

Texas Education Agency

Spanish Language Arts and Reading, 4

Aprendizaje Bluebonnet, Artes del lenguaje y lectura K-5 Grado 4

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643458	Both Print and Digital	Static

Rating Overview

TEKS SCORE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Not Applicable	58	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	26 out of 26	100%
4. Foundational Skills	69 out of 72	96%
5. Knowledge Coherence	30 out of 30	100%
6. Text Quality and Complexity	30 out of 30	100%
7. Evidence-Based Tasks and Responses	55 out of 55	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	7
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	3/3
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	11/11

1.1a – Materials include a scope and sequence outlining the TEKS and concepts taught in the course.

The grade 4 materials include a yearlong scope and sequence document titled "Vistazo, alcance y secuencia," which organizes instructional content across units, weeks, and days. This document provides teachers with a structured sequence to follow throughout the course.

The scope and sequence chart specifies the Spanish language arts and reading (SLAR) Texas Essential Knowledge and Skills (TEKS) taught each day, explicitly naming the standards each lesson addresses. For example, in Unidad 3, Lección 1, students learn objectives aligned to 4.6d and 4.6f, among others.

Alongside the TEKS, the scope and sequence outlines the concepts students learn, such as making inferences, identifying themes, and analyzing character responses. These concepts are embedded throughout the chart to support planning for skill development across the year.

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).

The grade 4 materials include a suggested pacing guide in the "Vistazo, alcance y secuencia" that outlines recommended time allocations for each unit and lesson, including the SLAR TEKS addressed and instructional duration. The guide provides a clear framework to support effective implementation across the year. For example, in Unidad 3, Lección 1, students learn concepts aligned with 4.6d and 4.6f, among

others. The pacing guide includes options for different instructional calendars. For example, it offers a full-year pacing option for 180 instructional days and an extended-year pacing option for 210 instructional days, allowing teachers to adjust their planning based on their school calendar.

Guía del maestro, Unidad 1, also suggests pacing by including an instructional calendar.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The grade 4 materials include a rationale for the order of units, explaining that students build a strong foundation of knowledge through an integrated and intentional sequence. The *Guía de implementación*, found under "Recursos por nivel del programa" and "Recursos para el facilitador," states, "La secuencia de unidades de Conocimiento en los Grados 4 y 5 está diseñada para construir una base sólida de conocimientos," providing a justification for the progression.

The materials also explain how concepts connect throughout the course by describing a progression of skills and knowledge that build across grade levels and units. A visual graphic in the *Guía de implementación* shows how concepts and themes connect from kindergarten through grade 5, including cross-curricular ties, which help teachers understand how instruction builds over time.

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

The grade 4 materials include a unit internalization protocol designed for instructional leaders to use with their teams. This protocol outlines specific steps, such as analyzing the end-of-unit assessment and creating exemplar responses, to better understand the TEKS and key concepts embedded in the unit. These steps help ensure that instruction and unit learning goals are aligned.

The materials also provide lesson internalization guidance to support implementation. For example, the *Guía de programa e implementación* includes resources that help instructional leaders and teachers plan for lesson delivery, with attention to pacing, lesson objectives, and instructional routines. This guidance equips teachers with a consistent approach to preparing for instruction across lessons.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

The grade 4 materials include resources designed for instructional leaders to support teacher implementation, such as the "Protocolo de internalización de la unidad del maestro (grados 3–5)." This document outlines a structured process for leaders to use during professional learning time, helping ensure implementation fidelity.

The materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed, for example, under the *Guía de programa de implementation*.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The grade 4 materials include family letters for each unit in English that inform families about the unit's learning objectives and provide guiding questions to encourage conversations at home that connect to classroom content. These letters are designed to help families support their student's academic progress in meaningful and accessible ways.

The same family letters are also available in Spanish, ensuring equitable access for Spanish-speaking families. In addition to the unit letters, the "Paquete de fluidez" includes a family letter in Spanish that explains the weekly fluency routine and provides suggested activities to reinforce reading practice at home.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The grade 4 materials for each unit include family letters, available in English and Spanish, that inform parents about the objectives of the unit and provide guiding questions to promote conversations about the unit at home.

The grade 4 "Paquete de fluidez" includes a family letter explaining the weekly fluency routine and suggesting home activities that reinforce learning from class.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	7/7
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	11/11

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).

In Unidad 3, Lección 3, the lesson plan includes the necessary information to implement instruction. The lesson begins with a clear understanding of the TEKS and objectives, such as "Audición y expresión oral: Los estudiantes leerán el Fragmento 3 para ver el diálogo y la acción. TEKS 4.8.C." The lesson also includes a table that identifies each literacy component, its duration, grouping, and a list of materials. It also identifies the formative assessments and their page numbers in the *Cuaderno de actividades*. The lesson includes discussion questions and sentence stems for prompting and additional support, such as, "¿En qué se diferencian las acciones del diálogo?" and "Este detalle es importante porque ____."

Guía del maestro, Unidad 2, Episodio 1, includes detailed lesson episodes with oral, reading, and writing lesson objectives aligned to the TEKS. A table provides a quick view of the lesson, breaks down lesson progression, and lists necessary materials and resources. A formative evaluation section lists two formative assessment descriptions and their TEKS alignment. Later on, the lesson includes discussion prompts and questions to verify comprehension. A sidebar in the lesson provides additional listening and speaking questions organized by emerging and advanced level, for the instructor to facilitate the utilization of language. A preparation section lists steps to prepare materials and plan for grouping to promote mastery of the lesson objective. In addition, the lesson includes sentence stems and reflection questions for lesson closing.

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.

The grade 4 materials include a lesson overview at the beginning of each lesson, presented in a table labeled "Vistazo a la lección." This table lists the teacher materials needed to effectively deliver the lesson, such as instructional prompts, anchor charts, and specific lesson tools found in the *Guía del maestro*.

The "Vistazo a la lección" table also lists the student materials required for each part of the lesson. For

example, *Guía del maestro*, Unidad 2, Lección 5, notes that students should compose a draft of a personal narrative using "Página de actividades 3.5, 4.3 y 5.2."

Each lesson overview includes suggested timing for every instructional component. For example, the "Vistazo a la lección" table outlines a 30-minute block for students to work in partners during the writing section, along with timing for other parts of the lesson, such as mini-lessons, modeling, and sharing.

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The *Guía del programa e implementación* includes a table with guidance on how to select resources and strategies that align with student needs. The guide includes strategies to support diverse learners, including students with disabilities, emergent bilingual students, and gifted and talented students. These recommendations help teachers tailor practice and enrichment activities beyond the core lesson.

Within the daily lessons, the materials provide extension opportunities through a sidebar section labeled "Desafío." For example, in Lección 7, after reading *Cartas del cielo*, the materials prompt students to write a summary of the novel. As an extension, the lesson suggests: "Pida a los estudiantes que den un breve resumen de un libro o cuento que hayan leído recientemente. Recuérdeles que deben ser breves." This encourages students to apply the concept of summarizing independently and extend their learning beyond the current text.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

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.

The grade 4 materials include a formative assessment section in each lesson's introduction. The *Guía del maestro*, Lección 1, introduction lists four formative assessments at the lesson level that help students understand personal narratives. In addition, *Cuaderno de actividades*, Unidad 5, provides a mid-unit assessment, or "Evaluación intermedia de la unidad," to assess skills up to Lección 7. The evaluation includes a variety of question types, including multiple choice and two-part questions.

The grade 4 materials also include assessments for the beginning, middle, and end of the year. The materials describe formative assessments at length at the beginning of lessons, and provide summative lessons for units.

The grade 4 materials include assessments in the student activity workbook, *Cuaderno de actividades*, that measure skills throughout the lesson and at the end of the unit.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The *Guía de programa e implementación* includes the definition of summative assessments and their purpose of evaluating learning, skill acquisition, and achievement at the end of a unit, semester, or academic year. The materials include examples of how to utilize summative assessments, such as options for reteaching or reassessment after reviewing data.

The *Guía de programa e implementación* includes examples of how to utilize beginning-of-year assessments, gives teachers the different components of assessments, and explains how to utilize the results for instruction.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

Guía del maestro, Unidad 1, includes an evaluation section with guidance on time allotted to complete the assessment, and recommendations for breaking parts of extended assessments across days or class periods.

The *Guía del maestro*, Unidad 3, assessment guidance includes consistent instructions for teachers to administer the test efficiently by providing a script, materials, and time required.

The grade 4 materials include specific administration instructions for unit assessments. The materials provide assessment time allotments, and administration best practices, such as step-by-step administration for the fluency evaluation.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The grade 4 materials include TEKS-aligned diagnostic assessments in Unidades 1, 5, and 10. The majority of lessons in grade 4 include TEKS-aligned formative assessments. For example, *Guía del maestro*, Unidad 4, Lección 9, includes the morphology objective for students to use the prefix *en-* to read and interpret words.

The Unidad 1, "Evaluación de principio de año" shows questions and the TEKS alignment. The grade 4 materials also list the TEKS for formative assessments in all lessons aligned with the objectives for course, unit, and/or lesson.

Each unit culminates with a TEKS-aligned summative assessment. For example, Unidad 4, "La Edad Media," Lección 14, includes a TEKS-aligned unit assessment that evaluates comprehension, fluency, written response, grammar, and morphology.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

Unidad 6, "Evaluaciones del grado," includes an instructional assessment key with TEKS-aligned items that evaluate depth of knowledge levels one through three of reading and writing complexity. Also the Unidad 2, "Boleto de Salida," includes formative assessment questions that evaluate at literal, interpretive, and evaluative levels.

The grade 4 materials also include a variety of beginning-of-year assessment types. For example, the materials include a variety of formative assessments at the beginning of each lesson, and list the specific TEKS for each assessment.

Unidad 8 regularly presents students with formative assessments using inferential, literal, and evaluative type questions.

Unidad 8, Lección 7, asks students a literal question, "¿Qué son las rocas?" After students read further into the text, the lesson asks an evaluative question, "¿Por qué las rocas con granos minerales más grandes tendrían una textura más rugosa?" This example shows that the questions evaluate various levels of reading complexity.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

Guía del maestro, Unidad 10, guides teachers to interpret the end-of-year assessment. The materials include a table that assigns a performance level, such as, minimal readiness, adequate readiness, and advanced readiness, based on student data. The table also provides a brief interpretation and next steps for the teacher.

Unidad 10 also includes a fluency assessment and clear guidelines for interpreting student performance. The materials provide a table with oral reading fluency norms for the beginning and middle of the year, and explain normal ranges for student fluency data.

The grade 4 materials include beginning, middle, and end-of-year assessments with scoring rubrics for assessment components, and an interpretation analysis that provides information on students with significant skill deficits.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

Guía del maestro, Unidad 7, provides guidance for teachers to respond to student trends on the midunit assessment by reinforcing weak concepts on a *pausa* day. The materials also include reading comprehension materials that prompt the teacher to read a poem from the unit again aloud, covering beyond what was in the original lesson.

The grade 4 materials suggest using leveled support questions that are in the margins of the selected lesson to reteach.

Unidad 1 includes a *pausa* lesson with guidance on which Cuaderno de actividades teachers should assign as enrichment to respond to trends in performance on assessments.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

Guía del maestro, Unidad 8, includes a spelling analysis tool to track student errors on the spelling assessment. The *Guía de programa e implementación* includes guidance on using student self-tracking sheets to help students set growth goals and monitor their progress. The guide provides an example image for the teacher to recreate.

The grade 4 materials include suggestions and exemplars for students to track their own data. The *Guía de programa e implementación* includes a description and purpose for student data tracking, example charts, and recommended at-home worksheets, such as reading logs for students. When administering the fluency evaluation, the materials guide teachers to use the "Hoja de puntuación de fluidez" in order to record each student's word count and errors made.

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

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

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 .

Unidad 3 includes teacher guidance for differentiating instruction through scaffolded questions, optional activities, and support boxes labeled "Apoyo a la enseñanza" and "Desafío." The unit also includes two planned *pausa* days for recovery and enrichment based on informal assessment of student performance. The materials guide teachers to assign targeted support or extension activities to individuals, small groups, or the whole class based on identified needs.

Unidad 5, Lección 2, provides differentiated teacher guidance during a listening and oral expression activity. The lesson provides supports for students at emergent, on-level, and advanced proficiency levels. For example, students at the emergent level receive personalized support when placing events on a timeline, while teachers prompt on-level students to reference texts and discuss with peers. Advanced students receive vocabulary and date clarification to complete the task independently.

Unidad 5, Lección 9, includes teacher guidance for differentiation that suggests using sentence stems, pairing students with a partner or small group, providing printed copies of guiding questions to support evidence gathering, and offering additional texts related to the topic.

Unidad 4 includes teacher guidance for differentiation through additional supports such as academic vocabulary visuals and yes/no questions to facilitate student discussion about the text. The materials also guide teachers to group students heterogeneously based on prior writing performance to support collaborative learning.

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)

The *Guía del maestro*, Unidad 1, Lección 6, sidebar guidance prompts the teacher to provide simplified definitions of keywords that enable emergent students to understand an idiom in the text.

In Unidad 3, the teacher reviews the five senses using visual cues before explaining sensory language. Students repeat or respond to examples based on their language proficiency level.

The grade 4 materials include lessons for teaching vocabulary in Unidad 1, Lección 6. Teachers introduce students to *modismos*. Students review a list of vocabulary words, definitions, and examples, such as *la lucha por la vida*.

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 .

The *Guía de programa e implementación* includes a table with recommended practices and strategies for students at advanced levels of proficiency.

Guía del maestro, Unidad 6, includes guidance on using enrichment texts "La Travesía" and "Barbanegra," along with *Cuaderno de actividades* pages, for students that demonstrate proficiency.

Unidad 8, Lección 7, includes on-level student guidance for writing an informational brochure. Teachers ask students to use the vocabulary words from the lesson to create sentences with a partner.

In Unidad 5, Lección 4, students learn about dialogue and the proper use of the *guión largo*. A poster provides all the rules for using this type of punctuation. For students that need differentiation, the instructions include a reduced version of the poster along with suggestions for practicing writing sentences with *guión de diálogo*.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

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

The grade 4 materials include direct prompts to support the teacher in explaining the concepts to be learned. Unidad 3, Lección 8, states, "Explique que diferentes personas tienen diferentes perspectivas o formas de ver algo." The lesson also includes, "Dé un ejemplo de diferentes perspectivas utilizando el siguiente pensamiento en voz alta," to guide the teacher as they explain the skill.

Unidad 7, Lección 4, includes explicit prompts to support the teacher in modeling and explaining tone. Unidad 9 provides the teacher with guidance on grouping to teach and review cause and effect.

The grade 4 materials include lessons for teaching vocabulary through definitions, examples, and mentor text. For example, Unidad 1, Lección 6, introduces students to *modismos*. Students review a list of vocabulary words, definitions, and examples, such as *la lucha por la vida*.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

Guía del maestro, Unidad 1, Lección 2, includes teacher guidance for effective lesson delivery, and a variety of resources to identify character traits.

In Unidad 4, Lección 4, the teacher uses visuals and total physical response to teach students about prepositions and prepositional phrases.

Unidad 4, Lección 3, includes time-stamped lesson guidance and resources using a variety of approaches to write a paragraph with a topic sentence, details, and a conclusion.

The grade 4 *Cuaderno de actividades* includes a notetaking page. The materials prompt teachers to use an anchor chart matching the student notetaking page, to provide an explicit model with details that students could add to the paragraph.

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.

In *Guía del maestro*, Unidad 1, Lección 2, there is lesson guidance for teachers, including a variety of resources to identify character traits.

Unidad 4, Lección 3, includes time-stamped lesson guidance and resources, utilizing a variety of approaches to write a paragraph with a topic sentence, details, and a conclusion.

In Unidad 5, students compare two texts about Paul Revere. They begin rereading one text and are then introduced to the second one.

The grade 4 *Cuaderno de actividades* includes a notetaking page. The materials prompt teachers to use an anchor chart matching the student notetaking page, to provide an explicit model with details that students could add to the paragraph, followed by guided practice.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	1/1
3.3b	All criteria for guidance met.	8/8
3.3c	All criteria for guidance met.	1/1
—	TOTAL	10/10

3.3a – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs .

The *Biliteracy Resource Guide* describes the state-approved bilingual/ESL programs and includes guidance for how teachers can implement Bluebonnet materials in different language allocation models. The guide includes teacher-facing implementation supports, such as sample schedules, planning considerations, and examples of how to implement instruction across models like Dual Language One-Way, Dual Language Two-Way, and ESL content-based programs.

Guía del maestro, Unidad 1, Lección 1, includes embedded sidebar guidance for effective lesson implementation, adapting to students' language needs.

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.

The *Biliteracy Resource Guide* includes embedded guidance for supporting emergent bilingual students in developing academic vocabulary, comprehension, background knowledge, and cross-linguistic connections through oral and written discourse. The materials include structured conversations using the verbs *ser* and *estar*, reflection prompts comparing uses of *soy* and *estoy*, and bilingual charts comparing Spanish and English cognates and grammar structures. The materials guide students to apply new language in conversations, writing tasks, dictations, and structured peer interactions. Lessons explicitly highlight cross-linguistic connections, such as vowel pronunciation differences and word order, between English and Spanish.

Guía del maestro, Unidad 1, Lección 1, includes strategies for teachers to support emergent (provide a word list), on-level (write with a partner), and advanced students to deliver a lesson on sensory 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.

The materials include a *Biliteracy Resource Guide* for grades K–5 with suggested schedules for dual language program implementation and side-by-side translation of English and Spanish program units. Some vocabulary lists include cognates without additional guidance in the lesson narrative; however, the *Guía de programa e implementación*, "Rutina de cognados" supplement includes a general list of suggested cognate activities.

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.A.1a	All criteria for guidance met.	4/4
4.A.1b	All criteria for guidance met.	6/6
4.A.1c	All criteria for guidance met.	4/4
—	TOTAL	14/14

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)

Unidad 1, Lección 2, provides teacher guidance in Spanish to support students in expressing an opinion for specific purposes. The lesson includes instructional strategies to help students analyze character actions and form personal opinions based on textual evidence. The materials prompt teachers to guide students in articulating their viewpoints with sentence frames and discussion routines.

In the same unit, students share their opinions with classmates through structured discussion. The *Guía del maestro* includes prompts for turn-and-talk routines and opportunities for oral expression in front of peers, supporting opinion expression for specific audiences.

Unidad 2 includes a lesson that explicitly focuses on norms for presentations. The materials provide teacher guidance to help students understand the structure and expectations of a well-organized presentation, including the use of visual and oral cues.

Unidad 4, Lección 8, provides modeling examples and graphic organizers for organizing a presentation about social hierarchies during the Middle Ages. The activity is designed to guide students in preparing to present their findings to others, and teacher guidance supports clarity, sequencing, and audience engagement.

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)

The grade 4 materials include teacher guidance for supporting students in following oral instructions. Unidad 1, Lección 2, "Audición y expresión oral," directs the teacher to read aloud the discussion norms and instructions from "Página de actividades 2.3" before students begin their group task. The instructions model how to process and act on spoken directions.

The same section includes guidance for supporting students in restating oral instructions. Teachers prompt students to repeat the task directions and clarify their understanding in small groups as they prepare to share a personal story. The directions also include sentence stems and embedded questions to support retelling and paraphrasing.

The lesson includes guidance for helping students give oral instructions. For example, students should direct their peers in identifying character traits based on the story they share. The lesson also prompts advanced learners to retell a story to a partner, who then identifies specific attributes, modeling peer-led instruction.

The storytelling activity gives students opportunities to follow oral instructions. They must listen to their teacher's modeled expectations and act on verbal directions as they move into small-group roles. The explicit steps in the *Guía del maestro* reinforce this expectation throughout the lesson.

Collaborative tasks give students opportunities to give oral instructions to peers. For example, students guide group members through their storytelling or direct attention to specific character traits during partner activities. This expectation for reciprocal listening and speaking appears consistently across units and lessons, reinforcing oracy development in multiple contexts.

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)

Unidad 1, Lección 2, provides structured, authentic opportunities for students to listen actively and ask questions to understand character traits and the author's intent. During whole-class discussions, students listen to the teacher read aloud and peer responses while analyzing character evidence from "Mi querida bicicleta." The teacher prompts students to respond to increasingly complex questions such as, "¿Qué evidencia del texto apoya cada característica del personaje?" and "¿Qué diferencia hay entre la evidencia del padre y de Miguel?," which require careful listening and text-based questioning.

The lesson also includes multiple opportunities for students to engage in discussion and share

information and ideas. Students participate in structured conversations where they explain their responses using textual evidence, describe characters from favorite media during "Verificar la comprensión," and discuss similarities between Miguel and his father in the "Desafío" extension. These activities are grounded in the text and supported by teacher prompts that guide peer interaction and oral expression.

Unidad 1, Lección 3, "Verificar la comprensión," includes an activity in which students discuss with a partner how the author's use of cause and effect in "Jovita González de Mireles: Recuerdos del rancho de mis abuelos" helps show how a character changes. This partner-based discussion provides an opportunity for students to share their own interpretations and ideas, grounded in textual analysis, with a peer. The prompt supports authentic, text-connected oral expression.

Unidad 4, "Practicar la organización de apuntes," provides opportunities for students to listen actively and share information and ideas as they explore the roles of *siervos* in the Middle Ages. The teacher guides students in locating the appropriate section of a graphic organizer and models how to interpret notes. Students then participate in a class *lluvia de ideas* to identify positive aspects of being a servant, drawing on details from previously read texts. Students contribute their ideas aloud while the teacher records them on a shared chart. Students then copy the contributions into their own tables. This structure invites students to listen carefully and contribute to a shared understanding of historical content.

4.B Phonics (Encoding/Decoding)

4.B.1 Decoding and Encoding Multisyllabic Words including Diphthongs, Hiatus, and Word Types

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.1a	All criteria for guidance met.	8/8
4.B.1b	All criteria for guidance met.	4/4
4.B.1c	All criteria for guidance met.	6/6
4.B.1d	All criteria for guidance met.	8/8
—	TOTAL	26/26

4.B.1a – Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words including syllable stress (sílabo tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks.

The grade 4 materials include a systematic sequence for decoding and encoding multisyllabic words beginning with *palabras agudas*, in Unidad 5, Lecciones 1 and 5; *palabras graves* in Unidad 6, Lecciones 1 and 2; and then *palabras esdrújulas y sobreesdrújulas* in Unidad 7, Lecciones 1, 5, and 7. The lessons include decoding and encoding multisyllabic words, such as syllable stress, diphthongs, hiatus, various word types, and accent marks. The teacher provides systematic instruction by modeling words and then asking students to read and identify the different word types.

The "Vistazo, alcance y secuencia" includes a TEKS correlation table for each grade level, which lists all the SLAR TEKS in a systematic sequence. The table indicates which units and sections introduce multisyllabic words, syllable types, and syllable division principles to support a systematic sequence.

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 (sílabo tónica), word type and accent mark rules. (T)

The grade 4 materials include lessons that model the syllabication process to identify the stress and the type of word. *Guía del maestro*, Unidad 4 states, "Los estudiantes identificarán palabras agudas y graves y escribirán palabras con y sin acento ortográfico basándose en su conocimiento de la sílabo tónica." The unit contains explicit steps for teaching students how to break apart words, identify the stress, and also

the orthographic rules based on the stress.

Unidad 7 includes guidance for explicitly teaching students about *palabras esdrújulas* and how to identify them. The unit also teaches students about the accent rules for this type of word and how to break each word apart by syllables. One example states, "Puede usar alguna de las siguientes palabras: *música, título, fantástico, ayúdame*, etc. (*mú-si-ca, tí-tu-lo, fan-tás-ti-co, a-yú-da-me*)."

Unidad 6, Lección 11, includes guidance to provide explicit instruction in writing words with past participles. The materials prompt the teacher to review accent mark rules and model encoding and decoding words, then check for meaning to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (sílabo tónica), word type, and accent mark rules.

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)

The grade 4 materials include activities and resources for students to decode and encode multisyllabic words beginning with *palabras agudas* in Unidad 5, Lecciones 1 and 5. The materials state, "Pida a los estudiantes que lean el siguiente párrafo y escriban en una tarjeta de fichero todas las palabras agudas que encuentren. 'La lección de hoy es sobre la canción que la maestra de música nos enseñó. Mi compañera Inés cantó muy bien, y después toda la clase aplaudió. Además, el director nos felicitó y nos regaló un micrófono nuevo.'" Unidad 6, Lecciones 1 and 2, address the skill of decoding and encoding multisyllabic words such as *palabras graves*. The teacher instructions state, "Pratigue junto con los estudiantes la identificación de palabras graves con acento ortográfico y escriba algunos ejemplos en la cartulina previamente preparada."

The "Vistazo, alcance y secuencia" includes a TEKS correlation table for each grade level, which lists all the SLAR TEKS in a systematic sequence. This table indicates which units and sections introduce multisyllabic words, syllable types, and syllable division principles to support a systematic sequence.

Lección 8 includes a spelling practice for *palabras agudas* in Spanish for students to develop, practice, and reinforce skills to decode and encode multisyllabic words.

4.B.1d – 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)

Guía del maestro, Lección 8, includes spelling practice for *palabras agudas* as reinforcement of learning from previous units. The materials include an opportunity for students to practice syllabication rules for multisyllabic words using a dice game where, for each number on the dice, students complete syllabication.

In Unidad 5, students learn about *palabras agudas* in Lección 1. Then, students practice decoding and encoding words in isolation using a general text in Lección 5. Later, students practice and reinforce those skills using mentor sentences from the unit in Lección 10.

In Unidad 8, students practice decoding and encoding multisyllabic words with accents using a word list. Students then work with a partner to identify the meaning of each word and share responses.

4.B.2 Morphological Awareness

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.B.2a	All criteria for guidance met.	1/1
4.B.2b	All criteria for guidance met.	4/4
4.B.2c	All criteria for guidance met.	3/3
4.B.2d	All criteria for guidance met.	4/4
—	TOTAL	12/12

4.B.2a – Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS.

The grade 4 materials include a morphology routine in all units to introduce grade-level morphemes as outlined in the Spanish language arts TEKS. For example, Unidad 4, Lección 1, includes a morphology lesson routine for Spanish prefixes *in-* and *des-*.

In *Guía del maestro*, Unidad 4, Lección 2, students learn about and practice using prefixes such as *in-* and *des-* to decode and interpret the meaning of words. Students use a poster of prefixes as guidance to understand the morpheme and then follow a sequence of instructions, such as "Escriba la palabra *obediente* en el pizarrón o cartulina. Hable brevemente sobre su significado y luego utilícela en una oración. (*Obediente* significa que cumple con las órdenes, reglas o instrucciones de manera voluntaria o sin resistirse)."

Unidad 5, Lección 9, includes a systematic sequence for introducing morphemes such as prefixes. For instance, in this lesson, the instructions state, "Los estudiantes identificarán cómo los prefijos *mono-* y *poli-* modifican palabras base y usarán palabras con estos prefijos en oraciones." Students are able to learn new words such as *monosílabo* and *politeísta*.

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)

In the grade 4 materials, students learn about and practice using prefixes such as *in-* and *des-* to decode and interpret the meaning of words. Students use a poster of prefixes as guidance in order to understand the morpheme and then follow a sequence of instructions, such as "Escriba la palabra

obediente en el pizarrón o cartulina. Hable brevemente sobre su significado y luego utilícela en una oración. (*Obediente* significa que cumple con las órdenes, reglas o instrucciones de manera voluntaria o sin resistirse)."

The grade 4 materials include a systematic sequence for introducing morphemes such as prefixes. For instance, one lesson instructs, "Los estudiantes identificarán cómo los prefijos *mono-* y *poli-* modifican palabras base y usarán palabras con estos prefijos en oraciones." Students are able to learn new words such as *monosílabo* and *politeísta*.

The Unidad 4, Lección 6, morphology lesson includes the definition of the suffix, scripted guidance, an anchor chart with different base words, and sentence examples to support comprehension of words with the prefix *en-*. The materials include a student practice page to reinforce morphology skills.

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)

In Unidad 3, Lección 10, Actividad 10.3, students practice decoding words with morphemes in isolation by reading words from a spelling list that includes prefixes previously taught in morphology lessons. This activity reinforces students' ability to read and recognize morphemes introduced earlier in the unit, supporting cumulative practice and application of morphological knowledge in isolation.

In Unidad 4, Lección 9, the morphology lesson includes the definition of the prefix *en-*, scripted teacher guidance, and examples to support decoding. Students engage in guided practice to encode words with the prefix in isolation through a student activity page. The materials provide structured support for morphological understanding and spelling, reinforcing instruction with opportunities to apply knowledge both in isolation and in context.

In *Cuaderno de actividades*, Unidad 8, students practice applying morphemes in connected, authentic Spanish text by completing sentences using suffixes such as *-able* and *-ible*, and roots like *auto*. This activity supports both decoding and encoding of morphologically complex words in context, reinforcing skills introduced in prior instruction and promoting vocabulary development through meaningful application.

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)

The materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words. In *Cuaderno de actividades*, Unidad 4, Lección 9, students decode words with morphemes from a word bank and write them in a cloze activity. Students then add the prefix *en-* to root words and create sentences that reflect their understanding of the new meaning.

In *Cuaderno de actividades*, Unidad 4, Lección 6, students apply their prior knowledge of verbs to form adverbs by adding the suffix *-mente*. This task supports students in both decoding and encoding morphemes in connected text, while reinforcing previously taught morphological concepts in a structured and authentic Spanish context.

In *Cuaderno de actividades*, Unidad 4, students decode and encode words with morphemes within sentences. For example, in "Página de actividades 9.3," students complete sentences by choosing the correct word with morphemes *-en* or *-em*, such as *empacar* and *envolver*. After selecting the correct word, students fill in the blank to complete the sentence.

4.C Vocabulary Support

4.C.1 Vocabulary Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.C.1a	The materials do not provide evidence for explicit and direct instruction on the use of digital resources.	3/4
4.C.1b	All criteria for guidance met.	5/5
4.C.1c	All criteria for guidance met.	1/1
—	TOTAL	9/10

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 grade 4 materials include print resources; however, the materials do not show the use of digital resources such as dictionaries, glossaries, eBooks, and online dictionaries, which include guidance in Spanish for teachers to provide explicit instruction. For example, *Guía del maestro*, Unidad 5, guides the teacher to explain the purpose and model the use of a printed dictionary and thesaurus to look up the words *perfidia* and *tirano* to find the definition, type of word, and an example sentence.

The Unidad 2, Lección 2, the "Vocabulario esencial" and "Vocabulario literario" sections provide explicit teacher guidance in Spanish on both the purpose and use of print resources, specifically the glossary found at the end of the "Antología de grado 4." The materials direct teachers to review vocabulary terms that are supported by glossary definitions, reinforcing how students can use this print resource to determine word meanings. This embedded instruction helps students become familiar with navigating print tools to build vocabulary and comprehension.

Unidad 1, Lección 7, includes teacher guidance in Spanish to provide explicit instruction on the use of print resources, such as a dictionary. The materials state, "Proporcione a los estudiantes un diccionario como apoyo para la lectura de 'Mosaicos en el estado de Texas.'"

Unidad 4, "Componentes digitales," prompts students to analyze a word on their own and then verify its meaning using either the glossary or an online dictionary. The section provides explicit teacher guidance in Spanish on how to use both print and digital resources to determine word meaning, supporting instruction on how to use reference tools to build vocabulary.

The materials do not include evidence of the use and the purpose of digital resources such as eBooks

and online dictionaries.

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)

The grade 4 materials include vocabulary lists within the lessons. The materials provide instruction for teachers, such as, "Si es necesario, los estudiantes pueden apoyarse con un diccionario para clarificar el significado de las palabras," and "Permita que los estudiantes usen un diccionario de sinónimos como ayuda para encontrar verbos más específicos."

The materials include an activity worksheet for students to complete with vocabulary words. The lesson states, "Aliéntelos a que usen diccionarios impresos o digitales como ayuda si no están seguros del significado de algunas palabras."

Guía del maestro, Unidad 4, Lección 1, prompts the teacher to refer students to the *Cuaderno de actividades* and a glossary section in the print material, "Libro de lectura," to determine meaning and part of speech.

Unidad 2, Lección 1, includes guidance on using a slide in the "Componentes digitales" with six steps to analyze vocabulary, guiding students in determining meaning, syllabification, pronunciation, origin, and part of speech.

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)

The grade 4 materials support students in determining word meaning by understanding the context. For example, to determine the word *banco*, Unidad 1 states, "Explique a los estudiantes que para poder distinguir su significado, deben prestar atención al contexto en el que se están utilizando." The lesson then provides examples and opportunities to practice. In Unidad 7, the materials include instructions for supporting students in determining word meaning. For example, the unit states "Explique a los estudiantes que, aunque no entiendan el significado exacto de cada palabra de la estrofa, pueden usar las pistas del contexto para descifrarlo. Analice la estrofa, verso por verso."

Guía del maestro, Unidad 1, Lección 4, includes a cloze activity to guide students in determining the meaning of homophones and justifying their use through context clues.

The Unidad 1 materials support students to use context clues to determine unfamiliar word meanings by

understanding the context in Spanish according to grade-level Spanish language arts TEKS.

4.D Fluency

4.D.1 Reading Fluency

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.D.1a	All criteria for guidance met.	1/1
4.D.1b	All criteria for guidance met.	1/1
4.D.1c	All criteria for guidance met.	1/1
4.D.1d	All criteria for guidance met.	4/4
—	TOTAL	7/7

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)

The grade 4 materials include Spanish texts for students to practice fluency. For example, Unidad 7, Lección 1, includes a poem titled "El desierto es mi madre" for the students to analyze and practice reading with a partner by alternating verses. The lesson instructs the teacher to remind students of the poetry language and to "recuerde a los estudiantes que la voz poética pide cosas que desea, y que encuentra todo eso en un solo lugar."

Unidad 3 introduces students to fiction texts through an excerpt called "Cafe con leche." The unit instructs students to read and engage with the text and use a visualization strategy for characterization. For example, the unit states, "Explique que a menudo, cuando leemos libros, imaginamos cómo son los personajes y cómo actúan. Esta es una estrategia de lectura efectiva. Hoy, mientras leen, los estudiantes deben intentar imaginar a Celeste en sus mentes basándose en la información del texto. Explique que este proceso se llama visualización y que los estudiantes lo practicarán con más detalle."

The grade 4 materials include a yearlong "Paquete de fluidez" supplement to support students in fluently reading a variety of grade-level authentic texts in different genres.

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)

The "Paquete de fluidez" contains activities for developing fluency in a weekly plan focused on accuracy, rate, and prosody. For example, on Day 3, students read chorally and with a partner to develop their intonation and expression. This packet also includes tasks to implement for students that need small group instruction. For example, the packet states "los estudiantes que requieran apoyo adicional pueden

leer el texto en grupo en lugar de hacerlo en parejas."

Guía del maestro, Unidad 1, Lección 10, includes an activity for students to take turns reading to a partner while checking for comprehension. The materials include tasks for students to practice partner reading with prosody.

The "Paquete de fluidez" provides fluency activities that students can complete independently, in pairs, or in groups. For example, the packet states that students can read the texts as follows: "Los estudiantes practican la lectura del texto de forma coral."

In *Guía del maestro*, Unidad 7, students complete a chapter read, taking turns reading paragraphs to a partner or following along while looking for evidence in an informational text.

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)

The grade 4 materials include materials and tools for teachers in Spanish, with strategies to support students by providing teachers with tools and recommendations for supporting students with self-sustained reading. For example, the materials contain a student reading tracking log for the week, along with charting options for reading with a partner and for listening to someone else read. The materials include opportunities for teachers to support students with pre-reading prompts. For example, the *Guía de programa e implementación* provides a sample form for teachers to track independent reading.

The grade 4 materials include the *Guía de lectura independiente*, a supplemental guide for teachers to establish and support independent reading routines. The supplement consists of templates for family letters; activity templates for before, during, and after reading; and guidance on setting goals that are specific, measurable, achievable, relevant, and time-bound. The guide also includes a list of discussion questions for students after reading a text. It contains prompts such as, "Describe un problema que alguien en el texto enfrentó y lo que hizo al respecto," and "Haz una línea de tiempo de tres a cinco eventos que ocurrieron en tu texto."

4.D.1d – Materials include various authentic or transadapted texts at different levels of complexity for the building of accuracy, fluency, prosody, and comprehension.

The grade 4 materials include a "Paquete de fluidez" with opportunities for students to build prosody with authentic mentor texts. For example, it states, "Presente el texto y léalo en voz alta varias veces, modelando diferentes tonos o inflexiones, frases y expresiones, y animando a los estudiantes a

reflexionar sobre cada uno."

This fluency packet also contains comprehension questions that teachers can pose to students after reading, such as, "¿Por qué piensas que apuntó su flecha hacia las estrellas?"

The "Paquete de fluidez" supplement also supports students in fluently reading various genres. The materials contain various texts for students to read, including poems, to practice accuracy, fluency, prosody, and comprehension.

Guía del maestro, Unidad 2, includes a table called "Medidas de complijidad del texto," which describes qualitative and quantitative features of all texts that students study in the unit. The table lists word count, sentence structure complexity, and vocabulary considerations.

4.E Handwriting

4.E.1 Handwriting Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.E.1a	The materials do not include evidence of resources in Spanish to support the teaching of handwriting skills.	0/2
4.E.1b	All criteria for guidance met.	1/1
—	TOTAL	1/3

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)

The materials feature reminders to write in cursive with no explicit instruction. The materials state, "Para obtener más información sobre el programa de escritura cursiva, consulte la *Guía de implementación de escritura cursiva*." The *Guía de implementación* states that explicit instruction is provided in grades 2 and 3. The grade 4 materials include reminders throughout each unit for students to write legibly in cursive. For example, most reminders say, "Los estudiantes deben escribir legiblemente en cursiva para completar las tareas."

The *Guía del maestro*, Unidad 1, introduction section states that cursive handwriting is prior knowledge from grades K–3, and students who have used the program should be able to practice cursive as they complete assignments.

Unidad 4, Lección 5, includes prompts to remind students to write legibly in cursive. The materials also include guidance for the teacher to model the formation of letters if necessary. However, the materials do not provide further guidance on the process or resources to support teaching handwriting skills based on grade-level expectations.

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)

The grade 4 materials provide opportunities, resources, and activities and tasks in Spanish for students to practice and develop handwriting skills appropriately. For example, the materials direct teachers to remind their students to write in cursive to complete their assignment in the *Cuaderno de actividades*. For example, Unidad 2 says students need to write in cursive for "Página de actividades 6.1," which is a table

for collecting evidence from inventors.

Unidad 7 tasks students with planning out their writing in order to write a poem. They are required to write in cursive in their "Diario del poeta 2.5" to complete the assignment.

Guía del maestro, Unidad 1, Lección 3, prompts the teacher to ask students to complete "Página de actividades 3.3" in cursive.

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.1a	All criteria for guidance met.	4/4
5.A.1b	All criteria for guidance met.	2/2
5.A.1c	All criteria for guidance met.	1/1
5.A.1d	All criteria for guidance met.	1/1
5.A.1e	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.A.1a – Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

In the grade 4 *Guía del maestro*, Unidad 2, Episodios 1–10, students read a variety of texts and complete activities related to science and engineering processes to deepen their understanding of the world around them.

The grade K–5 *Guía de implementación* includes a graphic illustrating the learning progression throughout the course. Units are color coded to show how the course makes literary, science, and historical conceptual connections.

The grade 4 materials engage students in science and social studies topics. For example, Unidad 8 provides students with background knowledge and lessons on geology, such as tectonic plates, tsunamis, and the rock cycle. Unidad 5 integrates reading comprehension through studying the American Revolution. Unidad 9 introduces various forms of energy.

5.A.1b – Materials provide resources, including a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.

The grade 4 materials in the grade K–5 *Guía de implementación* include a graphic illustrating the learning progression throughout the course. Units are color coded to show how the grade-level course makes literary, science, and historical conceptual connections. The "Vistazo, alcance y secuencia" includes a scope and sequence across grade levels. The scope and sequence includes essential questions to show

knowledge-building in a lesson.

Guía del maestro, Unidad 1, and subsequent units include an introduction section with a sequence and summary of the unit lessons and a list of prior knowledge students acquired by grade level.

Guía del maestro, Unidad 5, includes 16 daily lessons where students build knowledge about the American Revolution through a sequence of connected Spanish texts. The daily lessons also include an informational writing sample about the causes of the American Revolution that integrates SLAR concepts. In grade 4, students learn about the American Revolution and why the colonists gained their independence from Great Britain. The unit begins with teaching students the reasons the colonists were unhappy with their government and rules. In Lecciones 2 and 3, students learn about other factors, such as the Sons of Liberty and their acts of rebellion, the Boston Massacre, and the Boston Tea Party. In Lección 6, students learn about the colonists' declaration of independence from Great Britain, and synthesize the colonists' justification for that declaration. This progression is an example of knowledge-building within a grade level that helps students deepen their understanding of the content and make connections.

Another example of knowledge-building is across grades 4 and 5. In grade 4, students read a literary analysis of a novel, *¿Quién cuenta las estrellas?* about a Jewish family during World War II. In grade 5, students receive more explicit instruction on World War II in Unidad 7. This connection across grade levels enables students to strengthen their comprehension and build their skills over time.

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.

Guía del maestro, Unidad 5, includes 16 daily lessons where students build knowledge about the American Revolution through a sequence of connected Spanish texts. The daily lessons also include an informational writing sample about the causes of the American Revolution that integrates SLAR concepts. *Guía del maestro*, Unidad 4, includes 14 daily lessons where students build knowledge about the Middle Ages through a series of connected Spanish texts about daily life, society, and institutions in Europe during that time period.

Unidad 6 spends an extended period on knowledge-building using Spanish texts (19 days plus three *pausa* days for review). The unit uses the fiction novel, *La isla del tesoro*, as a mentor text to teach students literary elements such as plot, characters, theme, and other elements within the adventure genre. The unit also provides cross-curricular connections to geography, history, and maps, which allows students to make connections to Unidad 8, which reintroduces some of those topics.

5.A.1d – Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.

In *Guía del maestro*, Unidad 2, students build knowledge about engineering processes. Later, in Unidad 9, students use that knowledge to learn about energy innovation and industry.

The *Guía de implementación* includes a graphic that shows how background knowledge builds from one grade to the next. For example, in grade 4, students build background knowledge through a novel study of *¿Quién cuenta las estrellas?* In grade 5, students activate that background knowledge when they learn about World War II.

In grade 3, students read texts about Native American cultures and regions. Students continue to build this knowledge into grade 5, where lessons anchor the history of the Maya and Inca civilizations to the history of Germany in World War II.

At the beginning of grade 4, students build knowledge about influential Texans through narrative texts. Students begin the year reading four narrative texts, then write their own personal narrative. Next, students transition to learning about contemporary fiction. Students build on their knowledge of describing characteristics from Unidad 1, and apply it to character development of the protagonist in the novel, *Cartas del cielo*, in Unidad 3.

5.A.1e – Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.

The grade 4 materials provide students with opportunities to use new vocabulary in discussion, writing, grammar, and vocabulary activities. For example, in Unidad 4, Lección 1, students read a text about the Middle Ages. Students then complete writing activities that correlate to the unit lessons. The materials also include grammar activities that build upon student abilities in the writing process.

The *Guía del maestro*, Unidad 5, writing task aligns with the unit's knowledge-building topic. Students compose a cause and effect writing related to the American Revolution.

In Unidad 5, *Cuaderno de actividades*, Actividad 2.2, students learn about comma placement. The sample sentences connect to the unit background knowledge-building topic of the American Revolution.

The grade 4 materials instruct students to dedicate time to writing activities that correlate to the unit lessons. For example, students use cards to label Greek, Roman, and Egyptian periods on a timeline, as well as the first Thanksgiving in Plymouth.

5.A.2 Context and Student Background Knowledge

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.2a	All criteria for guidance met.	1/1
5.A.2b	All criteria for guidance met.	1/1
5.A.2c	All criteria for guidance met.	1/1
—	TOTAL	3/3

5.A.2a – Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

Grade 4, Unidad 5, focuses on the French and Indian War. Before beginning the lesson, the unit prompts students to recall that in previous grades they read about Native Americans, European explorers, and colonists in America. This prompt helps students make essential connections to Unidad 5 by understanding what role those people played leading up to the American Revolution.

In Unidad 8, Lección 1, students learn about geology, specifically the Earth, continents, and Pangea. In order to teach this lesson, teachers activate background knowledge by having students recall what they learned about the first European explorers in grade 3. In those lessons, students learned that the Europeans did not have knowledge of the North and South American continents. Students also learned about Christopher Columbus and his exploration trips. By helping students remember this information, teachers are able to establish a foundation for new content in this unit.

The grade K–5 "Vistazo, alcance y secuencia" includes a graphic illustrating the learning progression throughout the course. Units are color coded to show how the course makes literary, science, and historical conceptual connections.

In the grade 4 materials, teachers make connections to previously learned content in each lesson's introduction. For example, in Unidad 4, "Introducción a conocimientos previos," students work with contemporary fiction texts. The teacher reminds the students that they have read various fiction sub-genres, such as fairy tales, in other grade levels.

5.A.2b – Materials activate or supply background knowledge in Spanish by making connections across units within a grade level.

At the beginning of the school year, students in grade 4 begin building knowledge about the engineering process in *Guía del maestro*, Unidad 2. Later in the year, in Unidad 9, they apply that knowledge to explore innovation and the energy industry. In Unidad 6, the materials include an optional "Essential Connections" lesson in which the teacher leads a discussion on relevant geographic locations and

historical events. This discussion serves as a prelude to a study of *Treasure Island*. Because the novel is set in the eighteenth century, the teacher is prompted to activate students' prior knowledge of eighteenth-century events—such as the American Revolution—which they studied earlier in the year in Unidad 5. In Unidad 2, *¡Eureka! El arte de la invención*, the grade 4 materials clearly explain how this unit connects to previously learned content. For example, the introduction to the reading component states, “Algunos de los contenidos de la Misión resultarán familiares a los estudiantes: el microscopio, George Washington Carver, Thomas Edison y los hermanos Wright aparecen en unidades anteriores.”

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)

Guía del maestro, Unidad 5, includes 16 daily lessons where students build knowledge about the American Revolution through a sequence of connected Spanish texts. The daily lessons also include an informational writing sample about the causes of the American Revolution that integrates SLAR concepts. The grade 4 materials provide relevant content by introducing Unidad 2 with videos and a game show contest between groups of students to set them up to learn about inventions and inventors. Students embark on missions while engaging with complex, informational texts.

Unidad 10, "Análisis literario," ensures students have foundational context by having students look at the novel *¿Quién cuenta las estrellas?* in order to think-pair-share with a partner to discuss points of interest as they read it. The introduction also provides students with visuals to share what they already know about this topic before the lesson begins.

Unidad 4, Lección 1, about the Middle Ages, sets the stage by providing background knowledge about key geographic locations. Students discuss the meaning of ancient times and then view and label a map of Europe in "Página de actividades 1.1."

Unidad 5 includes a "Conexiones esenciales" lesson to support students to recall or build background knowledge necessary to understand the American Revolution. Students take part in a reader's theater that discusses the events that led to the American Revolution, such as explorers of the New World, alliances with Native Americans, land disputes, and the Seven Years' War.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.3a	All criteria for guidance met.	2/2
5.A.3b	All criteria for guidance met.	2/2
5.A.3c	All criteria for guidance met.	1/1
5.A.3d	All criteria for guidance met.	1/1
—	TOTAL	6/6

5.A.3a – Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)

The grade 4 materials include an essential question, guiding questions, and writing prompts for each lesson. The lesson activities build upon each other, supporting student engagement with big ideas, topics, and themes.

The materials include a novel study with evaluative questions focusing on the protagonist. The Teachers introduce additional questions, guiding students to engage with big ideas and themes regarding the importance of characterization.

Guía del maestro, Unidad 5, Lección 1, includes the big question, "Why did the British government impose taxes on the colonists, and why did that upset them?" As students read the text they consider geography, government structures, economic drivers, and historical events related to this time.

Unidad 4 focuses on the Middle Ages. The unit asks related questions, such as, "What led to the beginning of the Middle Ages?". Activities in the unit include informational and opinion writing centered around the unit theme.

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)

In *Guía del maestro*, Unidad 2, students build knowledge about engineering processes and compare inventors, their challenges, and the significance of their contributions. Students participate in activities with inventor cards as they read the unit texts.

The grade 4 materials include a unit on geology. Subsequent units about the layers of the earth, plate tectonics, and the sea prompt students to synthesize knowledge within and across the lessons.

In Unidad 5, Lección 1, connected texts, questions, and activities help students synthesize knowledge and concepts to determine events that led to the American Revolution. Students connect their prior knowledge about government structures by reading and discussing texts about the Stamp Act, George Washington's role as a leader, and the French and Indian War.

In Unidad 3, students learn about "Las primeras civilizaciones americanas: mitos, pirámides y reyes." The unit teaches students about the complex civilizations that existed prior to the Europeans' arrival. Students learn about the geography, climate, and each civilization's contributions and decline.

Unidad 9 teaches students about Juneteenth and its history. Students learn about the Emancipation Proclamation and the Civil Rights Movement. The unit builds on student knowledge from Unidad 1, when they read "Sylvia Méndez," a text about segregation.

5.A.3c – Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)

Guía del maestro, Unidad 5, includes 16 daily lessons where students build knowledge about the American Revolution through a sequence of connected Spanish texts. The daily lessons also include an informational writing sample about the causes of the American Revolution that integrates SLAR concepts. *Guía del maestro*, Unidad 4, includes 14 daily lessons where students build knowledge about the Middle Ages through a series of connected Spanish texts about daily life, society, and institutions in Europe during that time period.

Unidad 6 spends an extended period on knowledge-building using Spanish texts (19 days plus three *pausa* days for review). The unit uses the fiction novel, *La isla del tesoro*, as a mentor text to teach students literary elements such as plot, characters, theme, and other elements within the adventure genre. The unit also provides cross-curricular connections to geography, history, and maps, which allows students to make connections to Unidad 8, which reintroduces some of those topics.

5.A.3d – Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

The grade 4 materials provide opportunities to apply new understanding related to the unit topic to contexts beyond the classroom. Materials provide "Cartas de apoyo para las familias" for each unit. The letters include conversation starters that provide opportunities for students to apply new learning beyond the classroom. In Unidad 9, Lección 5, students conduct interviews to find the answer to the big question, "Argumenta cuál de esos factores es más importante para la diversidad de la industria energética de Texas: la variedad de recursos naturales que Texas tiene disponible o la innovación para

aprovechar el potencial de esos recursos." The *Cuaderno de actividades* includes organizers for students to plan their interview and record answers.

The *Guía de lectura independiente* provides a table with recommended steps to support students at home. One step is, "Conectar las experiencias de lectura dentro y fuera del salón de clase." The guide also states, "Facilite tiempo para que los estudiantes comenten las experiencias de vida que podrían conectarse con sus experiencias de lectura y de aprendizaje en la escuela."

The materials include a unit on geology with specific topics of earthquakes and tsunamis. In one activity, students create an informational brochure. The materials cover topics across core content areas; however, there are no tasks that ask students to apply their new knowledge in contexts beyond classroom instruction.

Unidad 2 focuses on inventors and inventions. In the culminating activity, students create an invention that solves a problem.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.A.4a	All criteria for guidance met.	2/2
5.A.4b	All criteria for guidance met.	2/2
5.A.4c	All criteria for guidance met.	1/1
5.A.4d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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.

The Biliteracy Resource guide includes a yearlong scope and sequence highlighting specific Grade 4 Tier 2 and 3 vocabulary words in each unit. *Guía del maestro*, Unidad 4, includes a table that identifies essential vocabulary words and phrases as content specific, general vocabulary, and multiple meanings.

The materials include tier 2 and 3 academic Spanish vocabulary throughout the year with specific words in each unit and lesson. For example, in Unidad 7, Lección 3, students learn tier 2 words such as *subyugar*, and tier 3 words such as *apaciguamiento*.

The materials include academic vocabulary that pertains to the topic of the unit. Students use academic vocabulary to gain a deeper understanding.

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)

Guía del maestro, Unidad 4, Lección 2, instructs students to read, describe, and compare characteristics of noblemen and servants during the Middle Ages.

In Unidad 5, students practice and apply new vocabulary. For example, in Lección 2, they learn *boicotear*. The teacher provides explicit instruction on the word and its meaning. Then students practice applying the word by participating in a conversation with another student in response to a prompt.

In Unidad 6, students practice working with the word *cautivar*. The teacher provides explicit instruction, and differentiates by offering a choice of practice opportunities in the *Cuaderno de actividades*, such as using the word in a sentence or finding synonyms.

The *Cuaderno de actividades* includes a morphology practice cloze activity that supports vocabulary practice in context. The activity offers four possible words for each blank.

The materials include opportunities for vocabulary development through personal narratives. Students use the vocabulary to define personal narratives along with characteristics.

The materials include teacher guidance on content and language supports that provide opportunities for students to work with vocabulary.

5.A.4c – Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)

Guía del maestro, Unidad 5, Lección 14, includes an explicit vocabulary routine to practice the word *formidable*. The teacher models pronunciation and meaning and shares examples. Students then practice the word and decide whether statements are examples of the word's meaning.

Unidad 5, Lección 15, engages students in purposeful practice of academic vocabulary for the word *consolar*. Students use the word in a sentence or are supported with sentence frames, and then hold discussions with partners about a personal moment that exemplifies the word.

In Unidad 8, students learn about the root word *metro*. Students work with a partner to fill in blanks in a set of sentences using words with that same root. The materials also provide students with a table of exemplars in order to understand the meaning in different contexts.

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)

Guía del maestro, Unidad 4, Lección 2, includes nonverbal teaching techniques that support students as they read to describe and compare characteristics of noblemen and servants during the Middle Ages. The materials include a visual support to describe the feudal system hierarchy using *Cuaderno de actividades*, Actividad 2.2, and a graphic organizer for comparing noblemen and servants that students can annotate as they read. There are also resources for the teacher to project in color in the "Componentes digitales."

Unidad 7, Lección 1, introduces students to poetry. The teacher shares a poem and reviews elements of poetry vocabulary. The materials prompt the teacher to use "Componentes digitales" to support students to analyze the poem's language.

The grade 4 materials include digital components such as cards and images of earth to support the acquisition of academic vocabulary. Students use a reader titled, "Geología: esta inmensa roca," to learn about geology. As students learn content-specific vocabulary, such as *arqueología*, the teacher shows corresponding digital images to provide visuals.

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	1/1
5.B.1b	All criteria for guidance met.	2/2
5.B.1c	This guidance is not applicable to the program.	N/A
—	TOTAL	3/3

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)

In *Guía del maestro*, Unidad 9, Lección 3, students generate questions and research primary and secondary resources to write an argumentative essay related to energy. The lesson states, "Los estudiantes generarán preguntas de investigación y comenzarán a tomar notas de las fuentes para integrarlas en sus ensayos."

Unidad 2 includes lessons where students conduct research and participate in "episodes" as part of a broader "mission."

5.B.1b – Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources. (S)

Unidad 9 includes guidance for students to learn the differences between primary and secondary resources. Lección 5 states, "Revise las definiciones de fuentes primarias y secundarias y los usos de la información sobre recursos primarios y secundarios."

The grade 4 materials include other opportunities for students to differentiate between primary and secondary resources. For example, in *Guía del maestro*, Unidad 1, Lección 8, students compare information from primary and secondary sources. Lección 14 includes guidance to help students differentiate between primary and secondary sources prior to conducting an interview.

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).

This guidance is not applicable to grades 4–5 because it only applies to grades 6–8.

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: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	1/1
6.1b	All criteria for guidance met.	1/1
6.1c	All criteria for guidance met.	4/4
6.1d	All criteria for guidance met.	1/1
—	TOTAL	7/7

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.

Guía del maestro, Unidad 2, includes a section, "Medidas de complejidad del texto," that outlines both quantitative and qualitative information for each core text in the unit. For example, the entry for "Archivos ¡Eureka! El avión" indicates the text contains 600 words, includes subtitles and embedded text boxes, and features a variety of sentence types (simple, compound, and complex). Additional entries describe sentence structure, vocabulary demands, and text organization.

The materials also include a teacher-facing note, "Nota sobre la complejidad del texto y apoyo," that identifies "¡Eureka! El arte de la invención" as a high-complexity text. The note provides suggestions for instructional support, such as identifying vocabulary in lesson overviews and using teacher read-alouds or shared reading with embedded comprehension checks.

Unidad 7 includes a collection of authentic Spanish poems, such as "El desierto es mi madre" by Pat Mora, selected for their literary quality, cultural relevance, and appropriateness for the grade level. The teacher-facing section, "¿Por qué son importantes estos poemas?" states that the poems were analyzed for complexity and chosen for their diversity and appeal. The description of the poem "El desierto es mi madre" notes its simple structure, use of stylistic devices, and the cultural identity reflected in the text. The section directs teachers to the "Medidas de complejidad de los textos" in the teacher resources for additional detail on the measures used to evaluate text complexity.

6.1b – Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.

Unidad 4 includes informational texts about the Middle Ages that exhibit rich Spanish vocabulary and discipline-specific language appropriate to the historical content. The texts are well-organized, clearly structured, and free of errors, reflecting the quality and language expected of publishable informational texts. The language supports content understanding while also building academic vocabulary in context.

Unidad 6 includes a transadaptation of *La isla del tesoro* (*Treasure Island*). The selection is in fluent, grade-appropriate Spanish and reflects the narrative craft, structure, and quality expected of publishable texts. The language is free of grammatical or spelling errors and features rich vocabulary. The text includes color illustrations that support comprehension and maintain student engagement.

The grade 4 materials include a transadaptation of Lois Lowry's historical fiction novel, *¿Quién cuenta las estrellas?* (*Number the Stars*). The text is in fluent, grade-appropriate Spanish and reflects the narrative craft, structure, and vocabulary expected of a professionally published novel. The language is rich and precise, incorporating academic vocabulary relevant to the historical context of World War II, supporting comprehension and content knowledge development.

6.1c – Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.

Unidad 5, "La historia del petróleo," introduces students to the petroleum industry's development through a traditionally structured informational text. The text's clear organization, domain-specific vocabulary, and historical relevance support cross-curricular learning in science and social studies.

In Unidad 3, *Cartas del cielo* presents a contemporary narrative centered on family, culture, and grief. The bilingual transadaptation features relatable characters, modern settings, and authentic Spanish, making it accessible and engaging for students.

In Unidad 4, a transadapted version of *¿Quién cuenta las estrellas?* (*Number the Stars*) offers historical fiction in fluent, grade-appropriate Spanish. The text retains the literary depth and complexity of the original, introducing students to themes of bravery and historical awareness.

In Unidad 7, Pat Mora's poem, "El desierto es mi madre," provides an authentic, culturally rich perspective rooted in Mexican-American heritage. Through poetic language and symbolic imagery, the poem supports language development and cultural connection.

6.1d – Texts include content that is relevant, engaging, and authentically reflects students’ diverse backgrounds and experiences. (S)

In Unidad 3, *Cartas del cielo* presents a contemporary narrative centered on Cuban-American culture, family traditions, and personal loss. The text reflects real-world cultural experiences that affirm students' diverse identities and promote emotional connection.

In Unidad 4, a transadapted version of *¿Quién cuenta las estrellas?* introduces students to historical events surrounding World War II. The novel provides relevant context for social studies learning while allowing students to explore themes of courage and resilience.

In Unidad 1, students read a biographical text about Jovita González de Mireles, a pioneering Mexican-American educator and folklorist. The selection offers cultural and regional representation reflective of many students' lived experiences in Texas communities.

6.2 Interaction with Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	5/5
6.2b	All criteria for guidance met.	1/1
6.2c	All criteria for guidance met.	1/1
—	TOTAL	7/7

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)

In Unidad 3, Lección 1, "Conversación con el compañero," students analyze the text, take notes, and create images illustrating the characters based on the details from the text to support their ideas. Prompts encourage students to ask questions and expand on their thinking, supporting oral justification and critical response.

In Unidad 4, Lección 1, "Bienvenidos a la Edad Media," students respond to an excerpt by answering literal, inferential, and evaluative questions aloud and sharing reflections on historical events. For written practice, they complete "Página de actividades 1.4" at home, which includes a passage and comprehension questions requiring analysis and justification. The lesson supports all components of the indicator, including oral and written justification of thinking.

In Unidad 6, Lección 2, students reread a chapter in pairs or independently and complete "Página de actividades 3.1" to support comprehension. After reading, students analyze characters using a chart on "Página de actividades 1.3," citing actions and dialogue from the text. Students discuss their observations with a partner and record their thinking in writing. The lesson provides opportunities for students to listen to, think about, and respond to the text, justifying their ideas both orally and in writing.

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)

In Unidad 3, Lección 6, students discuss and interpret figurative language by identifying and interpreting similes. This activity provides an opportunity for students to analyze the author's language choices and supports discussion of vocabulary and figurative meaning.

In Unidad 4, Lección 5, students discuss the author's purpose and message after reading a chapter from *¿Quién cuenta las estrellas?* The teacher guides a conversation about why the author chose to share this story and what message the author communicates about bravery and sacrifice. Students then complete a "Boleto de Salida," in which they explain the author's intent and support their thinking with text evidence. This activity provides an opportunity for students to discuss specific aspects of the text, including the author's purpose and the theme.

In Unidad 4, Lección 2, students use a graphic organizer to compare and contrast the lives of a servant and a nobleman based on information from the text. Through guided discussion and written responses, students analyze how the author presents differences in social class and daily life. This activity supports student analysis of text structure and language used to convey historical contrasts.

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)

In *Guía del maestro*, Unidad 10, Lección 5, students analyze and compare the experiences of two characters in *¿Quién cuenta las estrellas?* Through discussion and written responses, students evaluate how each character responds to challenges, and consider how their experiences shape their perspectives. This activity supports inferencing, analysis, and comparison of character development using evidence from the text.

Unidad 9, Lección 1, introduces a "know, want to learn, learned" chart to help students generate questions about upcoming unit texts and make predictions based on prior knowledge. The teacher models how to complete the chart, and students use it to track what they know, what they want to learn, and what they predict the texts will reveal. This activity supports students in activating background knowledge, setting a purpose for reading, and practicing prediction and question-generation skills.

Unidad 8 guides students to make predictions about the uses of oil based on information in the text and their understanding of the modern world. Students cite textual evidence to support their predictions, demonstrating how ideas in the text connect to real-world applications. This activity supports students in developing prediction, analysis, and evidence-based reasoning skills.

6.3 Supporting Access to Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.3a	All criteria for guidance met.	2/2
6.3b	All criteria for guidance met.	1/1
—	TOTAL	3/3

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)

Unidad 3, Lección 8, provides teacher guidance to support students in vocabulary development and perspective while reading. The lesson prompts the teacher to use visual aids, such as images, to help students understand the meaning of the term *ropa vieja*. The materials also include sentence stems to guide students in expressing ideas about the narrator's perspective. These embedded scaffolds support student comprehension of grade-level text while maintaining rigor.

Unidad 1, Lección 3, provides teacher guidance to preview key vocabulary and text features during whole group instruction. Students then complete a repeated reading with a partner and reread once more to develop a cause and effect structure analysis. The lesson includes embedded scaffolds, such as vocabulary previewing, peer interaction, and guided analysis, to support access to the grade-level text.

Unidad 6, Lección 1, provides teacher guidance to introduce nautical vocabulary before reading *La isla del tesoro*. The lesson includes a labeled diagram of a *goleta*, a type of sailing ship used by merchants and pirates in the 1700s, with scripted explanations of directional and structural terms such as, *proa*, *popa*, *estribor*, and *babor*. Students reference visual aids and glossary pages (SR.1 and SR.2) to support text comprehension. The materials embed scaffolds for different language proficiency levels, including guidance for emergent students to point to labeled areas of the diagram as the teacher names them.

6.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts.

The grade 4 materials, including *Guía del maestro*, Unidad 8, Lección 1, include embedded sidebar supports, labeled "Nivel avanzado," to extend learning for students who demonstrate proficiency. These prompts direct teachers to have students work with a partner to ask and answer higher-order questions using question words such as *qué*, *por qué*, *cómo*, and *dónde*. The sidebar suggestions appear consistently

across units, provide opportunities for additional analysis, and extended oral language development connected to lesson content.

Unidad 1 includes three days of *pausa* designed to differentiate instruction based on student performance. For students who demonstrate proficiency, the enrichment guidance includes activities that extend their analysis of narrative texts. For example, in the activity "Adivina qué relato es falso," students write true and false personal narratives and present them to peers, who must determine which story is false using questions and discussion. Other enrichment tasks include rewriting a peer's narrative to alter character traits and revising their own writing to enhance descriptive detail. These activities deepen engagement with key concepts and provide structured opportunities for additional analysis of writing connected to grade-level texts.

Unidad 5 includes an extension activity for students who demonstrate proficiency during the unit on the American Revolution. The lesson offers an optional writing prompt: "Investiga el impacto de la Revolución de los Estados Unidos en otros países del mundo. ¿Hay algún derecho garantizado en la constitución de aquí que aparezca en las constituciones de otros países? ¿Hubo otras revoluciones por la democracia después de la de Estados Unidos?" This prompt invites students to conduct research and analyze broader historical impact, offering an opportunity for extended analysis of grade-level content.

6.4 Analysis of Text Complexity

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.4a	All criteria for guidance met.	4/4
6.4b	All criteria for guidance met.	2/2
—	TOTAL	6/6

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.

Guía del maestro, Unidad 2, includes a detailed text table called "Medidas de complejidad textual." The table provides quantitative measures, such as word count, and qualitative indicators, such as text structure, sentence complexity, and vocabulary demands. For example, the table notes that the text "El reloj" contains 632 words, has an informative structure with subheadings, uses a variety of simple, compound, and complex sentences, and includes unit-specific academic vocabulary. This analysis supports alignment to grade-level expectations and helps teachers understand the educational purpose and grade-level placement of each text.

Unidad 3 includes quantitative and qualitative analysis of the core text *Cartas del cielo* by Lydia Gil. The teacher-facing materials cite a Lexile measure of 680L and describe the text as containing "estructuras oracionales variadas con predominio de oraciones más largas que contienen cláusulas y comunican la relación entre las ideas." The analysis also notes that the text contains "vocabulario específico del dominio tanto en inglés como en español," and explores "múltiples temas transmitidos a lo largo de todo el texto," supporting its educational purpose and grade-level placement.

Unidad 10 includes a quantitative and qualitative text analysis for *¿Quién cuenta las estrellas?* by Lois Lowry. The analysis lists a Lexile measure of 670L and describes the text as containing "variedad de oraciones simples, compuestas y complejas," reflecting its sentence structure complexity.

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.

In Unidad 3, students read the novel *Cartas del cielo* by Lydia Gil, which has a Lexile measure of 680L and a variety of complex sentence structures that include clauses and domain-specific vocabulary. The tasks throughout the unit align with this level of complexity, as students make inferences, explore multiple themes developed across chapters, and analyze how the author conveys meaning through language. The unit activities support comprehension of a rich narrative structure and reinforce skills in character analysis, theme development, and cross-cultural understanding.

In Unidad 10, students engage with the core text *¿Quién cuenta las estrellas?* through a series of tasks that reflect its qualitative complexity. The tasks include daily writing such as making inferences, analyzing the author's purpose, identifying literary themes, and explaining character development. Students also use graphic organizers and structured notetaking to synthesize information and prepare for the unit's culminating task: a literary analysis presentation comparing key characters from the novel.

6.5 Self-Sustained Independent Reading

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.5a	All criteria for guidance met.	1/1
6.5b	All criteria for guidance met.	2/2
6.5c	All criteria for guidance met.	4/4
—	TOTAL	7/7

6.5a – Materials include explicit (direct) teacher guidance in Spanish on how to monitor student's comprehension through structured activities during independent reading. (T)

Unidad 2, Lección 3, provides explicit teacher guidance on monitoring student comprehension during independent reading. Teachers group students by reading proficiency; those who can read independently work in pairs or alone to read a chapter and complete "Página de actividades 3.2." The materials prompt the teacher to verify responses and ensure comprehension. A clear reading purpose and guiding question help focus students' attention on key ideas, while structured tools, such as T-charts, support their analysis of main ideas and details.

In Unidad 4, Lección 10, students use "Página de actividades 10.2" to support independent reading through guiding questions. The materials include explicit teacher guidance in Spanish to remind students to verify their answers with text evidence. A short lesson summary provides additional prompts for monitoring comprehension and adjusting instruction as needed.

Unidad 5, Lección 6, includes explicit teacher guidance in Spanish to set a purpose for reading and to structure the independent reading of "Disparos y discursos" through chunking. The lesson provides questions at varied complexity levels to support comprehension checks and ongoing monitoring as students read.

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)

The grade 4 materials, including Unidad 2, include authentic or transadapted Spanish texts that vary in complexity. The Guía del maestro includes a table called "Medidas de complejidad textual." This analysis incorporates quantitative measures, such as word count, and qualitative aspects, including complexity of ideas, language structure, and reader support. While many texts are introduced and partially read in whole group, students also engage with parts of these texts independently, allowing them to practice

comprehension with a range of complexity levels.

Unidad 6 includes authentic and transadapted Spanish texts for independent reading. These texts include a text complexity analysis that incorporates quantitative measures and qualitative features, providing a range of texts aligned to student needs and grade-level expectations.

The grade 4 materials include a range of authentic and transadapted Spanish texts that support independent reading. For example, students read *Cartas del cielo*, an authentic Spanish-language novel by María García Esperón, as well as a transadapted version of *¿Quién cuenta las estrellas?* (*Number the Stars*). Additionally, Unidad 5 features a poetry unit that includes classic and contemporary poems originally written in Spanish, such as "Cultivo una rosa blanca" by José Martí, and "Oda al tomate" by Pablo Neruda. These texts reflect a variety of literary styles and traditions, offering students meaningful exposure to high-quality Spanish literature.

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)

The *Guía del maestro*, Unidad 4, "Pausa" section, includes guidance for independent reading with instructions on how to establish norms and reading log templates for students to track their reading goals. The materials instruct teachers to support students in identifying their purpose, monitor reading through individual conferences, and facilitate optional peer sharing about the selected texts. The materials recommend planning a designated time for individual silent reading.

In grade 4, students research a topic and write an essay. The lesson supports students in selecting their own texts or resources of information. For example, the lesson states, "Ayude a los estudiantes a seleccionar textos por sí mismos de los recursos disponibles," among other steps.

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.1a	All criteria for guidance met.	2/2
7.A.1b	All criteria for guidance met.	5/5
7.A.1c	All criteria for guidance met.	1/1
7.A.1d	All criteria for guidance met.	1/1
—	TOTAL	9/9

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)

The grade 4 materials include text-based questions and ask students to justify their responses with evidence from the text.

In Unidad 1, Lección 5, students answer text-based questions and include evidence in *Cuaderno de actividades*, Actividad 5.1. The text-dependent questions require students to use evidence to justify their thinking around character traits of the protagonist. The materials also include a text-dependent task that requires students to use evidence from the informational text to justify their claims about people, events, and ideas from the Middle Ages. These activities help students build appropriate rigor and make their thinking visible, allowing teachers to adjust and modify instruction.

In the grade 4 materials, students read an excerpt titled "Café con leche." Teachers then ask students to write a paragraph describing the character "Celeste" in three to five sentences using textual evidence. When reading *¿Quién cuenta las estrellas?* students complete character analysis and plot diagrams, and analyze the rising action.

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)

In Unidad 3, *Cuaderno de actividades*, Actividad 11.1, students determine the author's purpose and support their answer using text evidence. Multiple tasks require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of texts as students analyze cultural and historic settings within the plot. This unit includes opportunities for text dependent analysis, and there are supports for teachers to assess the students' depth of understanding.

Unidad 3, *Cuaderno de actividades*, Actividad 2.4, asks students to determine the theme of a text and justify their answer with text evidence.

In Unidad 9 students evaluate details in the text, "Energía renovable, Parte I," to compare and contrast the advantages and disadvantages of different forms of energy using text evidence.

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)

In Unidad 4, Lección 2, students refer to details and examples from the texts as they compare the life of noblemen and servants during the Middle Ages. The questions and tasks support students to make claims and justify their thinking.

In Unidad 9, students evaluate details in the text, "Energía renovable, Parte I," in order to compare and contrast the advantages and disadvantages of different forms of energy using text evidence.

In Unidad 9, Lección 1, students use text evidence about inventions to support an opinion on whether resource availability is more important than innovation to make the most of those resources. Questions and tasks require students to support their claims and justify their thinking by reading several inventor biographies, summarizing key ideas and main details, and answering questions about inventors.

In *Guía del maestro*, Unidad 3, Lección 1, students identify, compare, and contrast themes that appear in two excerpts, "Café con Leche" and "Cangrejitos de guayaba y queso." Students draw the character, provide a description, and pinpoint patterns at specific points in each text.

Another lesson asks students to summarize the causes of World War II. Students split into groups without instructions in order to help them understand the concept of cause and effect. After students answer a series of comprehension questions, the teacher asks them to provide a summary with text evidence. The

question states, "Resume la Segunda Guerra Mundial de forma lógica para explicar cómo afectó la guerra a la vida de los europeos."

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)

The "Paquete de Fluidez" includes literal, evaluative, and inferential questions for students to analyze the text. In addition, the questions and tasks in Unidad 3 offer different levels of cognitive complexity, providing opportunities for students to use the details of the text to analyze a character, including their dialogue, actions, and motivations. This approach allows teachers to adjust instruction and ensure they meet student's learning needs and support students to efficiently and effectively build knowledge.

Unidad 1, Lección 2, includes scripted, scaffolded questions to analyze character traits and their relationship to character actions. In addition, in Unidad 3, Lección 11, students compare the changes that Celeste experiences throughout the story.

Students also gather information from the story, "La invencion genera invencion," and write a creative solution. As students gather information, they determine the author's purpose and text structure.

Guía del maestro, Unidad 5, Lección 12, includes a variety of complex questions. For example, an activity asks students to make inferences about a character's actions that impacted the American Revolution. In this lesson, students begin by frontloading vocabulary and evaluating the big idea question, "¿De qué formas diferentes demostraron los individuos ser héroes de la Revolución estadounidense?" Teachers then guide students to analyze the text structure and features before answering a literal question, followed by an inferential question.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.A.2a	All criteria for guidance met.	2/2
7.A.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

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)

Unidad 1, Lección 2, includes explicit guidance and model organizers for teachers to use when modeling the use of text evidence to respond to text questions about character traits. The materials also include guidance for effective modeling, as in Unidad 5, Lección 1. This guidance uses text-based evidence to generate evidence-based claims to produce text-based instruction.

In the grade 4 materials, students compare and contrast Lisa and Mami from "Fragmento 4, Congrí." Teachers provide students with a Venn diagram and sentence stems such as, "Lisa y Mami son diferentes porque __," to collect notes for their first drafts. The instructions then guide students to annotate their evidence as they read through the excerpt paragraphs. For instance, the guidance states, "Pida a los estudiantes que vuelvan a leer el fragmento para buscar formas en las que Lisa y Mami son parecidas."

In Unidad 8, Lección 5, students use their paraphrased notes to revise and edit their informational brochure about tsunamis. The materials include guidance for teachers to provide students with step-by-step instructions on how to paraphrase and how to preview questions to locate the correct evidence. For instance, the steps include: "Lea todas las preguntas del cuadro como clase para que los estudiantes tengan claro qué información deben buscar en el texto."

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)

Guía del maestro, Unidad 9, Lección 2, includes guidance to use sentence starters and guided questions to help students formulate a claim. The guidance includes specific transition phrases like, "Sabias que __ , " and "Por ejemplo, el texto dice __ , " to defend an argument.

The grade 4 materials include guidance for teachers on using structured opportunities to engage

students in evidence-based discussions. For example, students reference text evidence when discussing the role of the church in the Middle Ages, and practice using compound sentence stems such as, "Wegener studied science because ____." In addition, Unidad 4, Lección 7, poses questions such as, "¿Qué significan las palabras ortodoxa y católica?" to guide evidence-based discussion on the influence of the church on everyday life. The guidance prompts students to discuss with a partner using academic vocabulary, stating, "Conversar con un compañero: ¿Qué palabras leíste que eran agudas, graves, esdrújulas o sobresdrújulas? (Las respuestas pueden variar pero pueden incluir; aguda: *occidental*, grave: *ortodoxa*, esdrújula: *católica*)."

Unidad 1, Lección 3, guides teachers to model describing cause and effect relationships using sentence frames. Later, the lesson provides guidance and practice materials that include sentence starters to help make predictions using cause and effect statements. For instance, students use frames such as "Creo que ____ cambiará porque ____," and "La evidencia del párrafo es ____."

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.1a	All criteria for guidance met.	1/1
7.B.1b	All criteria for guidance met.	2/2
7.B.1c	All criteria for guidance met.	2/2
7.B.1d	All criteria for guidance met.	2/2
7.B.1e	All criteria for guidance met.	1/1
—	TOTAL	8/8

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.

Unidad 1, Lección 2, uses the narrative mentor text, "Mi querida bicicleta," to introduce narrative genre characteristics. In addition, Unidad 1, Lecciones 4 and 5, use the narrative text, "Jovita González de Mireles," to demonstrate and analyze the author's use of sensory language before students practice in preparation for writing their own narratives.

In grade 4, students read about the colonists' discontentment toward Great Britain. Students read Capítulo 2, "Se avecinan problemas," to understand the growing tensions between people in Boston and the British government. The teacher uses the text to guide students to think about whether they agree with the colonists' actions, and discuss the consequences of those events. Students then write a paragraph about the causes and effects of the colonists' protests, using transitions.

Students use the mentor text, "Bajo el mar," to compose a descriptive paragraph. Students also use the mentor text, "Escribo," to compose a poem giving advice to other poetry readers. Students use the mentor texts to recognize and incorporate key features into their writing.

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)

The grade 4 materials include opportunities throughout the year for students to compose personal narratives in Spanish for multiple purposes and audiences with genre-specific characteristics. Students learn to use cause/effect, chronological structures, imagery, dialogue, and figurative language, to

compose a personal narrative. Students write narrative poetry to practice using imagery and figurative language, such as similes and metaphors.

In Unidad 1, after analyzing narrative genre texts, students write a narrative composition that includes sensory language, specific details, dialogue, and a clear point of view. Students also analyze mentor texts in Unidad 7, and craft their own poems using poetic devices and structure.

In Unidad 6, students use Capítulo 2, "El cofre marino y el ciego," from *La isla del tesoro* as a mentor text to understand the elements of an adventure story. Students then write their own adventure story, incorporating similar characters and story elements.

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)

Unidad 4 includes a research and inquiry project in Spanish that engages students in exploring and annotating different texts about the Middle Ages. Students synthesize new knowledge from the unit by writing to provide information about the similarities and differences between servants and noblemen.

Guía del maestro, Unidad 5, includes a research and inquiry project about the events leading up to the American Revolution. Students write an informative cause and effect essay synthesizing what they learned.

In Unidad 8, students write an informational brochure about volcanoes. The lesson provides students with an exemplar that they can reference, including revision and editing guides.

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)

Unidad 4 includes a research and inquiry project in Spanish that engages students in exploring and annotating different texts about the Middle Ages. Students synthesize new knowledge from the unit by writing an opinion essay about the roles of noblemen and servants.

Unidad 9 provides support for students to compose an argumentative essay. The materials include notetaking guides for planning, graphic organizers for drafting, and explicit instruction guidance for revising, as well as editing and revising checklists for students and peers, and a form to reflect on the writing and publishing process.

In Lección 10, students read an excerpt from *Cartas del cielo*, "Fragmento 9, Malentendidos," which discusses the relationship between Celeste and her mother. Students then write an opinion-based paragraph about Celeste's feelings about keeping a secret from her mother, backing up their opinion with text evidence. The prompt is, "En tu opinión, ¿por qué Celeste decidió ocultar las cartas a su madre?"

7.B.1e – Materials include opportunities throughout the year for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)

The materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics. In Unidad 2, Lección 3, students write a letter to Thomas Edison praising the virtues of the light bulb and requesting more information about his motivations and inspiration. Students also write a letter to a channel explaining how failure can be a useful tool in invention.

In Unidad 2, students compose a letter to Jacques Cousteau. The lesson includes a letter template in the *Cuaderno de actividades* with prompts such as, "Querido Jacques, Creo que la regla más importante para la colaboración es___." Students fill in their responses in the template, asking Jacques for advice about how to collaborate with others.

7.B.2 Writing Process

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.2a	All criteria for guidance met.	5/5
7.B.2b	All criteria for guidance met.	6/6
—	TOTAL	11/11

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)

Unidad 9 includes support for students to use the writing process—planning, drafting, revising, conferring, editing, and sharing/publishing—to complete an argumentative essay.

In Unidad 4, students use the writing process to create an informational paragraph and an opinion essay. These materials provide teacher guidance and specific instruction on each element of the writing process to produce an informational text.

Unidad 5 supports use of the writing process with graphic organizers for planning and drafting, and rubrics for the unit informational writing project. Checklists for editing and revising provide a guide for students to follow, supporting them in mastering the writing process.

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)

Unidad 3, Lecciones 4–6, include explicit instruction to guide students through the writing process to complete a personal narrative, including planning using an organizer, drafting, revising, and sharing with peers using a checklist. *Guía del maestro*, Unidad 4, Lecciones 4–6, include explicit instruction to guide students through the writing process to complete informational writing by modeling planning using an organizer, drafting, and revising.

In Unidad 5, students write the body paragraphs of an expository essay about the Intolerable Acts. The materials cover drafting, revising, and editing, as well as teacher guidance for student conferences. The materials include guidance for teachers on how to conduct conferences to provide targeted feedback to students.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.3a	All criteria for guidance met.	3/3
7.B.3b	All criteria for guidance met.	4/4
7.B.3c	All criteria for guidance met.	6/6
—	TOTAL	13/13

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. (T)

Unidad 5, Lección 6, includes explicit guidance for teachers to introduce writing sentences using subject-verb agreement. The materials include a table with samples and prompts for whole group practice, and "Página de actividades 6.3" for students to demonstrate the skill. Unidad 1 includes teacher guidance to provide explicit instruction in Spanish on sentence-level writing, focusing on transition words to create structured writing. The materials also provide guidance for teachers to provide explicit instruction in Spanish on sentence-level writing focusing on plural nouns.

Unidad 1, Lección 7, includes explicit guidance on correctly using homographs in sentences by instructing students to consider the context to determine the meaning. Prompts include specific examples for teachers to model. Students also work on a personal narrative paragraph. In this lesson, the materials include guidance for teachers to instruct students how to revise and edit by combining ideas and sentences. The instructions state, "En el espacio provisto, escribe una nueva oración que combine estas ideas de manera clara y efectiva," followed by explicit steps.

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)

The grade 4 materials include systematic instruction in writing starting at the sentence level. For example, students learn about the purpose of nouns and adjectives in sentences. The guidance includes information such as, "Concluya señalando que los buenos escritores usan con frecuencia adjetivos para hacer que sus escritos sean más interesantes. Anime a los estudiantes a prestar atención especial a los adjetivos cuando lean los capítulos de su libro, así como a usarlos cuando discutan o escriban sobre la Edad Media."

The Unidad 4, Lección 3, scripted guidance includes explicit instruction on building a paragraph with detailed sentences using a graphic organizer.

In Unidad 8, students learn the proper use of commas in complex sentences. The rules for comma use begin in Lección 2, with students practicing with mentor sentences in Lecciones 4–6.

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)

Unidad 3 provides a subject-verb agreement poster that lists subjects and a variety of verbs with endings -*ar*, -*er*, and -*ir*. Students reference the poster to revise and improve sentences about Paul Revere and Concord. The materials provide practice opportunities, as well as homework.

In *Guía del maestro*, Unidad 9, students analyze the claim, structure and organization, and clarity of a paragraph from "Componentes digitales." Students use a rubric to score the paragraph, then pair up with a partner to revise and edit it.

7.B.4 Grade-Level Standard English Conventions

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.B.4a	All criteria for guidance met.	4/4
7.B.4b	All criteria for guidance met.	6/6
—	TOTAL	10/10

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)

Unidad 5, Lección 6, includes explicit guidance for the practice and application of writing sentences using subject-verb agreement, prepositions, and possessive pronouns.

Unidad 4, Lección 4, includes explicit guidance for the practice and correct application of prepositional phrases. The materials include samples for explicit modeling and practice, and a chance for students to apply the skill in Actividad 4.4. There are also opportunities for students to incorporate coordinating conjunctions in their writing. Students work with a partner to learn how to use them in sentences, then complete the assignment pages in the *Cuaderno de actividades*.

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)

The grade 4 materials include opportunities for practice and application of grammar, punctuation, and usage within sentences and summary paragraphs. Unidad 1, Lección 1, includes guidance for explicit instruction and isolated examples for practicing correct capitalization of proper nouns. In Lección 2, students apply the skill by editing paragraphs for correct capitalization of proper nouns.

The grade 4 materials provide students with an opportunity to create, practice, and apply prepositions to their writing in context. The lesson provides students with sentences that are out of context. For instance, the students evaluate the sentence: "El lápiz está dentro del libro." Students work through a series of activity steps to understand the preposition and its meaning in the sentence. Later, students revise and edit the sentence with prepositions in mind.