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.	No changes proposed.
7.5 b	Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. (S)	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)	No changes proposed.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

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)	**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)	No changes proposed.

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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)	**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)	No changes proposed.
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)	**8.A.1 b**	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.
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)	**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)	No changes proposed.
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)	**8.A.1 d**	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.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

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

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

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)	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)	No changes proposed.
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)	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)	No changes proposed.

8.B Writing

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

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

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.	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.	No changes proposed.
8.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)	8.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)	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.
8.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)	8.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)	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.
8.B.1d	[3rd grade only] 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)	8.B.1d	[3rd grade only] 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)	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.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

8.B.1e	Materials include opportunities <u>throughout the year</u> for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)	8.B.1e	Materials include opportunities throughout the year for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)	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.

8.B.2 Writing Process

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

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)	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)	No changes proposed.
8.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)	8.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.

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

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

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)	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)	No changes proposed.
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)	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)	No changes proposed.
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)	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)	No changes proposed.

Indicators marked with an asterisk (*) will be evaluated in phonics reviews. All indicators will be evaluated in SLAR reviews.

8.B.4 Grade-Level Standard Spanish Conventions

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

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) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. (S)	**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) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. (S)	Feedback indicated that 8.B.4a and 8.B4b was often redundant evidence. The consensus suggestion was to add "in sentences and short paragraphs using correct capitalization and punctuation" to 8.B.4a.
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)~~		Guidance Removed	Consensus was to delete 8.B.4b and incorporate "sentences and short paragraphs using correct capitalization and punctuation" to 8.B.4a. Grammar and punctuation also appear again in guidance 8.B.4c (recommended as 8.B.4b)
8.B.4~~b~~c	Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)	**8.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.