

Texas Education Agency

Spanish Language Arts and Reading, 5

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

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643465	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	27	Flags Not in Report	Flags in Report	1

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 5 materials include a comprehensive scope and sequence document, "Vistazo, alcance y secuencia," which organizes the year's instruction by unit, week, and day. A chart provides a clear sequence to guide instruction across the academic year.

The scope and sequence specifies the Spanish language arts and reading (SLAR) Texas Essential Knowledge and Skills (TEKS) that are taught each day, including standard numbers and the days they are addressed. For example, Unidad 3, Lección 1, teaches students concepts on 5.7d and 5.2c, among others.

The document also outlines key instructional concepts associated with each lesson, such as summarizing information, identifying the author's purpose, and making inferences. The sequence embeds these concepts to support planning and progression of student learning.

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 5 materials provide a "Vistazo, alcance y secuencia" document, which includes unit, TEKS alignment, and duration information. This document outlines each unit's order, the associated SLAR TEKS, and the recommended duration of instruction, helping teachers implement the program effectively across the year.

The pacing guide provides options for different instructional calendars. For example, it includes a 180-day pacing structure and allocates additional days for flexible use, such as "Días adicionales (1)," "Pausa," and "Evaluación de la Unidad," supporting planning across varying school schedules.

Additionally, the grade 5 materials embed pacing suggestions within the teacher materials. *Guía del maestro*, Unidad 1, "Artes de lenguaje y lectura en 5o. Grado," includes an instructional calendar aligned to the unit's TEKS and instructional goals, further supporting planning and time management.

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 5 materials include a rationale for the unit order, stating that the sequence was intentionally designed to build a strong knowledge foundation knowledge through an integrated and coherent structure. The *Guía de implementación*, found under "Recursos por nivel del programa" and "Recursos para el facilitador," explains: "La secuencia de unidades de Conocimiento en los Grados 4 y 5 está diseñada para construir una base sólida de conocimientos."

The materials also describe how concepts connect across the course and across grade levels. A visual graphic in the *Guía de implementación* illustrates the progression of knowledge from kindergarten through grade 5, reinforcing and expanding concepts across units and content areas, including cross-curricular connections.

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

The grade 5 materials include a unit internalization protocol designed for instructional leaders to use with teacher teams. This protocol outlines key steps, such as analyzing the end-of-unit assessment and guiding teachers to create exemplary responses. These actions help deepen understanding of the TEKS and concepts that the unit targets, and support intentional planning.

The *Guía de programa e implementación* also offers lesson internalization guidance and resources. These tools provide structured support for instructional leaders and teachers to prepare for lesson delivery with attention to pacing, lesson objectives, instructional strategies, and materials.

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

The grade 5 materials include resources for instructional leaders to support teachers in implementing the materials as designed. For example, the "Protocolo de internalización de la unidad del maestro" offers a step-by-step structure for leaders to use during professional learning, helping teams prepare for instruction and stay aligned with the intent of the materials.

The protocol document includes specific guidance for instructional leaders to facilitate unit internalization, including how to lead planning discussions, conduct observations, and guide conversations around success criteria. For example, it recommends that leaders "guíen a los maestros para discutir o compartir criterios de éxito." In addition, the *Guía de programa e implementación* provides implementation-focused support and planning tools for leaders.

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 5 materials include comprehensive unit overviews that provide background content knowledge to support instruction. For example, in Unidad 3, "Las primeras civilizaciones americanas: mitos, pirámides y reyes," the introduction offers historical background on ancient civilizations such as the Aztecs, as well as information on geography and climate. Each unit also includes a section listing previously taught concepts from grades K–3, helping teachers understand how new content builds on prior learning.

The *Guía del maestro* also embeds academic vocabulary necessary for instruction. Each unit introduction and lesson summary includes key vocabulary terms aligned to the unit's content focus, supporting teachers in introducing and reinforcing essential terms related to literary, informational, and cross-curricular texts.

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 5 materials include unit-specific family letters in English that explain the learning objectives and provide guiding questions to encourage meaningful conversations at home. These letters help families understand the unit focus and offer ways to support their student's academic progress.

The same family letters are also available in Spanish, ensuring accessibility for Spanish-speaking families. Additionally, the "Paquete de fluidez" includes a family letter in Spanish that outlines the weekly fluency routine and suggests home activities that reinforce in-class learning.

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 of the grade 5 materials, the lesson plans include daily objectives, the TEKS, duration, and a list of materials for each lesson in the unit. For example, the writing component of Lección 4 indicates that students focus on "Enfoque principal: Los estudiantes escribirán oraciones a partir de las notas que tomaron y armaron un párrafo lógico que describe las características geográficas de la civilización maya," aligned with TEKS 11.B.i and 5.2 C. The lesson then asks students to review what they learned in the previous lesson, and guides them to a specific page in the *Cuaderno de actividades*. The lesson also includes exit ticket and comprehension checks, such as "Pida a los estudiantes que anoten una o dos cosas que aprendieron hoy sobre la planificación y la elaboración de un borrador en una ficha y que la entreguen como un 'boleto de salida.'"

Guía del maestro, Unidad 2, Lección 1, includes detailed lessons with reading objectives aligned to the TEKS. A table with a lesson overview breaks down lesson progression and lists necessary materials and resources. The lesson includes two formative assessment descriptions and their TEKS alignment. The lesson also includes discussion prompts and questions to verify comprehension at the end of each lesson segment. The wrap up section includes additional questions at the literal, inferencing, and evaluative levels. The lesson provides additional listening and speaking questions, organized by emerging and advanced level, on the sidebar of the lesson for the instructor to facilitate the utilization of language.

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 5 materials include a "Vistazo a la leccion" table at the beginning of each lesson that lists the materials teachers need for instruction. For example, in *Guía del maestro*, Unidad 2, Lección 1, the overview identifies the anchor text, teacher prompts, and digital components required to guide instruction.

The same overview table includes the student materials needed to complete each part of the lesson. For example, in Lección 5, students engage in a 30-minute whole group writing task using the text, "Las primeras civilizaciones americanas: mitos, pirámides y reyes," and "Páginas de actividades RE.3 (Componente digital), 4.5, 5.3." The table also notes that a writing journal is optional.

Each lesson component in the overview includes suggested timing. The table clearly designates how much time, in minutes, is allotted for each instructional activity, such as reading, discussion, or writing, to support pacing and classroom time management. For example, the writing task in Lección 5 is 30 minutes.

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

The grade 5 materials include guidance on using lesson materials for extended practice, such as homework and at-home reading. For example, *Guía del maestro*, Unidad 3, Lección 1, suggests assigning two specific activity pages from the student book as homework, and recommends incorporating selections from the fluency resource for additional home practice.

The end of Unidad 3, Lección 7 includes a section, "Material para llevar a casa," which designates the literacy component and provides explicit directions for homework. The guide states: "Pida a los estudiantes que se lleven a casa la "Página de actividades 7.1" para seguir leyendo y tomando notas sobre el tópico de la civilización azteca." This guidance helps teachers extend student learning beyond the classroom in a structured and aligned way.

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 5 materials include assessments in student Cuaderno de actividades which measure skills throughout the lesson and at the end of the unit, as well as assessments for the beginning, middle, and end of the year. The materials describe formative assessments at the beginning of lessons, and provide summative lessons for units.

Cuaderno de actividades, Unidad 3, includes summative unit assessments with a variety of question types including multiple choice, multiselect, and short response. Unidad 1 includes a beginning-of-year assessment administered at the end of the unit to allow students to adjust to the new grade level and uncover any misconceptions.

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

The *Guía de programa e implementación* defines summative assessments and their purpose of evaluating learning, skill acquisition, and achievement at the end of a unit, semester, or academic year. The grade 5 materials also include examples of how to utilize summative assessments, such as for reteaching or reassessment after reviewing data.

The *Guía de programa e implementación* includes examples of how to utilize beginning-of-year assessment data to plan small groups and includes sample activities to support student areas of need.

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

The grade 5 materials include guidance for consistent and accurate administration of instructional assessments. For example, the "Evaluación de mitad de año," directs teachers on time allotments for individual test components.

The *Guía del maestro*, Unidad 1, evaluation section provides guidance to allow no more than three days for the beginning-of-year assessment and explains the assessment components. The materials also offer details and recommendations for each day of the assessment.

The Unidad 2 assessment includes guidance for teachers to efficiently administer the test by providing a script, materials, and noting the time required.

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

Guía del maestro, Unidad 1, specifies how the beginning-of-year assessment aligns with the TEKS, allowing teachers to identify areas where students excel or struggle.

The *Guía del maestro*, Unidad 7, Lección 7 objective is for students to use commas in compound and complex sentences. The corresponding formative assessment aligns to this objective.

The Unidad 1, "Evaluación de principio de año," shows how questions align to the TEKS. The grade 5 materials also list the TEKS for formative assessments in all lessons aligned with the objectives for course, unit, and/or lesson.

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

Unidad 4, "Evaluaciones del grado," includes an instructional assessment key with TEKS-aligned items that evaluate depths of knowledge levels 1–3 of reading and writing 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 5, includes a fluency assessment and clear guidelines for interpreting student performance. A table provides fluency proficiency levels and guidance on national reference norms to consider when analyzing student data.

Unidad 5 also includes guidelines for interpreting mid-year assessment results, suggesting the teacher use both the fluency assessment and the mid-year assessment results to determine the source of gaps.

The grade 5 assessment materials provide teacher guidance for interpreting student performance in comprehension. For example, the materials include a supplemental digital fluency component containing a scoring rubric, and guidelines for interpreting data.

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

The grade 5 materials provide teacher guidance on using text from the "Paquete de fluidez" for fluency practice based on initial student fluency results. The *Guía del maestro* includes sidebars with guidance on student performance on tasks and activities. The guidance identifies students as emerging, at benchmark, or above benchmark, with specific instructional moves for the teacher.

Guía del maestro, Unidad 7, provides guidance to reinforce vocabulary and language concepts after completing the mid-unit exam.

Unidad 1 includes a *pausa* with guidance on student workbook activities to assign as enrichment in response to trends in assessment performance.

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 2, 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 grade 5 materials include suggestions and exemplars for students to track their own data. For example, the *Guía de implementación* includes a description and purpose for student data tracking, example charts, and recommended at-home worksheets, such as reading logs. Teachers can use the "Lista de verificación para las actividades de audición y expresión oral" to track students' growth in the areas of listening and speaking. The instructions state that teachers can use this worksheet to verify student progress over time.

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 7 includes scaffolded teacher guidance in the form of sentence stems to support students in speaking and writing about historical figures, events, and beliefs related to the causes of World War II. These supports help students organize their thinking and express content-specific ideas during classroom activities.

Unidad 2, Lección 12, includes differentiated teacher guidance for students at various language proficiency levels during an informational reading lesson. Emergent-level students receive one-on-one support and visual cue modeling to determine the meaning of unfamiliar words. On-level students compare literal and figurative meanings of text, while teachers guide advanced students to cite textual evidence in discussions. The materials include additional scaffolds, such as targeted questions to support inferencing and vocabulary clarification using context clues.

Unidad 10 includes differentiated guidance for writing tasks at the emergent, on-level, and advanced levels. Emergent students receive teacher support to review their writing plans using accessible oral language. On-level students complete their plans with structured sentence stems, while advanced students use text-based evidence from specific pages to inform their planning.

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)

Guía del maestro, Unidad 2, Lección 1, prompts the teacher to use a digital sources file to support teaching essential vocabulary.

Unidad 2, Lección 3, includes a routing review of focus vocabulary words. The *mejora* materials prompt the teacher to define the word, provide a sample sentence, and lead a partner talk activity using the word in a sentence.

The grade 5 materials include teaching vocabulary using definitions, examples, and mentor text. In Unidad 7, students learn the word *frente* from the chapter "Pasos hacia la guerra."

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 1, "Pausa a la unidad," prompts the teacher to use specific *Cuaderno de actividades* activity pages to extend unit learning.

Unidad 10, Lección 10, guides extension activities when analyzing the plot of *El león, la bruja y el ropero*. The materials also include differentiated instruction in the sidebars for on-level students. For example, on-level students write an informational brochure and use the vocabulary words from the lesson to create sentences with a partner.

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.

Unidad 7 includes explicit prompts to support the teacher in explaining the meaning and examples of suffixes.

The grade 5 materials include lessons for teaching vocabulary through definitions, examples, and mentor text. For example, Unidades 1 and 3 provide teacher prompts to model and explain specific skills. As the teacher introduces personal narratives, the instructions provide guidance on how to define a narrative, and how to explain its significance to students for deeper understanding.

In Unidad 8, students analyze information to track character development. The materials guide the teacher to model and explain how to analyze the characters and what to annotate.

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 time-stamped teacher guidance for delivering an on-theme lesson using a variety of instructional approaches. The materials prompt the teacher to use a digital checklist of narrative elements to consider while reading. In addition, the materials instruct the teacher to frontload the word *theme* while guiding a whole group discussion about its meaning.

In Unidad 3, Lección 9, students read a text on the Incas, identify key ideas, and create a summary of the civilization.

Unidad 1, Lección 12, includes time-stamped guidance for delivering a lesson on writing with details that show, rather than tell.

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.

Unidad 8 includes a lesson for analyzing character actions and motives. The materials provide guided instruction for independent and small group work.

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 materials include a *Biliteracy Resource Guide* that describes state-approved bilingual and ESL program models and provides a side-by-side comparison of key components in English and Spanish instruction. 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. For example, the guide includes 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 2, includes strategies for teachers to support emergent (provide a word list), at-level (write with a partner), and advanced students as they deliver a lesson on sensory language, building background knowledge.

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)

Guía del maestro, Unidad 4, Lección 3, provides instructional strategies in Spanish to support students in organizing their thinking and expressing their opinions for specific purposes. The lesson guides students in stating their viewpoints and supporting them with relevant reasons and evidence from the text.

Unidad 2, Lección 6, guides students to present their writing to a partner, who must then identify the speaker's point of view, supporting reasons, and evidence. This activity provides structured support for students to tailor their oral expression for a peer audience, with teacher guidance on feedback and response.

In Unidad 6, students prepare and present a dialogue imagining how a character from *Sueño de una noche de verano* might exist in the modern world. Teachers support students in structuring their ideas for a creative oral presentation with a clear purpose.

The same Unidad 6 activity includes guidance for students to consider how to adapt language and tone for a performance-style presentation. The lesson emphasizes engaging the audience and using expressive delivery, helping students organize their presentation with their audience in mind.

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 5 materials include teacher guidance in Spanish to support students in following oral instructions. In *Guía del maestro*, Unidad 4, students participate in a *pensar-reunirse-compartir* (think-pair-share) activity. The materials direct teachers to model the routine and guide students through structured discussion steps, such as interpreting a story title and image before reading.

The same activity includes guidance to support students in restating oral instructions. The materials prompt teachers to provide sentence stems for students to use when responding to statements like, "Creo que el cuento se tratará de __," and "¿Qué piensas?" These supports enable students to rephrase information and confirm understanding with a peer.

Unidad 4, Lección 1, "Hablar y escuchar," includes teacher guidance in Spanish to support students in following oral instructions. For example, the guidance directs teachers to prompt students with questions such as, "¿Los soldados y los caballeros llevan las mismas armas?" to guide them in interpreting and responding to visual and textual information.

Guía del maestro, Unidad 1, Lección 3, includes explicit guidance in Spanish to support students in following, restating, and giving oral instructions through the collaborative activity "Juego: Teléfono." The teacher models how to revise a sentence into dialogue, provides a possible response, and gives step-by-step instructions for students to complete the task in small groups. Students must listen to directions, read character descriptions, and write responses in dialogue format while observing punctuation rules. As they pass papers and build on each other's contributions, students follow oral prompts, restate and adapt previous dialogue turns, and give oral instructions or additions to continue the conversation. These steps provide structured opportunities and teacher guidance for all components of the indicator.

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)

Guía del maestro, Unidad 9, Lección 1, guides students to ask questions to understand information through the use of a structured "*lo que sé, lo que quiero saber, lo que aprendí*" (SQA) chart. The teacher models how to generate questions before, during, and after reading aloud from the text, guiding students to think critically about the topic and formulate their own inquiries. This strategy builds comprehension by helping students engage with informational texts through purposeful questioning. The SQA chart is also available as a digital resource to support repeated use across the unit.

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

information and ideas. During "Verificar la comprensión," students participate in a class discussion in response to the teacher prompt, "¿Qué obstáculos tuvo que superar Madam C. J. Walker para tener éxito?" Students must explain their thinking using textual evidence, such as references to discrimination, labor insecurity, or segregation laws. These structured conversations encourage peer interaction and oral language development grounded in the text.

Unidad 9, Lección 1, "Preguntas generadas por el estudiante," provides authentic opportunities for students to ask questions to understand information. After a teacher read-aloud, students generate their own questions about Juneteenth and record them in the "*lo que quiero saber*" column of their SQA charts. Volunteers then share their questions with the class, and the teacher explains how these questions will guide their research throughout the unit. This process promotes inquiry, ownership of learning, and purposeful engagement with informational texts.

Unidad 2, Lección 6, guides students to present their writing to a partner, who must then identify the speaker's point of view, supporting reasons, and evidence.

In Unidad 8, students discuss whether gold and water are chemical compounds or elements.

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 (sílabas tónicas), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks.

The grade 5 materials include a systematic sequence for decoding and encoding multisyllabic words in the format of a skills chart located in the *Guía de programa e implementación*. The chart shows that students begin in Unidad 3 with "*palabras agudas, graves, etc.*," and *diptongos*. The document also provides detailed instructions for teaching these skills to small groups. The instructions include a daily breakdown of recommended steps, such as "Lectura de palabras multisilábicas: Modele la habilidad de forma aislada, incluyendo la sílabas, las raíces, los prefijos y sufijos. Trabajo de palabras multisilábicas."

The "Vistazo, alcance y secuencia" includes a TEKS correlation table for each grade level that lists all the SLAR TEKS. This 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 (sílabas tónicas), word type and accent mark rules. (T)

The grade 5 materials direct teachers to instruct students on decoding and encoding "*palabras agudas, graves y esdrújulas en oraciones*." Teachers ask students to identify or underline the words, complete the sentences, and share their responses out loud. Unidad 7 instructs students to apply the phonetic skills and orthographic rules to decode and encode multisyllabic words that include the suffixes *-ción* or *-sión*.

The "Vistazo, alcance y secuencia" includes a TEKS correlation table. The materials include an opportunity for teachers to provide explicit instruction on syllable division. Students practice dividing words into syllables while identifying the types of syllables.

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)

In Unidad 3, students develop, practice, and reinforce their knowledge of orthographic rules for multisyllabic words by using words such as *población*, *imperio*, and *civilización*. Students use the words to fill in the blanks of a worksheet from the corresponding *Cuaderno de actividades* section. The worksheet states, "Pida a los estudiantes que pasen al ejercicio 2 y completen el espacio en blanco. Pida a los estudiantes que completen el resto de la página de actividades de esta manera."

In Unidad 7, students develop and practice decoding and encoding multisyllabic words, such as *concentración*.

The "Vistazo, alcance y secuencia" includes a TEKS correlation table for each grade level that lists all the SLAR TEKS. This table indicates which units and sections introduce multisyllabic words, syllable types, and syllable division principles to support a systematic sequence. *Cuaderno de actividades*, Unidad 2, includes an activity to practice words with diacritical accents. Students decode words from a word bank that includes multisyllabic words from previous units.

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)

Cuaderno de actividades, Unidad 2, includes activities to practice *palabras* with *acento diacritico*. For example, students practice syllabication rules for multisyllabic words using a dice game, where students complete syllabication for each number on the dice.

Unidad 3 includes a student practice activity for reviewing orthographic rules for words related to the text. Students practice decoding and encoding the words while sorting them by topic, then write the words in alphabetical order.

Unidad 3 also provides students with activities to practice decoding and encoding using their knowledge

of orthographic rules. The worksheet states students can use their resources "para definir las palabras, determinar la separación silábica, la pronunciación y el origen de las palabras."

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.

In Unidad 2, Lección 2, the morphology lesson provides a clear and authentic approach to introducing the Spanish prefix *anti-*. The lesson includes a definition of the prefix, scripted teacher guidance, and an anchor chart featuring different base words combined with *anti-*. The materials include example sentences to support student comprehension, and provide a student practice page, offering structured opportunities to reinforce understanding. This lesson reflects a systematic approach to teaching Spanish morphemes aligned to grade-level expectations.

In *Guía del maestro*, Unidad 4, Lección 2, students learn the meaning of words with suffixes such as *-ismo*. A poster provides examples of words with suffixes, such as *feudalismo*, *optimismo*, and *montañismo*. The lesson prompts students to practice building sentences with these words. For example, the lesson states, "A continuación, use optimismo en una oración. (El equipo salió a la cancha con optimismo, confiado de que podía ganar el partido). Explique qué *óptimo* es un adjetivo, mientras que *optimismo* es un sustantivo."

Unidad 4, Lección 10, includes a systematic sequence for introducing affixes such as *super-*, *inter-*, and *-ismo*, and roots such as *crono*. The lesson provides instructions such as, "Agregue el prefijo *super-* a *población* y pida a los estudiantes que lean la palabra nueva (*superpoblación*)."

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 Unidad 2, Lección 2, the morphology lesson includes the definition of the prefix *anti-*, scripted teacher guidance, an anchor chart with different base words, and sentence examples to support decoding and comprehension. The materials also include a student practice page where students encode words in isolation using the prefix *anti-* and apply their understanding within connected sentences, reinforcing morphological analysis in both contexts and building on previous instruction.

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.

The grade 5 materials include guidance to provide instructions for supporting the recognition of common morphemes. For example, in Unidad 2, Lección 2, as students read about the Renaissance and the Middle Ages, they also learn how to identify the meaning of words with prefixes such as *anti-* and how to use them to construct sentences.

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)

The Unidad 2, Lección 2, 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 *anti-*. The materials include a student practice page to reinforce morphology skills.

The Unidad 2, Lección 3, morphology lesson includes the definition of the suffix, scripted guidance, and examples to review the prefix *anti-*. The materials include guidance for students to practice with their sentences and an activity page to reinforce morphology skills.

Cuaderno de actividades, Unidad 8, provides students with opportunities to practice and reinforce their morphological skills. The *Cuaderno* includes sentences with blanks, along with a choice of words to select from. Students read the sentence, pick the correct base word, add the suffix, and then complete the sentence. This activity enables them to reinforce their morphological skills.

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 3, students select from a list of possible words with the prefix *geo-* to complete sentences. Then, students write their own words with that prefix and compose new sentences.

In Unidad 3, Lección 10, Actividad 10.3, students practice reading words from a spelling list that includes prefixes previously taught in earlier morphology lessons. This activity provides an opportunity to decode words with morphemes in isolation while reinforcing prior instruction in an authentic Spanish context.

In Unidad 4, students apply their knowledge of affixes to add suffixes, such as *-ismo*, to words to create new ones. For example, the *Cuaderno de actividades* lists words such as *optimismo* and *montañismo*. Students practice using the words in sentences and also interpret the meaning of new words, such as *feudalismo*.

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 the 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 5 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, Unidad 8, Lección 1, includes teacher guidance in Spanish for using both print and digital vocabulary resources. Teachers guide students to locate the bolded word *murmuró* in the reading and consult the glossary at the end of the print text to find its definition. The lesson also references the digital "Componentes digitales" appendix for follow-up activities, including morphology practice and strategies for defining vocabulary, demonstrating clear support for using print and digital tools to understand and build word knowledge.

Unidad 4, Lección 1, "Vocabulario esencial," provides teacher guidance in Spanish for explicit instruction on the purpose and use of digital resources. The guidance directs teachers to utilize the vocabulary appendices in the "Componente digital" to support instruction and student practice in determining word meaning, syllabication, pronunciation, word origin, and part of speech. These resources promote vocabulary development through structured, embedded digital tools that students can use throughout the unit.

In Unidad 5, Lección 1, 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 at the end of the "Antología de Grado 5." 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 7, Lección 14, "Componentes digitales," "Vocabulario: Utilizar un diccionario," guides students to

use either an online or print dictionary to analyze the vocabulary word *rúbrica*. The activity prompts students to locate the word in the dictionary, find its pronunciation guide, determine the number of syllables, identify its meaning, and state its part of speech. Next, students discuss the word's synonyms and antonyms and use the word in a sentence. The activity concludes by instructing students to repeat this process with the rest of the vocabulary words. This lesson supports students in determining meaning, syllabication, pronunciation, word origin (if included in the entry), and part of speech using both print and digital resources.

The materials do not provide evidence for the explicit and direct instruction on the use of digital resources.

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)

In Unidad 3, the curriculum includes guidance for students to use print and digital resources to learn about the word *distintivo*, including origin, syllabication, and pronunciation. Unidad 9 includes references to a dictionary, both print and online. For example, Lección 14 states, "Informe a los estudiantes que mientras están revisando, pueden usar un diccionario de la clase o uno en la computadora para comprobar la ortografía de palabras que puedan estar incorrectamente escritas."

Guía del maestro, Unidad 7, includes teacher guidance to introduce spelling vocabulary on the board or anchor chart. Teachers also use a table to model syllabication and pronunciation, and note meaning, part of speech, roots, and suffixes for each word.

The *Guía del maestro* instructs the teacher to use "Componentes digitales 14.1, 15.1, and 16.1" to display a list of steps for analyzing new vocabulary.

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)

Unidad 1 includes instructions to support students in determining meanings of unfamiliar words. The lesson provides guidance on how to look for clues and how to analyze the text. The grade 5 materials support students by helping them understand context to determine meaning.

Unidad 6 states, "Tras obtener varias respuestas, señale que se trata de una exclamación y que su significado depende de las palabras que la rodean. 'Las palabras que la rodean' son el contexto de la palabra." The lesson then includes steps to help students analyze the clues around the word to

understand its meaning.

Guía del maestro, Unidad 3, Lección 1, includes prompts for the teacher to ask questions about the word *domesticar*, guiding students to identify context clues to help determine the meaning.

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 5 materials include a yearlong "Paquete de fluidez" supplement to support students to read various genres fluently. For example, students learn how to read poetry through "Oda al tomate" by Pablo Neruda. The teacher guides a practice conversation where students change their voice and tone as they read the poem, then apply the skill to subsequent stanzas.

In Unidad 6, Lección 1, students read Shakespeare texts. As they read, the teacher models intonation and expresses the importance of using the appropriate tone and voice. For example, the lesson states, "Pida a los estudiantes que lean cada línea en voz alta. Si los estudiantes leen sin mucho entusiasmo, haga una pausa y dígales que digan la línea en voz alta y hagan énfasis en *Oh*. Pídales que vuelvan a empezar."

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 grade 5 materials include practice activities and tasks to develop word reading fluency. The "Paquete de fluidez" supplement provides fluency activities that students apply independently, in partners, or in groups. For example, the supplement states, "Los estudiantes practican la lectura del texto de forma coral." The supplement also provides opportunities for students to practice their fluency independently when it recommends, "Los estudiantes que estén listos para un desafío pueden estar preparados para interpretar el texto de manera independiente."

Guía del maestro, Unidad 4, includes guidance for students to complete a repeated reading. Students take turns reading aloud from a chapter of *Don Quixote* with a partner.

In 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 5 materials include materials and tools for teachers in Spanish, with strategies to support students. The materials provide teachers with templates to help students set and achieve fluency goals that are specific, measurable, achievable, relevant, and time-bound (SMART). The *Guía de lectura independiente* supplement provides teachers with resources to establish and support independent reading routines. The supplement includes templates for family letters, activity templates for before, during, and after reading, and guidance on setting SMART goals.

The materials include opportunities for teachers to support students with pre-reading prompts. For example, the *Guía de programa e implementación* includes a sample form for teachers to track independent reading.

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 5 materials include authentic texts across multiple genres to build fluency and comprehension. For example, students read texts about *Don Quijote*, Juneteenth, and Shakespeare with varying linguistic features and sentence structures.

Unidad 7 includes complex texts to build students' comprehension and fluency. After reading a text, students answer inferential, literal, and evaluative questions such as, "¿Por qué es importante que comprendamos los sacrificios realizados por los estadounidenses que lucharon en la Segunda Guerra Mundial?"

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

A table in *Guía del maestro*, Unidad 1, notes the varied complexity levels of all fluency and comprehension activity texts. 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 grade 5 materials feature reminders to write in cursive, such as, "Se espera que los estudiantes escriban legiblemente en letra cursiva." *Guía del maestro*, Unidad 6, explains that students in grade 5 should be able to write legibly. The materials prompt the teacher to have students complete work to master the skill, but do not provide guidance, resources, or activities to support the teaching of or feedback for handwriting skills appropriate for the grade level.

The materials include a reminder that students should use their knowledge of cursive to complete their writing assignments. The materials state, "Los estudiantes deben ser capaces de usar su conocimiento sobre las conexiones entre letras, el espaciado adecuado y la altura de las letras para asegurar la legibilidad hacia el lector." There is no instruction or guidance within the lessons.

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 5 materials provide opportunities, resources, and activities and tasks in Spanish for students to practice and develop handwriting skills appropriately. For example, in Unidad 4 students fill out a character trait worksheet and follow instructions to record information in cursive. In Unidad 8 students work on a sentence variety and word choice activity, and follow the instructions, "Los estudiantes deben escribir legiblemente en letra cursiva."

Guía del maestro, Unidad 6, explains that students at this grade level should be able to write legibly. The materials prompt the teacher to have students complete work throughout the unit and in the *Cuaderno*

de actividades in cursive to master the skill.

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.

Guía del maestro, Unidad 2, Lecciones 1–16, instruct students to read a variety of texts and complete activities related to the Renaissance period in Europe 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 5 materials engage students in social studies and science topics. For example, Unidad 2 provides background knowledge and lessons on the Renaissance period's art and culture.

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 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.

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.

The materials provide knowledge building within grade levels about the first American civilizations by

introducing the Maya, Aztec, and Inca. In a later lesson, students learn about each civilization's culture, and rise and fall. This structure allows students to make connections and deeply engage with the unit information.

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.

In *Guía del maestro*, Unidad 2, Lecciones 1–16, students read a variety of texts and complete activities related to the Renaissance period in Europe to deepen their understanding of the world around them through connected Spanish texts and tasks that integrate SLAR concepts.

Unidad 3 includes 13 daily lessons where students build knowledge about the first civilizations in North and South America. Students read a sequence of connected Spanish texts and complete an informational writing activity comparing and contrasting ancient civilizations.

In grade 5, students spend extended time building knowledge of World War II over the course of 14 lessons. The lessons include instruction on historical figures, key battle locations, and military tactics.

The grade 5 materials include an extended 15-day unit that provides students instruction and background knowledge on Shakespeare. Students first learn about the life and language of the playwright, followed by the elements of drama. Lastly, the unit challenges students to listen to, read, write, and share Shakespearean language by participating in a play.

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

At the beginning of grade 5, students build knowledge about influential Texans through narrative texts. In *Guía del maestro*, Unidad 1, students read four narrative texts and write their own personal narrative. The personal narrative unit teaches students about characters, point of view, and other plot elements. Students then apply these skills in Unidad 4, when they engage with the classic fiction novel, *Don Quijote*. The *Guía de implementación* includes a graphic that shows how the materials build background knowledge from one year to the next. For example, 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.

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

In the grade 5 materials, students use new vocabulary in discussion, writing, grammar, and vocabulary activities. For example, in Unidad 4, Lección 2, students read a text about *Don Quijote* and learn the word *amenazador*. Students reread the section with the word, define it, provide examples, find the part of speech, and create sentences, followed by a discussion about the new word.

In Unidad 7, Lección 11, students read a text about the Holocaust and learn the word *monumento*. Students reread the section with the new word, define it, repeat it with the teacher, and explore other examples of the new word.

The grade 5 materials instruct students to dedicate time to writing activities which correlate to the unit lessons. For example, writing activities in *Cuaderno de actividades*, Unidad 2, relate to the unit topic of the Renaissance. Students practice using conjunctive adverbs in sentences about the Renaissance.

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.

Guía del maestro, Unidad 2, includes a key connections lesson before introducing the focus topic of Lección 1, the Renaissance.

Before students learn about the first American civilizations, the grade 5 materials prompt students to recall information they learned in grade 3 about "La civilización romana antigua." Unidad 3 states: "Explique que es posible que los estudiantes ya hayan aprendido sobre diversas civilizaciones antiguas, como la antigua Roma o el antiguo Egipto, en grados anteriores. Es posible que los estudiantes reconozcan algunos datos o imágenes y que algunos datos sean nuevos. Explique que todos los estudiantes podrán utilizar la información proporcionada para participar en la actividad."

The grade 5 materials also supply background knowledge that prepares students to learn about World War II in Unidad 7. In grade 4, students learned about the American Revolution and the Civil War. The materials state, "Tras la Guerra de Independencia de 1700, la economía y el sistema político de Estados Unidos estaban poco desarrollados. Durante la Guerra Civil, la unión americana estuvo a punto de desintegrarse. Las demás naciones no nos consideraban una potencia importante. Sin embargo, la sabiduría de los Padres Fundadores los llevó a establecer un sistema político que garantizara las libertades individuales y los derechos de propiedad."

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.

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

In *Guía del maestro*, Unidad 1, students revisit the structure of personal narratives and write their own personal narrative as a writing activity.

In Unidad 4, the introduction to the text, *Don Quijote*, states that this unit connects to "Unidad 1: Narrativas personales." This reference gives students the opportunity to recall and make connections to previously learned material.

In Unidad 10, "Análisis literario," the introduction to the text, *El león, la bruja y el ropero*, states that students learned relevant background knowledge in two other units about the Renaissance and World War II, providing additional foundational context.

In Unidad 9, Lección 6, students use their background knowledge of narrative writing structures to research and synthesize new information about African American inventors, innovators, and entrepreneurs.

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 3, Lección 1, introduces the unit with a "Conexiones esenciales" lesson. The guide prompts the teacher to use a timeline and cards to guide discussion about ancient civilizations, including Mesopotamia, China, Egypt, Greece, and Rome. This targeted background discussion prepares students to better understand the historical context of the unit topic, the first American civilizations.

The Unidad 4, Lección 1, "Conexiones esenciales" lesson prompts the teacher to discuss background knowledge about the Middle Ages.

The grade 5 materials provide additional context for students through multimodal presentations and articles, such as a virtual field trip to a museum and music recordings. These materials ensure students are able to make connections to the information in each unit.

Unidad 7, Lección 1, provides students with World War II timelines and maps as a visual point of reference to help them understand all the parties involved in the war. Students are able to recall smaller events on a timeline and begin to understand the role of each country. This supports students' engagement with the texts.

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 5 materials include a *Guía de lectura independiente* that supports teachers to engage students with big ideas, topics, and themes. The grade 5 materials also provide teachers with *la gran pregunta* for each lesson. For example, *Guía del maestro*, Unidad 2, Lección 1, states, "La gran pregunta: ¿Qué factores inspiraron el movimiento renacentista?" Throughout this lesson, students learn background knowledge, engage with visual and text features, and participate in discussions about topics that provide context for this question.

Unidad 3 includes *la gran pregunta*, "How did Mayan society adapt to and prosper in such a vast and diverse region?" to define the unit purpose and guide discussion of the included texts. As students read the texts, they discuss Maya social structures, geography, agriculture, architecture, and religion.

A Unidad 7 *la gran pregunta* is, "¿Qué personas, eventos y creencias condujeron al inicio de la segunda guerra mundial?" Students use a map in the *Cuaderno de actividades* to identify countries that took part in World War II and discuss which countries were allies. Lección 1 includes *la gran pregunta*, "What people, events and beliefs led to the beginning of World War II?" to guide the lesson discussion. As students read included texts, they stop to discuss countries, region, and politics, and share their thoughts on key individuals, such as Winston Churchill and Benito Mussolini, building knowledge across the unit.

Cuaderno de actividades, Unidad 8, includes activities about the formation of fossils. The questions go beyond literal questions and require students to make connections.

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)

At the beginning of grade 5, students build knowledge about influential Texans in *Guía del maestro*, Unidad 1, through narrative texts.

In Unidad 3, students explore ancient civilizations in North and South America prior to European exploration. In Lección 1, students build a foundation by using a timeline to connect what they know about historical events to the Maya, Aztec, and Inca civilizations.

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

In *Guía del maestro*, Unidad 2, Lecciones 1–16, students read a variety of texts and complete activities related to the Renaissance period in Europe to deepen their understanding of the world around them through connected Spanish texts and tasks that integrate SLAR concepts.

Unidad 3 includes 13 daily lessons where students build knowledge about the first civilizations in North and South America. Students read a sequence of connected Spanish texts and complete an informational writing activity comparing and contrasting ancient civilizations.

In grade 5, students spend extended time building knowledge of World War II over the course of 14 lessons. The lessons include instruction on historical figures, key battle locations, and military tactics.

The grade 5 materials include an extended 15-day unit that provides students instruction and background knowledge on Shakespeare. Students first learn about the life and language of the playwright, followed by the elements of drama. Lastly, the unit challenges students to listen to, read, write, and share Shakespearean language by participating in a play.

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

The grade 5 materials provide opportunities to apply new understanding based on the 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. A table in the *Guía de lectura independiente* provides recommended steps to support students at home. The step, "Conectar las experiencias de lectura dentro y fuera del salón de clase," includes the example, "Haga tiempo para que los estudiantes comenten las experiencias de lectura que hayan tenido fuera del salón de clase."

The *Guía de lectura independiente* 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."

In *Cuaderno de actividades*, Unidad 8, students write a letter to a sheriff about a plan to catch a thief.

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 "Vistazo, alcance y secuencia" includes a yearlong scope and sequence highlighting specific tier 2 and 3 words in each unit. A chart lists all the words in each curriculum unit, and the correlated TEKS. *Guía del maestro*, Unidad 4, includes a vocabulary table that identifies essential vocabulary words and phrases as content specific, general vocabulary, and multiple meanings. 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 to build knowledge within the unit topic.

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)

The *Cuaderno de actividades* includes a morphology practice cloze activity. Students select from four possible words to fill each blank, supporting vocabulary practice in context.

Unidad 2, Lección 3, includes an explicit vocabulary routine. The materials prompt the teacher to model pronunciation and have students say the vocabulary word, discuss the type of word, and use it in conversation. The teacher uses sentence stems to support student responses.

The materials include content and language scaffolds and supports for teachers to incorporate guiding questions and activities. The teacher introduces the reading book and chapter, and students notice vocabulary and use resources to aid comprehension. Students continue with partner discussions.

In Unidad 7, students learn the word *infamia*. As students read a mentor text, they circle the word to make connections to the author's purpose. Students break down the word into origin and identify key parts that help them determine meaning. For example, in this lesson students look at the root *-fam* and

what it means when combined with the suffix *-in*.

In Unidad 8, students learn about the meaning of *elemental* and how it applies within the unit context. Teachers provide students with opportunities to compare the word depending on how it is used in a sentence.

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

Unidad 2, Lección 3, includes an explicit vocabulary routine. The materials prompt the teacher to model pronunciation and have students say the vocabulary word, discuss the type of word, and use it in conversation. The teacher uses sentence stems to support student responses.

Unidad 3, Lección 5, includes a summarizing activity with guiding questions that encourages the student to use new vocabulary from the beginning of the lesson and share with a partner.

In Unidad 9, students learn about the word *emancipación* and practice conversation with another student.

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 1, prompts the teacher to discuss castles with students, using an image from "Componentes digitales," prior to reading a unit introductory text. The lesson also prompts the teacher to use a video or images of a joust, but does not provide those materials.

Unidad 4, Lección 2, prompts the teacher to use a verb conjugation table from "Componentes digitales" to support students with a visual organization of common irregular verbs.

In Unidad 8, to learn the word *paleontología*, students view a digital image that breaks down the parts of the word. For example, the image shows *palaio*s and *antiguo* to help students understand the meaning of the new word. To understand the vocabulary word *subducción*, the "Componentes digitales" provide visuals of plate tectonics that create this geologic process.

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, students use a SQA chart to generate questions and research the first Juneteenth using primary and secondary resources.

In Unidad 7, students write an argumentative essay in response to informational texts about World War II.

In grade 5, students conduct a research project and develop an informational book on Juneteenth. Students use graphic organizers to plan out their research, generate questions, gather sources, and draft and edit their writing.

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

In Unidad 3, Lección 2, students analyze the Maya civilization. Students read the primary source, *La edad de oro de los mayas* by Désiré Charnay, which is a diary entry by an archaeologist who studied the Maya.

Unidad 9, Lección 7, tasks students with analyzing texts to find information about African American inventors and innovators. The text says, "Diga a los estudiantes que buscarán las patentes de sus inventores como fuentes primarias de información." The lesson also provides practice tasks where students identify the type of source, such as, "¿Sería una fuente primaria o secundaria un artículo que describa una presentación de su inventor? (secundaria)."

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.

A dedicated section titled "Medidas de complejidad del texto" outlines quantitative and qualitative features of each core text in the unit. Across the nine chapters and enrichment articles, texts have between 973 and 2,110 words and include a variety of sentence structures, including complex sentences with subordinate clauses. The texts incorporate domain-specific and academic vocabulary, some of which includes archaic language. The descriptions also note elements such as embedded primary sources, glossaries with pronunciation guides, and visual supports to aid comprehension. These features demonstrate that the core texts are transadapted appropriately and written at a grade-appropriate level based on established complexity measures.

Unidad 2 includes a set of core texts about the theme "El Renacimiento: arte y cultura." The *Guía del maestro* includes an "Análisis cuantitativo y cualitativo del texto" that references research-based measures of text complexity. The analysis specifically cites the *Estándares estatales comunes de artes del lenguaje en español*, "Suplemento del Apéndice A," as the basis for evaluating complexity.

Unidad 4 includes an adapted version of the classic novel *Don Quijote*. The text includes academic vocabulary and complex sentence structures appropriate for readers in grade 5. The unit uses the novel to expose students to rich literary language and themes, supporting grade-level reading development through scaffolded comprehension questions and structured opportunities for discussion and analysis.

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

Unidad 7 includes informational texts about World War II. These texts are well-crafted, written in fluent, discipline-appropriate Spanish, and include rich academic vocabulary relevant to the historical context. The texts are clearly organized and free of errors, reflecting the quality and linguistic rigor expected of publishable informational texts.

Unidad 6 includes *Sueño de una noche de verano*, a transadapted version of *A Midsummer Night's Dream* by William Shakespeare. The text is presented in fluent, grade-appropriate Spanish that preserves the poetic structure, figurative language, and narrative craft of the original. The unit introduces students to Shakespearean language in an accessible way and uses rich background context and instructional guidance from the Folger Shakespeare Library. The lessons emphasize student engagement with the authentic text through speaking, reading, performing, and analyzing, reflecting both the publishable quality and literary value of the work.

Unidad 10 includes *El león, la bruja y el ropero*, a transadapted version of the classic novel *The Lion, the Witch, and the Wardrobe*. The text is presented in fluent, grade-appropriate Spanish and demonstrates the narrative structure, vocabulary, and cohesion expected of a professionally published literary work.

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

In Grade 5, Unidad 3, **Cartas del cielo / Letters from Heaven** presents a contemporary narrative that explores family, food, and cultural identity. This bilingual transadaptation features relatable characters and modern settings, making the content accessible and relevant to today's students.

In Grade 5, Unidad 4, **Don Quijote: la historia de un caballero optimista** is a transadapted version of Cervantes' classic novel. The text retains the tone and central themes of the original while using grade-appropriate Spanish, giving students access to a foundational work of classical literature.

In Grade 5, Unidad 5, **Estado de exilio** by Cristina Peri Rossi offers an authentic poem that explores the emotional experience of exile. The text reflects a diverse Latin American perspective and introduces students to rich literary language and global themes.

Also in Unidad 5, **Romance del conde Olinos** introduces students to a traditional Spanish ballad. The text maintains its original poetic structure and themes, supporting cultural knowledge and exposure to historical forms of oral storytelling.

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

In Unidad 9, students read biographies of African American inventors and innovators. These texts celebrate the achievements of people from different backgrounds and help students see themselves and others in what they read.

In the same unit, students learn about the history and meaning of Juneteenth through a variety of resources, including articles, songs, photos, and virtual field trips. This approach helps students connect with an important event in American history and understand its impact today.

In Unidad 10, *El león, la bruja y el ropero*, introduces themes like bravery, forgiveness, and choosing right from wrong. These themes help students think about their own values and choices.

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, students read "Secretos ocultos en el bosque tropical" independently and respond to evaluative questions through a *pensar-reunirse-compartir* activity. Students discuss their answers with a partner and share aloud, justifying their thinking with text evidence. Students also complete "Página de actividades 1.1," using information from the text to complete a timeline and explain a historical event. The lesson supports critical thinking and provides opportunities for students to justify their ideas both orally and in writing.

In that same unit, under Lección 7, students read "El éxito de Tenochtitlán." Students respond to an inferential question about the city's success, using details from the text to support their answers. Students begin taking notes on "Página de actividades 7.1" to prepare for a future writing task. The activity supports critical thinking, oral discussion, and written justification based on textual evidence.

In Unidad 5, Lección 1, students read the poem *La rutina* by Saúl Schkolnik. Students complete "Diario del poeta 1.1," answering both literal and interpretive questions, citing phrases from the text as needed. Students then participate in a *pensar-reunirse-compartir* activity where they compare their own routines with the character's experience. The lesson supports written and oral justification and encourages students to think critically about the poem's meaning.

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 1, Lección 4, students engage in a *pensar-reunirse-compartir* activity focused on the mentor text about Sylvia Méndez. In pairs, students analyze one of three previously read chapters to select a quote that illustrates the theme of ordinary people creating meaningful change. Students explain how their

selected quote connects to the theme and present their thinking to their partner and the class. This activity supports discussion of the author's message, use of language, and development of theme.

In Unidad 1, Lección 5, students analyze an excerpt from *El cerrador*, titled "El hijo de un pescador," to determine the author's purpose. After a teacher-led read-aloud and guided discussion, students work with a partner to highlight text evidence that supports the author's intent. They then write a short response explaining the author's purpose and citing evidence with paragraph references. The lesson supports in-depth discussion of the author's purpose, language, and textual meaning.

In Unidad 4, students read *El libro de Don Quijote para niños* and participate in a discussion about the author's language and word choices. The lesson prompts students to reflect on how specific phrases and expressions shape the tone and help convey the personality of Don Quijote. Students also make personal connections to the character's actions and mindset, using evidence from the text to support their thinking. This activity supports discussion of how language influences meaning and character development.

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)

Guía del maestro, Unidad 7, Lección 8, guides students to annotate a text about the Pacific front in World War II in two ways while reading: by underlining dates and key events, and placing stars next to events that may be significant enough to include on a timeline. Students also generate questions as they read to deepen their understanding and clarify information. Students discuss the annotation process with a partner to support metacognition and comprehension. This lesson supports a variety of reading skills, including generating questions, analyzing key details, and synthesizing information.

In Unidad 7, Lección 10, students synthesize information from multiple texts to write a response to the chapter's guiding question: "What role did the United States play in the Allied forces' victory in Europe?" After reading and discussing key passages, students organize their ideas and use evidence to explain their thinking in writing. This activity supports synthesis, analysis, and evidence-based reasoning.

In Unidad 10, Lección 7, students make inferences about the possible consequences of Edmund's betrayal in *El león, la bruja y el ropero* and support their thinking with evidence from the text. The lesson prompts students to consider character motivation and predict outcomes based on context clues and events. This activity supports inferencing, prediction, and the use of text evidence to justify reasoning.

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 2, Lección 6, provides teacher guidance to introduce key vocabulary and phrases before reading. The teacher previews important terms and sets a reading purpose by posing the unit's big question, which frames the lesson's focus.

Unidad 10, Lección 1, provides a model *pensar en voz alta* to guide students in identifying key details about the characters and setting in the text. The teacher demonstrates how to record information using a class copy of a graphic organizer and directs students to complete their own "Página de actividades 1.1." The lesson also includes a *pensar-reunirse-compartir* activity where students discuss text evidence that reveals character traits and add details to their organizers. These embedded supports help students access grade-level text through guided modeling, structured discussion, and scaffolded note-taking.

In Unidad 3, students work to build background knowledge of ancient civilizations in their reader titled "Las primeras civilizaciones americanas: Mayas, Aztecas e Incas." In preparation, the unit contains a lesson on identifying events on a timeline using a *pensar en voz alta* strategy. The lesson states, "Modele estos pasos para sus estudiantes con el método pensar en voz alta. Utilice una de las Tarjetas de Civilizaciones para modelar esta actividad."

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

Throughout the grade 5 materials, sidebar guidance labeled "Nivel avanzado" offers targeted extension activities for students who demonstrate proficiency. In Unidad 2, Lección 4, students exchange paragraphs with a partner to identify and correct verb tense errors. After revising, students explain to their partner which errors they found and how they corrected them. These tasks promote peer analysis and metalinguistic awareness, providing additional opportunities for advanced learners to engage in

deeper analysis of Spanish language use.

Unidad 2 includes a four-day *pausa para enseñanza diferenciada* with guidance for assigning enrichment activities to students who demonstrate proficiency. During this time, students may add sections to their biographical writing, such as a journal entry about another project by the artist they studied, or a narrative about the artist's childhood. The materials instruct the teacher to provide feedback and support through conferencing and use of the checklist in "Página de actividades RE.4." These enrichment options offer opportunities for students to deepen their analysis and apply skills in new, purposeful ways.

In Unidad 4, after students demonstrate proficiency with the concepts and content in the Renaissance unit, the materials offer enrichment activities to deepen their engagement. One activity prompts students to extend their learning by transforming a narrative passage into a dramatic scene: "Convierte una de las historias de Mecenas, artistas y eruditos en una obra de teatro." This enrichment task allows students to reinterpret text content through dialogue and performance, supporting extended analysis and creative expression.

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 text complexity analysis for connected texts. The analysis evaluates alignment with the grade level and incorporates both quantitative measures, such as word count, and qualitative aspects, including complexity of ideas presented, language structure, and reader support.

Unidad 10, includes a text complexity analysis table for the book study of *El león, la bruja y el ropero*. The analysis incorporates quantitative measures, such as a Lexile measure of 940L, and qualitative factors, including the complexity of ideas, language structure, and the level of reader support, to determine alignment with grade-level expectations.

Unidad 1 includes both a quantitative and qualitative analysis of the text *El cerrador* by Mariano Rivera. The analysis notes that the text contains 3,288 words and includes a "*variedad de oraciones simples, compuestas y complejas*," indicating sentence structure complexity aligned to the grade level.

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.

Unidad 4 includes an adapted version of *Don Quijote*, a classic novel by Miguel de Cervantes. The *Guía del maestro* emphasizes that the novel offers students exposure to longer fictional texts with sustained character and plot development, appropriate for upper elementary readers. Students engage in a persuasive writing project to argue whether Don Quijote's good intentions justify his actions, using textual evidence to support their claims. These tasks are closely connected to the literary complexity of the text and support deep comprehension and analysis, demonstrating alignment with both the quantitative and qualitative demands of the core text.

The poems in Unidad 5 were selected for their complexity and diversity. The teacher-facing materials note that these texts prepare students for the vocabulary, structure, and themes they will encounter in later grades. The lesson descriptions detail qualitative features such as tone, metaphor, personification, and structure (e.g., *rima asonante*, *verso libre*), and specify that the texts vary in complexity to support

differentiated access. The unit's final task requires students to write original poems incorporating the poetic devices analyzed throughout the unit, ensuring a strong connection between the complexity of texts and student tasks.

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 5, Lección 1, includes explicit teacher guidance in Spanish on how to model the use of mental images during reading. Teachers prompt students to describe their mental images with a partner, then apply the strategy independently using an activity page. The materials instruct teachers to monitor responses for understanding and include sidebar questions to further check comprehension.

Unidad 2, Lección 4, provides explicit teacher guidance in Spanish to set a purpose before reading and to chunk the independent reading of *El espíritu del Renacimiento*. The lesson includes comprehension questions of varied complexity to support discussion and monitor student understanding throughout the reading.

Unidad 4, Lección 4, includes explicit guidance for monitoring student comprehension during independent reading. The materials direct teachers to form two reading groups: one with students needing additional support who receive guided reading and assistance completing the activity page, and another with students who can read independently or with peers. The teacher verifies the responses of the independent group to ensure understanding.

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 5 materials include authentic or transadapted Spanish texts that vary in complexity, accompanied by an analysis table called "Medidas de complejidad textual" in the *Guía del maestro*. The analysis incorporates both quantitative measures, such as word count, and qualitative aspects, including complexity of ideas, language structure, and reader support. While the materials guide teachers to introduce and read many texts in whole group, teachers should expect students to engage with parts of these texts independently, allowing students to practice comprehension with a range of complexity

levels.

Guía del maestro, Unidad 10, includes a text complexity analysis table for the book study of *El león, la bruja y el ropero*. The analysis incorporates both quantitative measures, such as a Lexile measure of 940L, and qualitative factors, including the complexity of ideas, language structure, and the level of reader support, to determine alignment with grade-level expectations.

The grade 5 materials include authentic and transadapted Spanish texts related to the classic novel *Don Quijote*, such as *El Quijote contado a los niños*, *El libro de Don Quijote para niños*, and *Castillos sombríos y justas de caballeros*.

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 de lectura independiente* includes explicit guidance on establishing independent reading and SMART goals. The guide includes a seven-step plan and resources for students to self-select books and read independently with accountability.

The grade 5 materials include a guide for independent reading with instructions on how to establish norms and reading log templates for students to track their reading goals.

In *Guía del maestro*, Unidad 9, students gather information from different sources to write about the contributions from African Americans since 1865. The lesson states, "Explique que utilizarán los recursos locales aprobados que han reunido previamente para seleccionar textos por sí mismos y responder a sus propias preguntas de investigación." Students use texts they analyzed and gathered in previous lessons.

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)

Guía del maestro, Unidad 1, Lección 5, "Lectura," includes scripted text-dependent questions for discussion. Unidad 2, Lección 5, includes text-based questions about Leonorardo da Vinci's greatest accomplishments and instructs students to cite text evidence in their answers to explain their reasoning. This guidance allows teachers to measure student comprehension.

The grade 5 materials include complex texts with questions and tasks that require students to use evidence to support their answers. For example, in Unidad 3, students read "Las primeras civilizaciones americanas: mayas, aztecas e incas," and answer comprehension questions directly tied to accurately identifying character traits and measuring students' comprehension and depth of understanding.

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)

Guía del maestro, Unidad 1, Lección 5, "Lectura," includes a writing task for students to explain the author's purpose for writing "El hijo de un pescador." Students must include at least one piece of text evidence to support their answer and show their reasoning, allowing the teacher to assess their depth of understanding.

In Unidad 1, Lección 6, Actividad 6.1, students complete a T-chart to support their analysis of the point of view using evidence from the text. This T-chart is grounded in the textual evidence and allows students to support their reasoning, uncover key ideas, and craft more persuasive and compelling responses.

Unidad 9 includes tasks that require students to use textual evidence, specifically an image of the historical document *Proclamación de emancipación*. In small groups, students analyze the document, and show how their reasoning is grounded in the evidence. This evaluation allows students to understand the elements of authors' craft using imagery.

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 4, students collect evidence and paraphrase to support or disprove a claim about a character's actions. These questions require students to support their claims by justifying their answers and explaining their analysis. For example, in one activity students must describe characters and summarize events using evidence from *Don Quijote*. Students answer questions such as, "¿Cuál es la idea clave de este capítulo? ¿Qué detalles la apoyan?" and "Diga a los estudiantes que ahora van a hacer una actividad de pensar-reunirse-compartir para resumir el capítulo usando las palabras del vocabulario."

In Unidad 2, Lección 15, students write an argumentative essay that includes textual evidence to support the thesis. In Unidad 9, students use text evidence to compare and contrast *Carta desde la cárcel de Birmingham, Partes I y II* and *Libro de Daniel en la Biblia*. Students *pensar-reunirse-compartir* with a partner and then discuss their findings from the texts to respond to a writing prompt.

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)

Unidad 1, Lección 9, includes literal and evaluative questions that allow students to analyze the text. For example, the lesson states, "¿Qué momentos de la vida de Hernandez se describen en este capítulo?" and "¿Crees que la receta es una buena receta?" The question types vary and support the rigor of the TEKS. In addition, the questions assess student understanding and allow the teacher to adjust instruction accordingly.

Guía del maestro, Unidad 2, Lección 1, includes literal, inferential, and evaluative questions to discuss the text. The questions and tasks are designed at different cognitive complexity levels, and support students

in identifying the text's central ideas and explaining how those ideas are grounded in key details.

Unidad 5, Lección 3, includes a variety of complex questions, ranging from literal to evaluative. In this unit, students read the poem, *Pasan las constelaciones*, by Laura Forchetti. The lesson includes questions such as, "¿Qué sucede en la primera estrofa del poema?" and "¿Cómo pueden inferir, a partir de la segunda estrofa, que la voz poética es un niño?" Another example is in Unidad 10, where students read several chapters and write a summary in logical sequence, which follows the rigor of the TEKS.

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 6, includes scripted guidance for the teacher to model and identify evidence that supports the author's point of view. Unidad 2, Lección 6, includes explicit scripted instruction for the teacher to model matching key details to a central idea, such as effective modeling of literary devices that authors use. The materials also provide guidance for teachers on effectively modeling the use of evidence to paraphrase informational texts on geographical features of Mesoamerica. These comprehension practices guide students to apply evidence to support claims and improve their ability to generate their own evidence-based responses.

In Unidad 8, students complete a writing activity on physical and chemical changes. Students first review specific chapters in the reader to find the best evidence, and use a provided graphic organizer chart to keep track of their notes. The lesson provides sentence stems for both the presentation ("También hemos tenido la impresión de que ____ y creo que esto significa que ____") and the writing component ("Cuando____, sucede que ____?").

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)

Unidad 2, Lección 2, includes guidance for the teacher to model listing techniques and characteristics of Renaissance art in a T-chart, with a column for text evidence. Students continue the chart during an independent close read, then discuss the topic and their text evidence with a partner. The discussion protocols allow students to express their ideas in a focused and meaningful way.

In Unidad 4, Lección 9, students read "El maravilloso encuentro con los duques" with a partner, and answer discussion questions from the "Cuaderno de actividades 9.2." The materials include guidance for the teacher to facilitate a whole group discussion using questions of varying complexity and tiered

sentence frames or starters. Another example is in Unidad 7, Lección 14, where the teacher guides students to make annotations using text evidence to support their discussions.

In *Guía del maestro*, Unidad 4, Lección 4, students make inferences about a character's personality and summarize key events from *Don Quijote*. The instructions state, "Diga a los estudiantes que ahora van a hacer una actividad de pensar-reunirse-compartir para resumir el capítulo usando las palabras del vocabulario." These materials guide students to express their ideas using inferences from their summary of key events.

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, Lecciones 1–4, uses a mentor text about Sylvia Méndez to introduce narrative genre characteristics, sensory language, and dialogue as part of the author's craft. In Lección 6, students analyze the author's point of view in the mentor text "Temblar como las estrellas." These lessons use authentic texts to support literacy development, and prepare the students to write their own narrative compositions.

In *Guía del maestro*, Unidad 5, Lección 1, students read the poem *La rutina*, by Saúl Schkolnik. The materials guide students through a series of steps to write their own poem. The instructions include, "Piensa en el título de tu poema. Debe describir sobre qué trata tu poema. Escribe el título de tu poema en el primer renglón." The poetry activity supports students in improving comprehension and constructing logical arguments.

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 5 materials include opportunities throughout the year for students to compose personal narratives in Spanish for multiple purposes and audiences with genre-specific characteristics.

In Unidad 1, students read about the life of Sylvia Méndez and her family, who fought against segregation in schools in the 1940s. Students explore sensory imagery, dialogue, and the use of imagery to convey an idea. After analyzing this and other narrative genre texts, students write a narrative composition that includes sensory language, specific details, dialogue, and a clear point of view as part of their author's craft.

In Unidad 5, after analyzing mentor texts, students craft their own poems using poetic devices and structure. In Lección 11 in the same unit, students read the personal narrative exemplar, "Mi primera acampada." Students learn about the elements and the structure of a personal narrative, such as "en una narrativa, el tópico o la idea clave que se presenta en la oración introductoria es, por lo general, el evento sobre el cual escribes." Students then apply what they learned by composing their own personal narrative about a memorable first experience.

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)

In *Guía del maestro*, Unidad 2, students research various texts about life during the Renaissance period. During the first lessons, students take notes and write informative paragraphs about Renaissance art and artists. In Lección 11, students prepare to synthesize information in a written response. In Lecciones 14–16, students use their knowledge of the Renaissance to describe how the movement influenced artists in northern Europe.

Unidad 3 includes various texts to research the Aztec, Maya, and Inca civilizations and write informational paragraphs based on that knowledge. Students synthesize the information to create their own Codex Project as part of their informative writing task.

In Unidad 9, students compose an informational text titled, "Juneteenth y más allá." Students review the components of an informational text and reference a graphic organizer for the layout.

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)

The grade 5 materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics. Students use unit resources, such as graphic organizers, to plan argumentative essays.

Guía del maestro, Unidad 4, Lección 3, includes explicit models and guidance to support planning an argumentative text. Students argue whether they believe Don Quixote's good intentions justify his many calamities.

In Unidad 7, students compose argumentative texts. Each lesson in the unit builds on the others as students learn about the entire writing process, including how to revise and edit, and how to find the appropriate supporting evidence for their claims. Students respond to the prompt of "¿Qué personas, eventos y creencias condujeron al inicio de La segunda guerra mundial?"

In Lección 7 of the same unit, students write an argumentative essay on the contributions the United States made to the Allied victory in World War II. The expanded writing assignment in the unit asks students to write a five-paragraph argumentative essay in which students present a claim, provide evidence to support the claim, and explain how the evidence supports or refutes the claim.

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

In Grade 5, students have multiple opportunities to compose correspondence in Spanish for appropriate purpose, audience, and structure.

An extension activity in Unidad 4, "Pausa," prompts students to write a letter from Sancho Panza to Dulcinea, describing Don Quixote's adventures in her honor.

In Unidad 6, Lección 2, students compose a letter to Shakespeare, asking about his decisions as an author when he wrote *Sueño de una noche de verano*. The *Cuaderno de actividades* provides students with specific instructions and a letter template to complete this task.

In Unidad 8, students write a letter to the sheriff explaining Amy's plan and why it is a good way to identify the culprit. Students use the *Cuaderno de actividades* to plan out their letter with prompts such as, "Cómo deseas concluir tu carta. Recuerda, quieres que el sheriff esté de acuerdo con tu plan." Students then compose the letter using the included graphic organizer.

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 10 supports coherent use of the writing process to complete a presentation about the literary elements of the unit novel. This material supports the elements of the writing process, which include planning, drafting, revising, conferring, editing, and sharing/publishing.

In the grade 5 materials, students use the information they learned from the text to create an expository paragraph about the Aztec Empire. The materials use the writing process and teacher guidance to provide specific instruction for students on each element of the writing process to produce an informational text.

Unidad 3 includes graphic organizers demonstrating the progression of the writing process, rubrics for the unit writing project, graphic organizers, and editing and revising checklists. These checklists are an effective guide for students to follow to master 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)

Guía del maestro, Unidad 4, Lección 3, includes explicit models and guidance to support planning an argumentative text. The materials include strategies and resources with explicit instruction on writing skills that help students write expressively and integrate their literacy and content knowledge. Unidad 7, Lección 7, includes explicit instruction to plan and draft argumentative essays.

Unidad 3 includes teacher guidance for how students should start drafting sentences for a paragraph. For instance, the lesson states, "Diga a los estudiantes que luego formarán oraciones a partir de sus

notas. Recuérdeles que ese proceso les servirá para escribir un párrafo claro e informativo sobre su tópico." These high quality materials provide specific guidance for students to plan their writing.

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)

The grade 5 materials include guidance for explicit instruction in Spanish on sentence-level writing. *Guía del maestro*, Unidad 6, Lección 11, includes explicit guidance for teachers to provide instruction on writing compound sentences using correct coordinating conjunctions. Unidad 2, Lección 2, includes guidance for teachers to provide explicit instruction on writing sentences with correct use of past tense verbs.

The grade 5 materials include an anchor chart that explicitly teaches the grammar rules for compound and complex sentences and includes examples. The lesson states, "Alternativamente, puede acceder a una versión digital en los componentes digitales para esta unidad."

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 5 materials include guidance for teachers to provide systematic and explicit instruction in writing, starting at the sentence level and building to a personal narrative composition.

Unidad 1 includes guidance for teachers to provide explicit guidance on writing paragraphs. Students use "Componentes digitales 1.1" to model the structure of informational paragraphs.

The grade 5 materials include guidance for teaching students to write with "show" details when including emotions in their writing. The lesson includes guidance such as, "Explique a los estudiantes que estas oraciones usaban verbos y adjetivos fuertes para ayudar al lector a experimentar la emoción."

Unidad 2 includes guidance for teaching students how to plan extended constructed responses on the artistic influence of the Renaissance. The guidance includes writing with clarity and structure.

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)

The grade 5 materials include systematic and explicit opportunities for students to engage in complex sentence-level writing, revising, and editing. For example, teachers provide direct instruction for students on connecting ideas in sentences in their personal narratives, including examples of connecting words, such as *también*, *y*, *además*, and *entonces*.

In *Guía del maestro*, Unidad 9, students revise and edit their informational brochure drafts, "Juneteenth y más allá." The lesson teaches students to add transitions to their sentences and paragraphs by looking at a digital chart. The materials include systematic and explicit opportunities for students to reduce and combine sentences, and use structures in conventions, verb tenses, and adverbs to revise the draft.

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 6, Lección 11, includes explicit guidance for the practice and application of writing compound sentences using correct coordinating conjunctions. The materials include opportunities for practice and application of subject-verb agreement in sentences, and past tense verbs.

Guía del maestro, Unidad 1, Lección 5, includes guidance for practice and application both in and out of context of the correct use of pronouns. The materials include a reference table in "Página de actividades 5.6." The grade 5 materials include opportunities for students to identify and apply prepositions in sentences, specifically prepositions and prepositional phrases of location. Students use a chart to build a list of examples and work with a group to discuss them.

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 5 materials include opportunities for students to practice applying punctuation and verb usage rules. For example, in one lesson students learn about "conjugación de verbos irregulares en pretérito." Students learn about the different tenses, how to change tenses based on time, and what impact tense has on the sentence. Students finish this lesson by writing a sentence with irregular verbs from the sample table. In Unidad 7, students practice punctuation in context by using commas in compound and complex sentences. Students practice fixing sentences out of context and within context, such as in this sentence from the text: "A pesar de los incesantes bombardeos de la Luftwaffe durante el Blitz, la RAF defendió el espacio aéreo británico."

Guía del maestro, Unidad 1, Lección 5, includes guidance for the practice and application of the correct

use of pronouns, both in and out of context. The materials include opportunities for practice and application of grammar, punctuation, and usage with an argumentative essay.