

HMH Education Company

Spanish Language Arts and Reading, 4

HMH ¡Arriba la lectura! Texas Version 2 Grade 4

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118975	Digital	Static

Rating Overview

TEKS SCORE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Not Applicable	<u>1</u>	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	25 out of 25	100%
4. Foundational Skills	72 out of 72	100%
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	<u>9</u>
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The grade 4 *¡Arriba la Lectura! Texas* v2 materials are organized into 12 Modules, each designed to span three weeks. Each module includes a weekly instructional sequence (*Secuencia de instrucción*) that outlines lessons in reading, writing, vocabulary, grammar, foundational skills, and dual language support. The materials identify the student learning objectives and demonstrate how each lesson aligns with the Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS).

Foundational reading skills, including decoding, fluency, and spelling, are practiced each week. The TEKS are not listed directly next to every skill, but they are presented in the lessons to demonstrate how they align with the standards. In Module 1, students learn about the main idea and summarizing, which connect to TEKS 4.6G, 4.9D(i), and 4.6B.

Grammar is taught through daily lessons that incorporate relevant materials. In Module 4, Week 1, Lesson 3, students work on participial phrases.

The program also includes a TEKS Correlation tool that shows where each standard is taught. This guidance is provided for teachers to plan lessons that meet all the requirements while also supporting literacy and bilingual 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).

In grade 4, the *¡Arriba la Lectura!* program provides teachers with tools to plan their lessons. Each Module includes a *Secuencia de instrucción* that breaks the module into three weeks—Week 1, Week 2, and Week 3. These weekly guides outline what to teach each day, offering guidance for teachers as they follow a consistent routine.

The program comes with an *Implementation Guide* that offers three different yearly plans: one for 165 days (shortened), one for 180 days (standard), and one for 210 days (extended). Each plan outlines the number of days allocated to each module and includes flex days for teachers to adjust the schedule as needed.

Teachers are provided editable planning documents called "Guías modificables de planificación semanal." These weekly guides can be modified to fit the teacher's schedule. They include tips for what to focus on, how to plan small group lessons, and which lessons are lower priority (marked in gray). For example, in Module 6, Week 1, Lesson 1, the plan includes "Taller de lectura," "Destrezas fundamentales," and "Taller de escritura" to help students build vocabulary and knowledge.

Another tool, "Vistazo a la semana," provides a quick overview of all five lessons for the week. It suggests how much time to spend on each part. In Module 7 it suggests spending 10–15 minutes on *Vocabulario*.

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

In grade 4, the *¡Arriba la Lectura!* program organizes modules (*módulos*) to build knowledge and language through meaningful topics. According to the *Implementation Guide*, each module is designed to grow students' understanding with stories, articles, videos, and projects that connect across science, social studies, and the arts.

Each module includes a rationale that explains what students will learn and how the ideas connect. For example, in Module 5: "Arte en todas partes," students explore how creativity can bring people together. Modules also include an essential question (*pregunta esencial*), cross-curricular links, and a visual knowledge map (*mapa de conocimientos*).

The program demonstrates how topics and vocabulary evolve across grade levels—progressing from familiar themes in Module 1 to broader global perspectives by the end of the year. Vocabulary grows in

complexity, ensuring students revisit themes with a deeper understanding.

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

¡Arriba la Lectura! for grade 4 provides teachers with support to prepare for each unit and lesson. At the start of every Module, there is a section called "Bienvenidos al módulo" (Welcome to the Module). This section provides teachers with guidance on what the unit is about and how to teach it. It includes guidance on building background knowledge, encouraging a learning mindset, teaching with themed texts, leading reading and writing lessons, checking student progress, and working on final projects.

In Module 8: "Ideas que nutren," the teacher guide outlines the topics to be covered each week. In Week 1, Lesson 1, there is support on how to introduce the topic, explain text features, organize group or independent work, and teach reading skills such as decoding, spelling (*ortografía*), and fluency.

Module 3: "A la altura de las circunstancias" includes similar support, with a focus on teaching vocabulary, reading strategies like visualization, and basic reading skills.

Teachers are provided with step-by-step instructions, called STEPS, to help them prepare. A short video tutorial is available to guide them through the materials. A weekly planner is included to show what to focus on in reading, writing, and foundational skills. These plans are customizable, enabling teachers to tailor them to their students' individual needs.

The program supports dual language classrooms by offering strategies to help teachers reach all types of learners. Overall, the materials provide teachers with resources to be prepared for teaching.

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

In grade 4, the *¡Arriba la Lectura!* program provides leaders with tools to observe and guide implementation. The "Look Fors" document outlines what leaders should expect during the first 30 days of instruction, including benchmark assessments, teachers using Ed for planning, and students engaging in program routines across various strands, such as Foundational Skills, Reading, and Vocabulary.

Alongside these "Look-Fors," a "Reflection Guide" provides leaders with structured questions to evaluate progress, celebrate successes, and identify areas that require additional support. Guiding prompts include monitoring classroom success indicators, scaling communication of progress, and empowering teams through distributed leadership.

Together, these resources provide school leaders with checkpoints and reflective practices to better support teachers and ensure fidelity in program implementation.

1.2 Unit-Level Design

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

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

In grade 4, *¡Arriba la Lectura!* includes a section in every module called "Desarrollar los conocimientos y las destrezas" (Build Knowledge and Skills). This section guides teachers in preparing students by introducing background knowledge and key vocabulary needed for the unit.

Each module includes an essential question, weekly planning support, and organized sections for reading, writing, foundational skills, and vocabulary. Teachers are provided with strategies, word lists, and a learning mindset focus—such as curiosity in Module 6—to help students connect ideas.

The program also provides three types of vocabulary support: academic, generative, and vocabulary strategies. These are built into lessons and help students understand and use important words in reading, writing, and class discussions.

Overall, the materials provide teachers with tools to build student understanding through vocabulary, background knowledge, and clear weekly guidance.

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

In grade 4, *¡Arriba la Lectura!* includes family letters in both English and Spanish for every unit. These letters are provided for families to understand what their child is learning in class and provide ways to support learning at home.

The Spanish letter is a PDF, and the English version is a Word document that can be edited. Both letters have the same format. They start with a welcome—"¡HOLA, FAMILIA!" or "HELLO, FAMILY!"—and give a short summary of what the unit is about.

The next part—"EN CASA: ¡Nos divertimos aprendiendo en familia!" or "BRING IT HOME! Learning fun for the whole family!"—provides suggestions for what families can talk about or do together. For example, in

Module 2, families are encouraged to discuss their favorite smells and textures. In Module 9, the focus is on recycling and protecting the Earth.

In Module 11, the letters include reading tips, such as encouraging children to read aloud daily or setting aside time to read together.

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).

The *¡Arriba la Lectura!* grade 4 materials include detailed lesson plans that are organized in every module. Each module has 3 weeks of instruction, with 5 lessons per week. Lessons include daily objectives, step-by-step instructions, questions to check for understanding, a list of needed materials, and built-in assessments.

Each module begins with an overview of the key skills and concepts. Teachers receive support through resources such as "Vistazo a la semana," "Centros de lectoescritura," and "Guías modificables de planificación semanal." The "Compañero de enseñanza" also provides key questions and teaching tips.

Assessments are included at every level: short daily quizzes (*Prueba corta de la lectura*), weekly tests (*Evaluación de la semana*), and end-of-module tests (*Evaluación del módulo*). These tools guide teachers to monitor student progress and ensure mastery of TEKS-aligned content.

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.

In grade 4, *¡Arriba la Lectura!* provides teachers with tools for planning lessons and managing time. Each lesson includes a list of materials; however, it is not always clear which ones are for students and which are for the teacher.

The weekly planning page, "Vistazo de la semana," illustrates the amount of time to allocate to each part of the lesson, including reading, writing, vocabulary, and more. These time suggestions remain the same across all units, providing guidance for daily planning.

The program also includes extra activities such as research projects and digital practice. For example, in Module 8, students plan a restaurant and create an ad campaign. There are also activities to practice

skills, such as typing.

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

In grade 4, *¡Arriba la Lectura!* provides teachers with guidance for giving students extra practice and enrichment. These supports can be found in the *Guía del maestro* (Teacher's Guide) and in the online portal under the "Resources" section.

Each module includes a "Proyecto de investigación (Research Project)" that students work on over time. For example, in Module 8, students plan a healthy restaurant and create an ad campaign for it. These projects offer students the opportunity to apply what they have learned in reading and writing.

There are digital practice activities, like typing. In Module 8, students are asked to use a printable page called "Uso del teclado 8.1" to practice keyboarding skills.

The materials give tips for connecting Spanish and English learning through bridging activities, which support bilingual students. Teachers can select extra practice materials tailored to each student's needs.

Overall, the program offers students straightforward and practical ways to practice more, delve deeper into their learning, and receive support tailored to their individual needs.

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.

In grade 4, *¡Arriba la Lectura!* includes a variety of assessments that help teachers check student progress in different ways.

Diagnostic assessments, such as *Evaluaciones de diagnóstico*, are available in print and include tasks that require students to name letters, match sounds, and read aloud to check their early reading and fluency skills. Formative assessments are built into each lesson and week, with short checks after readings and weekly tasks that include both multiple choice and short written responses—for example, in Module 7, Week 1, the texts "Pierre de la Mer" and "Las alpacas" are used as formative assessments. Summative assessments at the end of each module combine fiction and nonfiction texts, plus editing and writing questions. For example, in Module 10, the texts "El libro de papá," "Visitantes en el patio," and "La seguridad en el autobús escolar" are used, and also include State of Texas Assessment of Academic Readiness (STAAR)-style practice tests under the "Evaluación" tab.

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

In grade 4, *¡Arriba la Lectura!* provides clear explanations of different types of assessments and their purposes. The materials help teachers understand how and when to use each kind of assessment to better support students.

In the "Introducción a las pruebas" section, the materials explain that "Evaluaciones iniciales" (Initial

Assessments) are administered at the beginning of the year to quickly assess important reading skills and provide teachers with a starting point for instruction.

The program explains that screening, diagnostic, and progress-monitoring assessments are used to identify students who may struggle with reading and help teachers determine the level of support those students may need.

In Module 8, the "Bienvenidos al módulo" section provides guidance on using the "Evaluación del módulo" to assess whether students have acquired the most important skills in that module. It also explains that formative assessments are used to guide teaching every day.

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

In grade 4, *¡Arriba la Lectura!* provides clear guidance to help teachers administer diagnostic assessments correctly. The *Evaluaciones de diagnóstico* PDF includes a section called "Guía para la administración y calificación," which gives step-by-step instructions for each test. For example, the "Inventario de conceptos de lo impreso" tells teachers to use a book with both pictures and text so the activity feels like real reading. It also includes sample teacher prompts, such as "Diga: ¿Qué letra es esta?" and explains that these tests should be administered one-on-one, with students answering out loud. The guide reminds teachers that following the directions helps create a smooth and supportive testing experience for both students and teachers.

However, this helpful guidance is only found in the diagnostic assessments. There are no clear instructions for how to give or score the formative or summative assessments. While the beginning-of-year tests are well-supported, teachers do not receive the same level of help with other types of assessments.

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

The materials include different types of assessments—diagnostic, formative, and summative—that are aligned to the TEKS and the goals of each lesson and unit.

Formative assessments are built into each week and are aligned to the TEKS and lesson goals. For example, in Module 3, Week 1, the "Vistazo a la semana" includes an "Opción para la evaluación" that assesses skills such as making connections, understanding the author's technique, and recognizing story elements and themes. It includes vocabulary that includes suffixes. In Module 6, the weekly assessment is

aligned to the focus of nonfiction texts and the author's craft.

In Module 7, the materials include formative assessment activities focused on figurative language, proverbs, and grammar skills taught during the week.

Summative assessments at the end of each module align with the TEKS and the content students have learned. For example, in Module 6, the test includes nonfiction passages that connect to the unit theme and ask about main ideas, text structure, and grammar. In Module 7, the test includes fantastical stories and assesses skills such as figurative language, story elements, and comparing adjectives and adverbs—just like in the lessons.

The materials include diagnostic assessments found in the *Evaluaciones de diagnóstico* PDF. These assessments focus on foundational reading skills, including letter recognition, phonics, and fluency.

The materials include assessments that are aligned to the TEKS and lesson objectives. The TEKS are listed in the teacher-facing materials, including answer keys, but are not labeled on student-facing assessments. The materials include a writing rubric.

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

In grade 4, *¡Arriba la Lectura!* includes weekly and end-of-module tests that match the TEKS and use questions with different levels of difficulty. These tests help teachers assess how well students understand the lessons.

Each week, students take a "Prueba Semanal" (Weekly Test) with a mix of question types. For example, in Module 7, Week 2, and Module 8, Week 2, the reading test includes 6 multiple-choice questions and one short written response. The end-of-module assessments include a wider range of question types, such as hot text (where students select a phrase from the text), multiple-choice questions, Part A/Part B paired questions, and both short and extended written responses. These are available in both print and online versions. The answer keys for the end-of-module tests indicate the difficulty of each question by using a "Grado de Conocimiento" (Level of Knowledge) label. For example, in Module 5, most reading questions are Level 2, two are Level 3, and the writing section includes Level 1 and Level 2 items.

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.

The materials include helpful tools to check how students are doing in reading, writing, and speaking. The materials make it easier for teachers to grade fairly and know how to help each student improve.

In the "Recursos" section, "Pautas de calificación" provides rubrics for scoring "Conversación colaborativa," "Escribir sobre la lectura," and various types of writing, including stories, opinion pieces, and research projects. The dual language *Guía de implementación* includes scoring guidance for speaking, reading, and writing progress. A section called "Mi caja de herramientas lingüísticas" gives ideas on what teachers can do next, depending on how each student is doing.

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

The materials provide teachers with clear guidance on how to use assessment results to plan lessons and support students. The program helps teachers adjust their teaching strategies in response to students' progress.

In the "Evaluaciones para verificar el progreso," teachers get a guide that explains what to do if students do not meet the goal, for example, practicing reading together to build understanding. At the start of each module, the "Bienvenidos al módulo" section gives tips on how to group students based on their progress. In writing lessons, teachers are encouraged to meet one-on-one with students to set writing goals and give feedback during the writing process.

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

The materials include tools to help teachers track student progress. For example, the "Comprehensive Record Form" helps track students' progress in reading fluency and comprehension. Teachers can use

this form to track student progress.

The materials in Week 3, Lesson 13, "Escritura – Editar II: Corrección entre compañeros" offer student-friendly trackers that allow learners to monitor their performance.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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 .

In grade 4, the materials give helpful support for teachers to guide students who need extra help reaching grade level. For example, the "Minilecciones del rotafolio de mesa Lectura" offer tips in a section called "Ya casi." This section helps teachers adjust lessons so students can ask and answer basic questions during reading. It also encourages students to reflect on how asking questions before reading helped them make more informed guesses about what the text would be about.

Another section, "Desarrollar la independencia," suggests letting students work alone or with a partner to finish a story or start a new one. They use a graphic organizer to help them keep track of their thinking and answers.

The materials also provide teachers with additional tools for small-group instruction. In the "Apoyo adicional" section, teachers are offered strategies such as "Decir algo, Escribir algo" and "Lenguaje conceptual" to support students who require additional assistance. These options enable teachers to tailor lessons, allowing every student to grow and succeed.

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)

In grade 4, the materials help teachers introduce new or challenging words to students before they begin reading. For example, in Module 5, before reading "Los Beatles eran fabulosos (y muy divertidos)," students learn important words like *solemne*, *impecable*, *halagados*, and *se arrepintieron*. Teachers use

vocabulary cards that display the word, a corresponding picture, and a brief definition to help students understand.

In Module 7, before reading "En los días del rey Adobe," students receive help with new words such as *austera*, *generosas*, *naturaleza*, and *fascinantes*. These vocabulary cards help teachers explain the meaning of the words before students encounter them in the story.

In Module 2, Lesson 6, teachers use a simple routine to teach vocabulary. Students examine the word, say it aloud, and discuss it with a partner. For example, for the word *adherir* (meaning "to stick"), students might be asked, "What are some things that stick to other things?" They could discuss magnets or Velcro and how they function. This makes it easier for students to remember and use the new words.

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 .

In grade 4, the materials provide teachers with helpful ideas on how to challenge students who have already grasped the lesson. For example, in the "Minilecciones del rotafolio de mesa Lectura," there are activities where students can discuss with a partner or small group what they liked most in the text—such as a favorite character, sentence, or idea—and explain why using examples from the story.

The materials also encourage students to identify the theme of a story, express it in their own words, and make connections to other stories with similar messages.

In another activity, teachers are guided to help students examine how a character changes over time by paying attention to what the character says. Then, students write a brief description that illustrates how the character's actions and personality contribute to advancing the story.

The "Extensión lingüística" section also includes ideas for students who are ready for more. Teachers are encouraged to group students in different ways to practice new vocabulary, connect what they have learned across subjects, and build their independence as readers.

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.

In grade 4, the materials provide clear and helpful directions to support teachers in teaching students how to understand and practice key reading and writing skills. For example, in Module 5, Lesson 1, the teacher is reminded to point out elements such as bold words and titles that help organize the text. There is also an anchor chart that the teacher can use as a visual to explain the idea. The "Compañero de enseñanza" provides additional tips to help guide the lesson during reading time.

In Module 7, Lesson 11, the materials help teachers build vocabulary by giving them sample questions they can ask students. For example, the teacher is told to ask things like, "What does this word remind you of?" or "Can you think of something similar?" This helps students connect the new word to what they already know.

For writing, the materials also show teachers how to explain the revision process. One lesson suggests that the teacher discuss how to effectively mix dialogue, description, and action in writing. The "Mostrar y motivar" section includes examples and pictures to help students understand the lesson more easily.

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

In grade 4, the materials help teachers plan and teach lessons using different strategies. For example, in Module 3, "A la altura de las circunstancias," the teacher employs direct teaching, shows a video to engage students, and uses a graphic organizer called "Mapa de conocimiento." The lesson also connects to what students already know, includes whole-class practice, and allows time for students to work independently. There are also small-group lessons, partner work, and learning centers to review and practice the skills.

In Module 1 writing lessons, the materials guide the teacher to start with a class conversation. They use a *declaración de enfoque* to encourage students to think critically and employ *piensa en voz alta* (think-alouds) while reading the main text. Teachers also use *carteles de estrategias* to go over the writing steps.

The lessons include examples of good writing, and the teacher can model effective writing by creating their own text to demonstrate what to do.

In Module 5, Lesson 3, the "Compañero de enseñanza" provides specific directions, such as asking students questions before reading. For example, "¿Quiénes creen que son los Beatles?" or "¿Por qué piensan que son conocidos?" This helps students make predictions and better understand the text. Teachers are also guided to model how to ask and answer questions while reading.

The materials also help teachers build vocabulary. For example, students create a *red de vocabulario* to connect new words to the arts. Teachers use *tarjetas de vocabulario*, which include pictures, definitions, and example sentences, to help students understand and remember the words.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

In grade 4, the materials provide teachers with various ways to help students practice what they are learning. Students learn through whole-group lessons, work with partners or small groups, and complete activities independently. This variety helps keep learning interesting and supports all kinds of learners.

For example, in Module 3, under "Opciones para la enseñanza," teachers are guided to provide students with books and corresponding lessons. There are also *Lecturas por niveles* (leveled readers), and teachers can select from the "Lecciones para elegir y enseñar" (pick-and-teach lessons) based on their students' needs.

In Module 3, Lesson 2, students practice a strategy called *sintetizar* (synthesizing). The materials explain that this means combining what you already know with new information to gain a deeper understanding. Teachers are told to use "Cartel didáctico 8: Sintetizar" (a strategy chart) to help students follow the steps.

The lessons also include suggestions for how to set up learning time. For example, one part says: "While the class is working independently or with partners, meet with small reading groups or change up your instruction based on students' needs." This helps teachers give support where it is needed, while other students keep learning on their own or in groups.

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	This guidance is not applicable to the program.	N/A
—	TOTAL	9/9

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

In grade 4, the materials provide teachers with tools and suggestions for supporting students in bilingual classrooms. For example, the "Extensión lingüística" section in Module 2 includes a "Puente interlingüístico" activity where students compare English and Spanish words to identify *cognados* (cognates). The materials include a visual chart that helps students make language connections.

The teacher's guide also includes a section focused on supporting *instrucción bilingüe* and students developing *alfabetización* in both languages. Each module features a planning guide that includes shared pacing, vocabulary across subjects, and sample activities to support learning in both Spanish and English.

The materials also provide a separate implementation guide specifically for dual-language programs. This guide helps teachers plan lessons, connect content across subjects, and organize instruction to build both languages over time.

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.

In grade 4, the materials provide teacher support to help bilingual students build academic vocabulary through speaking, listening, reading, and writing activities.

For example, in Module 5, Lesson 14, students are guided to follow oral instructions to better understand

key ideas. Then, they practice giving their own instructions using new vocabulary words. Students also use a "Mapa de conocimientos" to answer questions out loud, helping them explain what they have learned using academic words. To make cross-language connections, they identify *cognados* (cognates) and discuss with classmates what the words might mean in both languages.

The same lesson also supports writing. Students search the *texto modelo* for strong vocabulary and create a *banco de palabras* (word bank) to use in their own writing. In Lesson 3, they write a summary of what they read using the "Escribir sobre la lectura" routine. To make cross-linguistic connections, teachers help students write sentences in English using a phrase from the reading—such as "became experts"—and discuss how similar phrases work in Spanish.

The materials also include lessons that use routines like *pensar–emparejar–compartir* to help students discuss ideas with partners, applying what they have learned from the text. For writing, students are asked to explain parts of a story or answer questions using vocabulary from the reading. Teachers are given examples of how to show students that good writing follows similar rules in both English and Spanish—for example, all stories need *personajes* and *ambientes*.

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.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

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)

In grade 4, the materials include support in Spanish to help teachers guide students as they learn to share their opinions and organize presentations for different audiences and purposes.

In Module 2, Lesson 3 of *Taller de escritura*, teachers show students "Mostrar y motivar 3.2" to explain what an opinion essay is. The lesson states that this type of writing shares the writer's thoughts and uses reasons, facts, and examples to help the reader agree with them. Teachers also use "Cartel didáctico E8" to show students the parts of a strong opinion.

That same lesson reminds teachers to discuss with students who their audience is and why they are writing. It provides examples, such as how a story is written to entertain people and a newspaper article is written to convey information.

In Module 2, Lesson 15, students work in groups to plan and practice their presentations. They take time to organize what they will say and rehearse their parts. After the presentations, classmates listen, take notes, and provide constructive feedback using questions such as, "What did this group do well?" and "What part did you enjoy the most?"

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)

In grade 4, the materials provide teachers with support in *español* to guide students in giving, following, and repeating spoken instructions. The lessons include practice activities and real-life examples.

In Module 1, Lesson 5, students learn that spoken instructions differ from written ones because they cannot be reread. Teachers are encouraged to explain that instructions should be short and clear the first time. The materials state, "Las instrucciones deben ser lo suficientemente claras como para ser entendidas a la primera oportunidad . . . con un énfasis en la claridad." Students apply this concept while participating in partner work and listening activities.

In Module 1, Lesson 15, students work in pairs to follow step-by-step instructions using words like *primero* (first) and *después* (then). The teacher gives directions for a drawing task, such as "dibujen un círculo en el centro del papel" and "coloreen el fondo de azul." Students take turns practicing how to give and follow instructions in the right order.

In Module 5, Lesson 14, teachers model how to give directions by describing how to help a new student find her classroom: "Sigue este pasillo . . . toma la escalera B hasta el third piso, gira a la derecha y verás el salón 315." Students then devise their own directions and practice reciting them aloud with a partner.

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)

In grade 4, the materials provide students with authentic opportunities to practice listening carefully, asking questions, and engaging in conversations to help them understand what they read. Teachers get step-by-step support to help guide these lessons.

In Module 8, the student book *miLibro* has a section called "Conversación colaborativa." Students are encouraged to listen to others and consider how their classmates' ideas relate to their own. The teacher guide says, "Mientras escuchas las ideas de cada persona, piensa en cómo puedes conectarlas con tus propias ideas."

In Module 1, Lesson 2, students are encouraged to ask and answer questions while reading a book or article of their choice. The materials say, "Pida a los estudiantes que hagan y contesten preguntas durante la lectura independiente . . ."

Also in Module 8, *miLibro* features another "Conversación colaborativa" where students discuss what they

learned from the text. They are instructed to review their notes and share two key points they learned with a partner; then, they work in small groups to answer questions and discuss the topic further.

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 materials guide teachers as they systematically teach spelling and pronunciation rules, building students' knowledge over time. Lessons are clear, repeat key ideas, and follow a systematic order across the modules.

In Module 1, students start by learning about *palabras agudas* and *palabras graves*. They break words into syllables, figure out which part is stressed, and decide if the word needs an accent. Then, they organize the words into a chart based on what they learned.

In Module 9, Week 3, students learn about *diptongos* (two vowels that remain together in one syllable). The teacher models using words such as *canción* and *destruí* and explains when to add an accent mark. Students highlight the syllables to see the vowel patterns more clearly.

In Module 10, students then learn about *palabras esdrújulas* and *sobreesdrújulas*, which always have an accent. Each week begins with a brief preview—called "Vistazo a la semana"—that highlights the skills to be taught and their corresponding locations.

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 materials provide teachers with direct, step-by-step guidance on how to instruct students in authentic ways to break up longer words in Spanish. These lessons demonstrate how to identify the stressed syllable and when to use accent marks. They also demonstrate how different vowel combinations—like *diptongos* and *hiatos*—affect how words are pronounced and written.

In Module 9, Week 3, teachers are provided guidance on explaining that when two vowels are together—such as one strong and one weak—they usually remain in the same syllable and form a *diptongo*. If there is an accent on a weak vowel next to a strong one, it becomes a *hiato*, and they are split into two syllables.

In Module 10, Week 1, teachers model how to read and clap out words like *acércate*, *círculo*, and *imágenes*, showing that the third-to-last syllable is stressed. These words are called *palabras esdrújulas*, and they require an accent mark.

In Module 9, Week 1, students work with words such as *exclamó*, *jardín*, and *jamás*, sorting them into groups based on where the stress is. The teacher guides students on noticing patterns in *palabras agudas*—words that are stressed on the last syllable and sometimes need an accent.

4.B.1c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (S)

The materials provide students with numerous opportunities to learn and practice reading and spelling longer Spanish words. Teachers are provided with guidance to help students understand and practice how words are broken into syllables, how to place accent marks, and how to distinguish between different word types.

In Module 2, Lesson 6, the teacher demonstrates how to read and spell words that end with "m" or "n." After practicing together with the teacher, students work in groups to sort the words into *agudas*, *graves*, or *esdrújulas*.

The "Alignment Chart" provides students with resources to identify patterns in words by having them read a poem and find words that end in specific letters, such as "l," "s," "m," "n," or "r."

In Module 12, Week 3, students complete the "Aprende y demuestra" worksheets. One of the activities asks them to add accent marks, write the words correctly, and determine the type of word each one is—either *aguda* or *esdrújula*.

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)

The materials include activities and resources to help students practice reading and spelling longer Spanish words, primarily by working with words independently rather than in full stories or real-life texts.

In one activity from "Aprende y demuestra," students get a list of words without accent marks. They are asked to write sentences using two words that need an accent and two that do not. This activity helps students practice decoding and determining when a *palabra grave* needs a written accent.

In spelling practice (*dictado*), students listen to words like *agudas*, *graves*, *esdrújulas*, and *sobresdrújulas* and write them down with the correct accents.

In the *Taller de escritura*, activities are provided for students to learn about spoken and written accents. They read sentences and decide which words need a written accent, then edit a paragraph by adding any missing accents.

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 grade 4, the materials include a clear and authentic sequence for teaching Spanish morphemes. Each module helps students build on what they have already learned about prefixes, suffixes, and root words.

In Module 1, Week 1, students are introduced to the prefixes *des-*, *in-*, *im-*, and *re-*, learning how they change the meaning of a word. In Module 2, Week 2, Lesson 10, students work with the suffixes *-eza* and *-iento*, while also reviewing the Latin root *lumen*. In Module 5, students focus on suffixes like *-dad*, *-ble*, and *-al*, using them to understand word meanings and apply them in reading and writing tasks.

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 grade 4, the materials include clear and direct guidance for teachers to help students recognize and understand common morphemes in Spanish. Lessons are designed to be authentic and build knowledge step by step, using real examples and encouraging discussion and practice.

In Module 1, Lesson 1, the "Vocabulario generativo" section introduces the prefixes *des-*, *in-*, *im-*, and *re-*. The teacher models how these prefixes change the meaning of a word, using familiar examples like *deshacer*, *inútil*, and *imposible*. Students then work in pairs to complete a word chart using these prefixes and discuss how the meaning changes.

In Module 2, Lesson 4, students learn about the Latin root *lumen*. The teacher explains that *lumen* means "light" and models how it appears in words like *luminoso* and *iluminar*. Students use this root to

determine the meaning of new words they read and discuss how the root connects the meanings.

In Module 3, Lesson 4, the focus is on suffixes *-oso*, *-osa*, *-ado*, and *-ada*. The teacher shows how adding these suffixes changes a base word, for example, *hermosura* plus *-osa* becomes *hermosa*. Students identify these suffixes in words like *peligroso* and *esperado*, complete a chart, and write their own sentences using the new words.

4.B.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (S)

In grade 4, the materials include a variety of Spanish-language activities and resources to help students develop, practice, and reinforce grade-level morphological skills. For example,

In Module 5, Lesson 4, the "Vocabulario generativo" lesson focuses on the suffixes *-dad* and *-ura*. The teacher models how these suffixes change the grammatical category of the base word. For instance, the teacher uses *seguridad* to show how recognizing suffixes helps determine the meaning of unfamiliar words. Students explore additional words with these suffixes, confirm meanings using dictionaries, and share definitions aloud. For independent practice, students complete a word chart and write original sentences with the new words. A review section also revisits the suffixes *-nte* and *-ncia*.

The materials include a "Prueba interactiva de vocabulario generativo" that supports morphological practice. Students explore each morpheme with an image, a compound word, and a model sentence. Then, they create new words by combining prefixes or suffixes with root words. Students match each word to a sentence and complete it. Finally, they write their own sentences using different morpheme-based words.

Each weekly module assessment includes at least one question focused on morphology, providing ongoing reinforcement and monitoring of students' understanding of morphemes such as prefixes and suffixes.

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)

In grade 4, materials include a variety of Spanish-language activities and resources that help students decode and encode words with morphemes. These activities are structured and build on previous

instruction using both isolated word lists and connected texts.

In Module 11, the "Aprende y demuestra" activity asks students to read sentences, underline words with affixes, and then sort them into a chart—highlighting the affix in each word.

Also in Module 11, students are given a list of base words and asked to add prefixes like *in-*, *im-*, *des-*, *dis-*, or *mal-* to form new words with opposite meanings.

In Module 1, Lesson 10, students review previously learned prefixes and use them to decode unfamiliar words by breaking them into parts and identifying their meanings within connected text.

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	All criteria for guidance met.	4/4
4.C.1b	All criteria for guidance met.	5/5
4.C.1c	All criteria for guidance met.	1/1
—	TOTAL	10/10

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)

In grade 4, the materials include teacher guidance in Spanish for teaching how to use dictionaries and glossaries. For example, in Module 6, Week 1, under "Fuentes de referencia," the teacher informs students that words in the dictionary are arranged in alphabetical order. The materials guide the teacher to explain how students can find a word by knowing how it begins. For instance, to find *autónomo*, students start by looking under the letter "a." The teacher models how to go through the words step-by-step: "Sé que las primeras letras son auto, entonces voy a ir bajando por la lista hasta llegar a las palabras que empiezan con auto; sigo hasta las palabras que tienen n después de auto, y así sucesivamente."

The materials also include guidance on teaching how to use digital reference tools, such as online dictionaries. The teacher points out that a dictionary entry includes the word, its part of speech, and its definition. For example: "Una entrada de un diccionario da la definición y otros datos de la palabra, como su categoría gramatical." The teacher reads aloud each part and explains how the part of speech helps students choose the right meaning when a word has more than one definition.

In addition, the materials guide students to use both print and digital dictionaries during practice. For example, the teacher prompts students to look up *cumbre*, *sumergible*, and *vital*, and then encourages them to use a dictionary to check the meanings of new words during independent reading.

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 grade 4, Spanish-language materials provide clear, structured support for vocabulary development through multiple tools and routines.

The materials include print and digital resources to support vocabulary meaning and structure. For example, in Module 2 of *miLibro*, the selection "La ciencia detrás de la vista" includes a vocabulary chart listing definitions and parts of speech for key terms such as *luminosos*, *transparentes*, *reflejan*, *ilumina*, and *determinar*. This table appears in both print and online formats. In the digital version, embedded links allow users to click on a word in the text to view its meaning.

To support pronunciation and syllabication, materials include *tarjetas de vocabulario* (vocabulary cards). These cards present each word with a syllabic breakdown and an image to support meaning. Teacher guidance directs the use of these cards for introducing pronunciation, modeling correct usage, and inviting students to generate additional examples.

Vocabulary routines are reinforced through formative assessments, such as the "Prueba interactiva de vocabulario," which enables students to practice and apply their word knowledge in context. Additionally, the materials offer explicit instruction in word origins. For example, the same module introduces the Latin root *lumen* and suffixes like *-oso*, *-osa*, and *-mente* through printable worksheets that support recognition of meaning patterns across words.

Overall, the materials provide consistent and embedded tools to support vocabulary development through meaning, structure, and morphology, with accessible Spanish-language guidance across multiple formats.

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)

In grade 4, Spanish-language print and digital materials support vocabulary development through multiple components:

Meaning and Part of Speech: In Module 2, *miLibro* presents a table that defines key words such as *luminosos*, *transparentes*, *reflejan*, *ilumina*, and *determinar*. The chart also identifies the part of speech for each word. The online version of *miLibro* allows students to click on the words to access definitions directly.

Pronunciation and Syllabication: The materials include *tarjetas de vocabulario* (vocabulary cards) that

show how to pronounce and break each word into syllables. Teachers guide students to repeat each word aloud, discuss its meaning, and use it in a sentence.

Vocabulary Practice: Students demonstrate their understanding by completing a "Prueba interactiva de vocabulario" (interactive vocabulary quiz) aligned with each lesson.

Word Origins: Materials also introduce word formation. In Module 2, students explore Latin roots such as *lumen* and suffixes like *-oso*, *-osa*, and *-mente* by completing guided worksheets.

This structure supports vocabulary comprehension by combining visual, auditory, and written strategies that reinforce meaning and promote language development across modalities.

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 materials provide students with opportunities to practice reading in Spanish with texts that support reading fluently at their level.

Each module has a "Centros de lectoescritura" activity that includes a "Reader's Theater." This provides students with a short play to read out loud, a space to rewrite it in their own words, and a guide for performing it. Students monitor their own fluency using a checklist.

Students are provided with the opportunity to read three printable Spanish texts in every module. These are based on Science and Social Studies topics to support students practicing fluent reading while learning about real-world topics.

In Module 3, students read several Spanish stories, including "¡Nunca te rindas!" and "Jazz para la fiesta del alquiler" by William Miller. These stories are spread out over several weeks to support students in practicing fluency throughout the unit.

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 materials include practice activities designed to help students develop their reading fluency in Spanish. In Module 3, Week 1, Lesson 2, students practice reading in small groups or partner activities. During teacher-facilitated groups, other students complete the activities "Detective de palabras" and "Audición y expresión oral," to develop vocabulary skills and practice reading fluently on their own or with a partner.

Teachers guide students on reading with the correct tone and speed. Then, students take turns reading with a partner using a routine called "Lectura en parejas." This gives them an opportunity to listen to each other and practice reading with the correct expression.

Students are provided with activities such as the "Teatro del lector" (Reader's Theater), where they each select a role in a short play. In this theatre setting, students practice reading with fluency and expression.

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 materials provide students with tools to read independently in Spanish. One example is the digital book *La suerte del monstruo del Lago Ness*. Students listen to the story, highlight important words, and take notes. There is a guide for teachers to help lead a book club and ask questions to check students' understanding.

Another example is "¡Bienvenido, lector!" from *Adventures Magazine*, where students apply what they have learned about reading strategies to answer questions and demonstrate their understanding.

Every module also includes "Centros de lectoescritura," a reading center with tools to help students read independently. These include "Teatro del lector" (Reader's Theater), a "Registro de lectura" (reading log), and a "Lectura independiente" (independent reading page) where students write a short summary of what they read and answer some comprehension questions.

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 materials include Spanish texts that help students improve their fluency while reading out loud with expression and understanding.

Students read different types of texts, like stories, nonfiction, and plays. These help them practice reading with the right pace and tone.

In the "Centros de lectoescritura," students take part in "Teatro del lector" (Reader's Theater). Each student is assigned a role that, based on their fluency level, enables them to build confidence and fluency while having fun.

The materials include special lessons to help students develop skills such as pausing at the appropriate places, using the correct expressions, and reading at a proper speed. For example, Module 2, Lesson 1 uses "Carlota ayuda" to practice phrasing, Lesson 6 uses "¡Huracán!" to practice expression, and Lesson 11 uses "Simbad y la isla de la ballena" to practice reading speed.

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	All criteria for guidance met.	2/2
4.E.1b	All criteria for guidance met.	1/1
—	TOTAL	3/3

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)

In grade 4, the materials include Spanish-language resources that support the teaching of handwriting based on the students' appropriate grade level.

In the *Guía del maestro*: "Caligrafía: Taller de escritura," materials provide teachers with guidance on posture and writing position. For example, one lesson states, "Pida a los estudiantes que se sienten con ambos pies apoyados en el suelo y con la cadera contra el respaldo de la silla . . . Debería estar a una altura que les permita tener los brazos perpendiculares a la superficie y los codos debajo de los hombros."

The program includes "Cartel didáctico 37: Auxiliar de caligrafía en cursiva," an anchor chart that shows students how to form cursive letters correctly.

Handwriting instruction begins with printed letters that use continuous strokes and minimal pencil lifts. Later, students are introduced to cursive writing, where the strokes are smoother and more fluid, helping them develop efficiency and speed.

Students also receive visual models in both print and cursive formats, allowing them to see and practice proper letter formation step by step, such as the "Cartel didáctico 36: Auxiliar de caligrafía en cursiva."

In Module 4, Lesson 6, "Caligrafía o uso del teclado," students are asked to practice words related to the unit's content and the lesson. In this example, students practice writing words like *rascacielos* and *cortafuegos*.

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) (3)

In grade 4, the materials include resources in Spanish to help teachers teach handwriting in a way that fits students' needs.

The teacher gets step-by-step directions to help students sit correctly when writing. For example, the guidance says: "Pida a los estudiantes que se sienten con ambos pies apoyados en el suelo y con la cadera contra el respaldo de la silla . . . Debería estar a una altura que les permita tener los brazos perpendiculares a la superficie y los codos debajo de los hombros." This helps students write in a way that is safe and comfortable.

The materials include "Cartel didáctico 37: Auxiliar de caligrafía en cursiva," a poster that shows how to write cursive letters.

Students begin by learning to write printed letters with smooth strokes and minimal lifting of the pencil. Later, they progress to cursive writing, which enables them to write more quickly and smoothly.

Both print and cursive letters are shown as models, allowing students to copy and practice the correct way to form each letter.

These tools help students improve their handwriting step by step—starting with how they sit, then learning how to write each letter clearly and neatly in Spanish.

5. Knowledge Coherence

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

5.A Connected Knowledge Topics

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

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

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

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

In grade 4, *¡Arriba la Lectura!* helps students learn about real-world topics through reading. Each unit focuses on big ideas from science, history, literature, or the arts. Students read various types of texts—such as stories, poems, and articles—that help them build knowledge in these areas.

In science, students learn about the five senses in Module 2 by reading nonfiction texts, personal stories, and historical fiction. In Module 6, they explore Earth's natural wonders. In Module 9, students learn how to care for the planet, using texts such as biographies, comics, and persuasive writing.

In Module 4, for history and civics, students read about everyday heroes and what it means to be a good citizen. The focus is on values like bravery and helping others, not specific historical events, but it still teaches about being part of a community.

For literature, in Module 7, students enjoy classic trickster and fantasy stories. These fun and creative tales help them understand story elements and how stories can teach lessons or reflect cultures.

For the arts, in Module 5, students explore the world of art. They read poems, look at famous pictures, learn about music, such as The Beatles, and even read arguments about why art is needed in our communities.

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

In grade 4, the program helps students build their knowledge incrementally throughout the year. One helpful tool is the "Mapa de conocimientos" (Knowledge Map), where students write down what they learn each week. By the end of the module, they use the map to make connections between stories, lessons, and their own lives. For example, in a unit about traditional tales, the materials state that students will "develop a deep understanding of these stories, the lessons they teach, and how they relate to their personal experiences."

The teacher's guide also includes a chart that illustrates how certain topics evolve from one grade to the next. In science, students learn about animal habitats in grade 2, animal behavior in grade 3, and how to protect the Earth in grade 4. In social studies, younger students start by learning how to be good citizens at home and school. Then in grade 3, they learn how people can improve their communities. By grade 4, students explore how people have found ways to communicate throughout history.

The implementation guide clearly illustrates how various science and social studies topics intersect across grade levels. From learning about "el Comportamiento de los animales" in grade 3, students learn about the "Guardianes de la tierra" in grade 4, and then learn about "La vida de los animales" in grade 5.

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 grade 4, materials help students build knowledge about personal experiences in Module 1. Students read a fantasy story, a poem, and a popular tale. They learn new words like *identidad* and *sabiduría*, and write their own personal story to connect with what they have read.

In grade 4, materials support science learning in Module 2 by combining reading and science content. Students explore the five senses through various texts, building both language and science knowledge simultaneously.

In grade 4, materials focus on Earth's natural wonders in Module 6. Students read about places like the Mariana Trench and the Grand Canyon, practice skills such as identifying the main idea, and learn vocabulary words like *paisaje* and *accidente geográfico*.

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

In grade 4, the reading materials include main stories that match the topic of each unit, helping students learn more about that theme.

In Module 1 of both grades 3 and 4, students learn about identity—who we are—and this helps them make connections to themselves and others.

In Module 6, students explore Earth's natural wonders, such as the Mariana Trench and the Grand Canyon. Later, in Module 9, they learn about protecting nature and taking care of our planet.

These lessons help students expand their knowledge of science and the world around them, but there is no clear plan that connects all the stories and reading skills throughout the year.

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

In grade 4, the materials include grammar, vocabulary, discussion, and writing activities that connect to what students are learning in each unit.

In Module 4, students learn new words related to heroism. They complete a vocabulary web, where they write similar words, opposite words, and related ideas to help them better understand each word.

In Module 6, students talk with a partner after reading "La fosa de las Marianas." They share two things they learned, and then work in a small group to talk about questions from the reading.

In Module 10, students write a fantasy story about dolphins after reading "La cena de los delfines." The text provides clear steps to help them write their own story, complete with a beginning, setting, and characters.

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.

In grade 4, the materials activate background knowledge by making connections to content learned previously. For example, in Module 2: "Presentación del módulo," the lesson includes a prompt to "activar los conocimientos previos," asking students to name the five senses and what they know about them. In Modules 4 and 5, teachers help students complete a *cuadro SQA* (KWL chart), which activates background knowledge.

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

In grade 4, the materials include some activities to activate students' background knowledge before reading, such as essential questions and videos. For example, in the *Guía del maestro*, Module 7, "Desarrollar redes de conocimientos," students are instructed to synthesize what they have learned about the theme and make connections with other texts, society, or their personal lives.

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)

In grade 4, materials provide relevant background knowledge in Spanish to help students connect with what they are reading.

In Module 2, Lesson 1, Week 1, students begin the unit "La razón de los sentidos" by watching a *video informativo* and completing a *Mapa de conocimientos* to list and discuss the five senses.

In Module 8, students view a humorous video featuring an apple and a muffin debating the topic of healthy eating, followed by a vocabulary web activity to support their understanding before diving into the texts.

In Module 1, the essential question "¿Por qué somos como somos?" is introduced with a video that helps students reflect on personal identity and make meaningful connections before reading.

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)

In grade 4, the lessons are built around big ideas and important questions that help students learn deeply about a topic. Each unit focuses on a theme, like facing challenges or learning what makes someone a hero. Students read various types of texts in Spanish, engage in discussions, and complete writing tasks that connect to the theme, helping them think more deeply.

In Module 4: "Actos heroicos," the big question is "¿Qué hace que alguien sea un héroe?" Students explore this concept by watching a video about everyday heroes, reading a realistic fiction story about someone overcoming a challenge, learning about *La Batalla de El Álamo* in a nonfiction text, and writing about Martin Luther King Jr.

In Module 3: "A la altura de las circunstancias," the focus is on how people deal with hard situations, with the question "¿Cómo se enfrentan los desafíos?" Students learn about this concept through a video on getting back up after falling, a historical fiction story, a nonfiction text about the 1900 Galveston Hurricane, and a writing activity based on the text "Los guerreros de las cometas." In Module 4, Week 2, after reading "Jazz para la fiesta del alquiler," students answer questions like "¿Qué problema tienen Sonny y su mamá?" in small groups and then write a thank-you letter from Sonny to Jack Sonrisas, connecting the story to their writing in a creative way.

Overall, the materials do a good job of helping students connect what they read, discuss, and write about with the unit's big idea.

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)

The materials include connected themes and ideas across multiple texts, with embedded tasks and questions tied to those connections. In Module 2: "La razón de los sentidos," students explore the essential question "¿De qué manera las personas y los animales usan los sentidos para desplazarse por el mundo?" After reading "La ciencia detrás de la vista," students participate in a collaborative discussion. At the end of the module, after reading additional texts, students write an expository essay explaining how people and animals use their senses, using evidence from multiple texts.

In Module 9: "Guardianes de la Tierra," each module begins with a read-aloud text that introduces the theme and provides context for subsequent texts. For example, students listen to "El ciclo vital de la basura" during the read-aloud and later revisit related information while reading "Los eco guardianes." Students respond to prompts that ask them to compare how the texts are alike and different in the information they present.

In grade 4, the materials include questions and activities in Spanish that help students connect what they have learned from different lessons and readings in the same unit. These tasks encourage students to think deeply about big ideas, connect vocabulary, and use what they have learned in writing and class discussions.

In Module 4, students read stories like "Perseo y la derrota de Medusa" and "¡Bomberos paracaidistas al rescate!," then use characters and ideas from these texts to write a short play about a hero. At the end of each week, there is a section called "Hacer conexiones: Sintetizar los conocimientos sobre el tema," where students reflect on what they have read and learned, utilize their "Mapa de conocimientos," and answer big questions, such as "¿Cómo se enfrentan los desafíos?" At the end of each module, students review their *red de vocabulario* (vocabulary web) to discuss how the words connect and what they have learned about the main topic.

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

In grade 4, materials help students build knowledge about personal experiences in Module 1. Students read a fantasy story, a poem, and a popular tale. They learn new words like *identidad* and *sabiduría*, and write their own personal story to connect with what they have read.

In grade 4, materials support science learning in Module 2 by combining reading and science content. Students explore the five senses through various texts, building both language and science knowledge simultaneously.

In grade 4, materials focus on Earth's natural wonders in Module 6. Students read about places like the Mariana Trench and the Grand Canyon, practice skills such as identifying the main idea, and learn vocabulary words like *paisaje* and *accidente geográfico*.

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

In grade 4, students work on research projects that enable them to apply what they have learned in class in engaging, real-world contexts.

In Module 5, students plan an art project to help make the school more beautiful. They explain their ideas and give reasons why their project should be approved. In Module 7, students study fables and tall tales. Then, they write their own stories to be shared in a class literary magazine. In Module 8, students learn about healthy foods and take notes throughout the unit. Finally, they use their notes to create a menu for a hypothetical restaurant.

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.

In grade 4, the materials provide students with important vocabulary that they will use throughout each unit. This includes Tier 2 words (general academic vocabulary) and Tier 3 words (specific to subjects such as science). Students use these words to answer questions, join discussions, and write about what they are learning.

In Module 2, students learn science words like *luminoso*, *transparentes*, and *ilumina*, along with general words like *obstáculo*, *dudar*, and *consolar*. They practice using these words in conversations and writing. In Module 6, students learn words such as *fosa*, *prehistórico*, and *sumergible* for science topics, as well as general words like *eterna*, *diversa*, and *desentrañar* to help explain concepts. Most modules include a helpful mix of Tier 2 and Tier 3 words. However, some—such as Modules 1 and 3—do not clearly display Tier 2 words, which may make it more challenging for students to expand their vocabulary across subjects.

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)

In grade 4, students have many opportunities to learn and use new Spanish words. The lessons include two types of vocabulary: *vocabulario crítico*, which are the most important words from the readings, and *vocabulario generativo*, which are words that help students grow their language skills. Teachers also get helpful tools to support all types of learners.

Every week, students use *tarjetas de vocabulario* (vocabulary cards) that display a word, a picture, its pronunciation, and a definition. There is also a short routine to help students practice the word and talk about it with a classmate. For example, they might talk about jobs where people risk their lives, asking

questions like: "¿Por qué creen que lo hacen?" and "¿Qué tipo de persona está dispuesta a poner en riesgo su vida por los demás?"

There are also *páginas de práctica* (practice pages) where students work with words in different ways—like filling in blanks with the right word, guessing what a word means, or writing their own sentences. Some activities include *¿Qué quiere decir?* or *Encuéntrala*, where students pick the best word for a sentence.

In modules like "Las maravillas de la naturaleza" (Module 6) and Module 8: "Ideas que nutren," students learn new words through a section called "Mostrar y motivar." They also participate in an *actividad interactiva* where they match pictures to words, such as *destellar*, *abismo*, or *lácteos*, and then use those words in their own sentences to demonstrate their understanding.

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

In grade 4, the lessons provide students with numerous opportunities to use new Spanish vocabulary in natural contexts. They do not just memorize words—they use them in conversations, writing, and classwork to help the words stick.

In Module 8: "Ideas que nutren," students use vocabulary words to answer questions like "Si unas botellas son descartables, ¿puedes tirarlas a la basura? ¿Por qué?" They also use *tarjetas de vocabulario* (vocabulary cards) to talk with a partner and practice using the new words in conversation.

Each unit provides students with an opportunity to earn credit or praise for using vocabulary words in their group discussions. This makes using the words fun and helps them remember the meaning.

In Module 9, Week 1, students complete a worksheet with questions using *vocabulario crítico*. For example, one question asks: "¿Cómo se relaciona la palabra oasis con un parque en una ciudad contaminada?" They also write their own sentences using new words and include a synonym or antonym to demonstrate their understanding.

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)

In grade 4, students use *tarjetas de vocabulario* (vocabulary cards) that include pictures to help them understand and remember new academic words in Spanish. These visuals make the meaning of the word

easier to connect with real life.

Each *tarjeta de vocabulario* includes the word broken into syllables, a definition, a sample sentence, and a fun image. For example, for the word *solemne*, the card shows a female soldier standing next to a U.S. flag to help students understand the feeling of the word.

In *tarjeta de vocabulario* 1.2, the word *experiencia* is paired with a picture of a teacher and a student holding books. The card asks students to talk about an unforgettable experience and even come up with synonyms or antonyms for the word.

Another card, *tarjeta de vocabulario* 1.9, features the word *consumir* and shows kids and adults eating corn dogs. It invites students to share different foods they have eaten and use the word in their own sentences.

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)

The materials include a "Proyecto de investigación" (research project) in every module. Each project provides students with clear, step-by-step guidance in exploring a topic, finding information, and sharing what they learned through writing and speaking. These projects help students ask questions, do real research, and practice sharing ideas in Spanish.

In Module 1, students create an oral storytelling project. They collect stories from classmates or people in their community, write their version, add pictures, and then practice and present it to the class.

In Module 3, students write a biography about someone who has faced difficult times and persevered. They generate ideas, conduct research, select appropriate sources, write, and then present their findings using pictures, sound, or activities. Students engage in critical inquiry by learning how to stay organized, understand others, and write informative texts.

In Module 11, students read nonfiction books and learn how to find the author's main point and evidence. The teacher provides them with a chart to organize ideas and asks questions such as, "What does the author believe?" or "What proof does the author give?" This promotes students' critical thinking skills, as well as learning how to support answers with facts.

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

The Spanish materials help students understand the difference between primary and secondary sources. The lessons provide specific examples and activities that help students learn how to use different types of

information when conducting their research.

In Module 9, Week 1, the teacher displays a poster, "Mostrar y motivar 9.4," and explains that there are two types of sources. The teacher reads the descriptions and provides examples to help students understand how primary sources, such as photographs or interviews, differ from secondary sources, like articles or books about a topic.

In Module 9, students use their "Cuaderno del escritor" (Writer's Notebook) to develop a research plan. The lesson suggests taking students to the library or computer lab to find more sources. Students then incorporate those additional sources into their research plan.

In Module 3, Lesson 7, students learn about point of view and use a chart and worksheet that also include examples of primary and secondary sources. In Module 4, Lesson 14, students keep a list of the sources they use in their research to help them stay organized and remember where they found the information.

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.

In grade 4, students read high-quality Spanish texts that are either originally written in Spanish or carefully translated to preserve the original meaning and style. These texts are suitable for grade 4 readers, employing a combination of simple and more complex language to support comprehension and expand vocabulary.

In Module 2, students read an informational text about how the human eye works. The passage includes a variety of sentence types, pictures, and captions that help students understand the science behind sight. It is written at an appropriate level, so students are challenged but can still follow along with support.

In Module 3, students read *¡Sí! Somos latinos*, an original Spanish-language book that combines poetry and short stories written by a Latin American author. The language is rich and expressive, with clear clues to help students figure out new words and ideas.

In Module 4, the student book *miLibro* includes several high-quality selections, such as "El misterio del tiempo robado" by Sarah Corona and "La batalla de El Álamo" by Amie Jane Leavitt. These texts balance storytelling and factual information while keeping the language level at grade 4.

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

In grade 4, students read well-written stories and articles in Spanish that are appropriate for their reading level. Some are originally written in Spanish, and others are high-quality translations that are well-crafted and easy to understand. The texts come from various genres and support students in developing strong vocabulary and reading skills.

In Module 6, students read "La fosa de las Marianas," a science article that includes real photos and diagrams. It uses important scientific terms, such as *presión* and *fosas oceánicas*, to help students learn new vocabulary while understanding the topic.

Also in Module 6, the text "Rocas extrañas y extraordinarias" teaches about different types of rocks. The pictures and captions explain the information, and the language is clear and professional, making it accessible to students.

In Module 10, students read "La lección de Cooper" by Sun Yung Shin, a story written in fluent, age-appropriate Spanish that supports students as they connect with characters in everyday situations.

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

In grade 4, students read different types of texts in Spanish—some are original, and others are high-quality translations from English. These texts come from various genres, including legends, fantasy, poetry, and nonfiction. They help students understand how stories are written and teach them about different cultures and ideas.

In Module 5, students read "Pepino," a fantasy story by Lizet del Castillo. Teachers are guided to explain that these types of stories typically feature a problem and a solution, and the setting can be the real world, even if the characters perform extraordinary actions.

Also in Module 5, students read "El arte de la poesía," which introduces them to different types of poems, like *poesía lírica*, *acróstico*, and *poesía libre*. The lesson helps students understand what makes each poem unique.

In the Biblioteca HMH, students read stories like "La lección del guerrero valiente: Un cuento indígena americano," which teaches a life lesson through an Indigenous tale. This provides students with an opportunity to explore various perspectives and traditions.

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

In grade 4, students read stories and poems that are interesting, easy to connect with, and show different cultures and experiences. The texts help students learn about others and also see themselves in what they read.

In Module 1, students read "¡Sí! Somos latinos," a collection of poems that tell stories about different Latino children living in the U.S. Each poem is written like a short story and shares what life is like for them within their families and communities.

Also in Module 1, the *Revista Aventura* includes two texts—a fiction story and a poem about artist Frida Kahlo, written by well-known Latino authors. These texts connect reading with art, helping students learn about important cultural figures.

In Module 10, Lesson 11, students read "La lección de Cooper" by Sun Yung Shin, a realistic story about a character who learns a significant life lesson. It helps students think about their own choices and feelings in a way they can understand.

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 grade 4, students have opportunities to listen to stories, reflect on what they have read, and discuss or write about their ideas. The materials provide support in Spanish and are designed to help students understand texts deeply and explain their thinking clearly.

In Module 1, after reading "El cuento de tu vida," students are asked to reflect on the characters, places, and events in their own lives and then share their own life story with someone. The book also features a "Play audio" button, allowing students to listen to the story read aloud in Spanish.

In Module 3, after reading "Jazz para la fiesta del alquiler," students examine the pictures and characters closely. They are asked to write questions they have and later discuss them in small groups using text evidence. The book reminds them to take notes and use those notes when speaking so they can explain their answers clearly.

In Module 10, students read "Cómo la tecnología cambió la comunicación." After listening to the story, they are asked questions like "¿Qué información brinda el texto de la línea de tiempo?" and take part in a *piensa-emparéjate-comparte* (think-pair-share) discussion. The goal is to help students practice listening to one another, sharing their ideas, and asking thoughtful follow-up questions.

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 grade 4, students are given opportunities to discuss what they have read and the author's intended purpose. The lessons include questions that help students think about why the author wrote the text, what kind of words the author used, and how the text is put together.

In Module 6, students read a poem and discuss what the author intended. For example, they answer the question, "¿Qué quiere decir el autor cuando dice que no tienes que mojarte para ver el arrecife? ¿Cómo lo sabes?" This helps students explain their thinking and use clues from the poem.

In Module 8, students read "Comida ecológica" and discuss why the author wrote the text, the intended audience, and the evidence the author provides to support their ideas. These conversations help students think deeper about the message of the text.

In Module 5, Lesson 3, students write a book review. The teacher helps them plan using the "Compañero de enseñanza" and *miLibro*. After writing, students discuss their reviews in small groups to share their thoughts and talk about what they liked or noticed about the book.

6.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

In grade 4, the materials provide opportunities for students to practice important reading skills while reading grade-level texts. Every lesson includes questions and prompts that help students think more deeply about what they read, ask questions, make predictions, and explain their ideas using the text.

In Module 2, Lesson 12, students read "El juego del silencio" and answer questions like: "¿Qué lenguaje figurado usa la autora para decir que Nokomis es muy vieja?" and "¿Qué les indica la forma en que Omakayas recupera su muñeca de manos de Pinch acerca de ella?" These questions help students practice skills such as making inferences and analyzing the author's language.

In Module 5, Lesson 7, students work on understanding the main idea of a nonfiction text. The materials guide the teacher in asking questions and modeling how to figure out the most important points.

In Module 5, Lesson 4, students learn about text structure by reading informational texts and answering questions that help them recognize how the information is organized.

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)

In grade 4, the materials provide teachers with guidance and support to make sure all students can access grade-level Spanish texts. The supports include think-alouds, sentence starters, and vocabulary scaffolds to ensure students receive the necessary support.

In Module 2, the teacher models a *piensa en voz alta* (think-aloud) while reading "Ambición ciega." The teacher states, "Voy a hacerme una pregunta para comprender mejor al narrador, Matthew . . . ¿Por qué es Twyla la superheroína personal de Matthew?" Then the teacher reads to find out how Twyla helps him move around safely.

In Module 3, students use sentence starters to help them explain their thinking. For example, they might say: "Aprendí que _____. Antes de leer, yo creía que _____." This helps them connect what they learned to what they thought before.

In Module 5, the teacher is guided to explain tricky vocabulary. For example, the phrase "sensación de estar conectados" does not refer to a physical sensation. The materials help the teacher explain that it means feeling emotionally close or connected.

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

In grade 4, the materials provide opportunities for students who already understand the lesson to dig deeper into the text. After each reading lesson, the "Opciones para la enseñanza" section provides small-group activities for students to practice reading more complex texts. The teacher is guided to support them with questions and strategies that help them analyze the text further.

In Module 4, the materials offer mini-lessons in the "Otro paso" section that prompt students to think more deeply about the author's message and the text's structure. In Module 5, the "Opciones para la enseñanza" section provides support for guiding students to compare texts and use textual evidence to support their ideas. In Module 6, students who show strong reading skills can work in small groups to discuss cause and effect in nonfiction texts and identify key vocabulary.

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.

In grade 4, the materials include both quantitative and qualitative analyses of each Spanish core text to explain its purpose and why it aligns with the grade level. The quantitative analysis includes Lexile levels and guided reading levels. The qualitative analysis explains the text's content, structure, and how it facilitates students' growth as readers.

In Module 1, Week 1, the text "Flora y Ulises: Las aventuras iluminadas" has a Lexile level of 600L and guided reading level S. The qualitative notes explain that this fantasy story helps students recognize the traits of fantasy texts and graphic novels, and understand that fantasy events cannot happen in real life.

In Module 7, Week 2, the text "En los días del Rey Adobe" has a Lexile level of 740L and guided reading level R. The qualitative analysis suggests that this is a traditional tale about an old woman and some mischievous tricksters, and that it conveys a clear message and vocabulary suitable for grade 4.

In Module 10, the teacher guide in "Enseñar con colecciones temáticas" offers Lexile levels and genres for each text. For example, "La historia de las comunicaciones" is listed as *a texto informativo* with a Lexile level of 940L and a guided reading level of R. The rationale explains that the texts are carefully selected to help students build reading skills and topic knowledge.

6.4b – Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

In grade 4, core texts are appropriately complex in Spanish for the grade level based on both qualitative and quantitative analysis, and they support the lesson tasks. The texts include features such as figurative language, academic vocabulary, and content connections that align with the instructional objectives.

In Module 2, the text "Ambición ciega" supports science content and includes multiple-meaning words, *sílabas cerradas con m y n*, and figurative language, such as idioms and metaphors, to reinforce the objective "Reconocer el lenguaje figurado, como por ejemplo, expresiones idiomáticas, símiles y

metáforas." In Module 4, the text "La Batalla de El Álamo" connects to Social Studies and includes vocabulary work with synonyms and antonyms, root words, and idiomatic expressions that align with students' reading tasks. In Module 10, the resource "Enseñar con colecciones temáticas" includes texts at varying Lexile levels, such as "La historia de las comunicaciones" (940L) and "Un nuevo lenguaje ¡inventado por los niños!" (620L), providing students with appropriately leveled texts to support content understanding and skill development.

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)

In grade 4, the materials include teacher guidance on how to monitor students' understanding during independent reading time. The lessons provide clear instructions in Spanish and include graphic organizers and student reflections.

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)

In grade 4, materials provide a variety of *textos auténticos* and *transadaptados* in Spanish for independent reading. These texts offer different levels of complexity, allowing students to choose books that match their reading level while still supporting grade-level learning.

In Module 3, materials include *Revista Aventuras*, which provides students with opportunities to demonstrate their understanding of reading skills and strategies. In "Enseñar con colecciones temáticas," students read texts like "El huracán de Galveston," which has a Lexile measure of 840L and guided reading level R, and "Mi diario desde aquí hasta allí", with a Lexile measure of 720L and guided reading level S. The materials also include the "Biblioteca al alcance de los estudiantes" and "Lectura por niveles de Rigby," where students can choose books from level O to T that vary in vocabulary, structure, and content.

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)

In grade 4, the materials include a plan for students to self-select and read authentic or transadapted Spanish texts during independent reading time. Students are guided to choose texts, set a purpose, and

reflect on their reading through writing or discussion activities.

In each weekly "Centro de Lectura," students are asked to select a book, set a reading goal, and complete a *registro de lectura*, where they record the date, time spent reading, and number of pages read. They then complete a *lectura independiente* worksheet to summarize the most important parts of the text.

In Modules 1 and 2, the "Centros de lectoescritura" include a reading journal for students, helping them build independent reading habits and track their progress over time.

In Module 11, Lesson 1, students participate in "Clubes de lectura para el estudio del género," where they self-select nonfiction texts and form small groups to take notes, read together, and discuss their ideas on a weekly basis.

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)

In grade 4, the materials include questions that help students think deeply about what they read and use evidence from the text to justify their answers.

In Module 1, while reading "Flora y Ulises," students answer the question: "¿Creen que la esposa de Donald está entusiasmada con su regalo de cumpleaños? ¿Citen evidencia del texto para explicar su respuesta?" This question encourages students to infer character emotions and support their answers with evidence from the text.

In Module 8, after reading "Comida ecológica," students respond to the question: "¿Cuáles de las ideas que menciona la autora son derrochadoras? ¿Cuáles son responsables?" This prompts them to analyze and categorize ideas using textual evidence.

Also in Module 8, students answer: "¿Por qué puede ser útil cultivar alimentos en un huerto en la escuela?" This requires them to synthesize information from the text and explain the practical benefits using supporting details.

7.A.1b – Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

In grade 4, the materials include questions that help students think deeply about the text by using evidence to understand language, structure, craft, and big ideas. These tasks are designed in Spanish and are connected to high-quality texts.

In Module 8, while reading "La sartén por el mango," students are asked to think about how the author wrote the story. For example, they answer, "¿Desde qué punto de vista se narra el párrafo 1?" and "¿Por qué los autores escriben cuentos en tercera persona?" These questions guide students to notice and explain the author's craft and perspective.

Also in Module 8, when reading, "¡A tu salud!", students evaluate structure and main ideas by answering the question, "¿Qué tipo de característica del texto es 'Sírname, por favor' y para qué se lo incluye?" and "¿Cuál es la idea principal de esta sección?" These questions help them connect specific features of the text with its purpose and message.

Also in Module 8, while reading "Bocadito de insectos," students are asked to analyze language and the author's opinion with questions like, "¿El autor expresa una opinión? ¿Cómo lo saben?" This requires students to look for clues in the text that show the author's point of view.

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 grade 4, the materials include tasks and questions that help students justify their thinking by paraphrasing and summarizing information using evidence from the text. The lessons support students in paraphrasing key ideas into their own words, demonstrating an understanding of what they read or view.

In Module 2, Lesson 10, students watch the video "Supersentidos," and practice summarizing and paraphrasing important ideas. The teacher explains the difference between a *resumen* and a *paráfrasis*, and students take turns sharing their versions out loud to check for understanding.

In Module 2, after reading "La ciencia detrás de la vista," students are asked to write a summary answering the question, "¿Por qué la luz es importante para el sentido de la vista?" This helps them

explain their thinking using text evidence.

In Module 4, Lesson 9, students summarize the story "Perseo y la derrota de Medusa" to show they can identify and retell the most important parts using their own words.

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)

In grade 4, the materials include questions and tasks of varying complexity to help students analyze texts in a deeper way. For example,

In Module 4, Lesson 6, students read the nonfiction narrative "¡Bomberos paracaidistas al rescate!" and learn how readers' thoughts can change as they gather more information. The teacher uses "Cartel didáctico 8: Sintetizar" to explain how readers combine what they already know with new key information from the text. As students read, they practice *sintetizar* by putting together what they have learned from different parts of the text.

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)

In grade 4, the materials provide clear, easy-to-follow steps for teachers to demonstrate to students how to use textual evidence to support their ideas and answer questions. These lessons help students understand how to make inferences and generate evidence-based claims.

Module 9, Lesson 10, "Hacer inferencias" guides teachers to inform students that authors do not always explain everything, so readers must pay attention to context clues in the text. The teacher states: "Explique a los estudiantes que los autores no siempre cuentan todo lo que pasa y que a veces los lectores tienen que usar claves del texto para llenar los vacíos." Then, the teacher shows "el Cartel didáctico 7: Hacer inferencias" to explain the steps for making inferences.

In Module 10, while reading "La lección de Cooper," the teacher models how to think out loud. For example, they say: "Leo que las abuelas de Cooper hablan sobre el color de su piel, su primo lo molesta diciéndole que es 'mitad y mitad,' y que Cooper frunce el ceño cuando piensa en esto. Puedo inferir que Cooper debe de ser coreano solo en parte, y que no le agrada que la gente se lo señale." This helps students learn how to use details to infer something the author does not say directly.

The "Rutina de lectura atenta en acción" gives teachers three simple steps to follow: *volver a leer el texto*, *analizar el texto*, and *anotar el texto*. These steps help students revisit the text, consider how the ideas connect, and underline or write notes to indicate where they found their answers.

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)

In grade 4, the materials provide guidance for teachers in Spanish to help students participate in structured, evidence-based discussions that utilize academic vocabulary and sentence structure.

In Module 10, Lesson 6, while reading "Un nuevo lenguaje ¡inventado por los niños!", students are asked to mark evidence in the text and use it in small-group discussions. Teachers guide them to use academic language and follow clear rules, such as waiting for their turn and ensuring everyone contributes.

In Module 7, when reading "En los días del rey Adobe," students use guiding questions to find and cite evidence about the story's message and character actions. Then, they participate in structured discussions to discuss the theme and explore how generosity is portrayed in the story.

In Module 1, the lesson "Dos Fridas from La alfabetización académica" invites students to review what they learned about Frida Kahlo and read a poem about her life. Teachers help students identify features of poetry, such as rhythm, stanzas, and repetition, and use these terms in class discussions.

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.

In grade 4, students use authentic Spanish mentor texts as models to guide their writing of various types of texts. The teacher uses these texts to illustrate examples of model writing, demonstrating similar strategies that can be applied in their own work.

In Module 4, during writing time, the teacher reads "El amor te guiará: Las seis creencias que guiaron a Martin Luther King Jr.," out loud and then discusses transition words and cause-and-effect. Students examine important words like *adversidad*, *segregación*, and *legado*, and use context or opposites to determine their meanings.

In Module 5, the teacher reads "El Sr. Ferris y su noria" and demonstrates how to identify cause-and-effect relationships in the story. Then, students complete a graphic organizer, discuss the vocabulary, and learn how word choice can enhance their writing.

In Module 7, Lesson 3 of *Taller de escritura*, students learn how to write imaginative stories. They discuss characters, settings, and fun or unrealistic events. The teacher uses "Mostrar y motivar 7.2a y 7.2b" to help students brainstorm ideas before they start writing their own stories.

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)

In grade 4, the materials provide students opportunities throughout the year to write literary texts in Spanish for different purposes and audiences. These writing tasks incorporate genre-specific features, helping students develop their writing skills.

In Module 1, students compose personal narratives and publish them in *mini-libros*, focusing on using vocabulary that makes their message clear and connects with the audience. In Module 7, students compose imaginative stories, focusing on using *ilustraciones* that can support their story and make it more engaging. The materials include examples like: "Pida a los estudiantes que piensen en algunas características de los cuentos imaginativos . . ." and "Diga a los estudiantes que en este módulo escribirán un tipo de texto literario conocido como cuento imaginativo." In Module 11, students compose poems and explore how visual elements and presentation help express their message. The teacher guides them to consider how poems are shared and how they reach various types of audiences.

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 grade 4, the materials provide students with opportunities throughout the year to compose informational texts in Spanish for multiple purposes and audiences. Students learn to use genre-specific features and writing techniques.

In Module 2, students compose descriptive informational reports and select whether to publish them by hand or on the computer. In Module 5, students write expository essays using the mentor text "El Sr. Ferris y su noria" as a model. Their writing incorporates genre-specific features, such as glossaries, quotes, and creative covers that align with their purpose and audience. In Module 9, students complete research reports and bibliographies. They decide how to publish their work—such as adding it to the classroom library, posting it on a website, or creating a short video. In Module 10, students write expository texts inspired by "El libro de los museos." They explore ways to share their writing, such as adding poetry, historical facts, or multimedia elements.

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)

In grade 4, the materials offer multiple opportunities throughout the year for students to write argumentative texts in Spanish for various purposes and audiences. These writing tasks follow genre-specific features and help students learn how to clearly express their opinions with supporting evidence. Students are guided to plan, draft, and revise their writing with a focus on purpose, audience, and persuasive techniques.

In Module 3, *Taller de la escritura*, Lesson 3, students learn that an *ensayo de opinión* is a form of argumentative writing. Teachers are guided to explain that this kind of writing expresses the author's personal viewpoint and uses *razones*, *datos*, and *ejemplos* to support their opinion.

In Module 3, *Taller de la Escritura*, Lesson 3, students use "Cartel didáctico E8: Elementos de un argumento" to understand how to organize their ideas and develop strong arguments to convince the reader.

In Module 3: *Taller de la escritura*, Lesson 4, after students choose their topic and take notes, the teacher discusses the importance of knowing their *audiencia* and *propósito*, helping them make intentional choices in their writing to connect with their readers.

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 4, materials include opportunities throughout the year for students to write correspondence in Spanish for different purposes, using genre-specific features and writing craft.

In Module 3, after reading "Jazz para la fiesta de alquiler," students write a thank-you letter from Sonny to Jack Sonrisas. They include a greeting, specific details from the story, and a closing.

In Module 3, the materials guide students in discussing how to write a descriptive letter, using evidence from the text to support their message.

In Module 6 of *Taller de la escritura*, students explore formal and informal letters. They write a formal letter to an expert asking for information about a natural wonder, focusing on audience, tone, and proper letter format. They publish their letters by addressing and mailing them.

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)

In grade 4, students learn how to write step-by-step in Spanish using the full writing process—planning, drafting, revising, editing, and publishing. The lesson guide helps students progress through each stage with clear examples and step-by-step instructions.

In Module 3, students write an opinion essay about why it is important to have support from friends and family during tough times. First, students brainstorm ideas, select a topic, and consider their reasons. Then, they start drafting by reading a sample text and organizing their own ideas using a graphic organizer. As students write, they add details and a conclusion. Later, they revise by fixing sentences, adding punctuation, and making changes based on the teacher's feedback. Students also add sources and improve how their ideas connect. After revising, they edit their spelling and grammar, then publish their writing by choosing how to share it—such as typing it, creating a poster, or posting it online.

In Module 5, students write an expository essay about an amazing person. They begin by brainstorming, selecting a person to write about, conducting research, and organizing their ideas in a flowchart. When they draft, they work on writing a strong introduction, clear body paragraphs, and a conclusion. They revise by adding transition words and making sure their ideas are clear. Then, they edit for grammar and spelling, and finally publish their writing with fun details like a glossary or pictures.

The teacher is provided step-by-step support in teaching the writing process. For example, in Module 3, one part says: "Pida a los estudiantes que comiencen a planificar su primer borrador decidiendo primero sobre qué van a escribir." This helps the teacher guide students through the writing process from start to finish.

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)

In grade 4, the materials provide teachers with explicit instructions in Spanish to help students through all parts of the writing process—planning, drafting, revising, editing, and publishing.

Planning: In Module 3, Lesson 3, the teacher helps students consider their goals for writing opinions. For example, students are asked to write down their goals in the "Cuaderno del escritor."

Drafting: In Module 3, Lesson 4, the teacher demonstrates to students how to identify reasons, facts, and examples that support their opinions. They also help students see how their conclusion connects to the rest of their writing.

Revising: In Module 3, Lesson 8, the teacher models how to improve an introduction. For example, they read a sample that starts with a question like "¿Te gustan los retos?" and explain how it makes the reader want to keep reading.

Editing: In Module 3, Lesson 13, students trade papers with a partner and help each other check for spelling, punctuation, and grammar. The teacher reminds them to look out for capital letters and quotation marks.

Publishing: In Module 3, Lesson 14, students work in pairs to prepare their final version. The teacher walks around, giving feedback, while students decide how they want to publish their work—typing, writing it by hand, or sharing it in another way.

Conferencing: In Module 3, Lesson 6, the teacher discusses writing with confidence and respect with students. For example, they explain that even when sharing an opinion, the message should stay thoughtful and not offend the reader.

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)

In grade 4, the materials include explicit teacher guidance in Spanish for instruction in sentence-level writing, with a focus on sentence structure, syntax, and vocabulary development.

The *Taller de la escritura* section supports instruction in sentence structure. For example, teachers guide students to review their sentences to make sure they make sense. Students generate *oraciones simples* aloud and classify them by type, using visual tools like "Mostrar y motivar 1.8" to understand different kinds of sentences.

The materials also include direct instruction on syntax. Teachers model how to revise incomplete sentences and fix fragments. For example, they guide students to add missing parts, such as a subject or verb, using examples projected from *Mostrar y motivar 2.6*, and reference *Cuaderno del escritor* for comparison.

Vocabulary instruction is also embedded in sentence-level writing. For example, in the vocabulary-focused lesson, students sort words from the *banco de palabras* into categories based on their meaning. Teachers model this by thinking aloud, "Veo la palabra overoles. Sé que un overol es un artículo de ropa . . . puedo poner overoles y tirantes en el mismo grupo."

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)

In grade 4, the materials provide systematic and explicit teacher guidance that supports students in developing their writing from sentence-level skills to full compositions. Lessons are sequenced to build grammar, vocabulary, and writing strategies aligned with grade-level TEKS.

In Module 1, Lesson 12, the materials focus on sentence structure. In the *Taller de la escritura* section, teachers are guided to help students review each sentence to ensure it makes sense. The lesson includes the "Mostrar y motivar 1.8" resource to review sentence types. Students generate simple sentences aloud and classify them, strengthening their understanding of sentence structure.

In Module 1, Lesson 9, materials provide explicit instruction on syntax. Teachers are instructed to state: "Sus ideas no tendrán sentido para los lectores si las oraciones no se acoplan correctamente." The lesson uses "Mostrar y motivar 2.6" to present examples of incomplete sentences and how to correct them. Students compare sentence fragments to the model in their "Cuaderno del escritor" and suggest revisions, such as adding missing subjects or verbs.

In Module 1, Lesson 5, students begin the early stages of composition by generating ideas using an alphabetical brainstorming strategy. The teacher models by saying: "Primero escribo una A. Luego pienso en algo que encontré que comienza con la letra A. Escribo 'abejorro'." Students continue to generate ideas for each letter and then circle three topics they would like to write about. This activity prepares students to draft a personal narrative.

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)

In grade 4, instructional materials provide students with structured and explicit opportunities to develop increasingly complex sentence-level writing, revising, and editing skills.

In Module 1, Lesson 12, students receive direct instruction in sentence structure. The teacher models how to review each sentence for clarity and purpose, guiding students to generate and classify simple sentences by type. The lesson also introduces *discurso directo* (direct speech), and students are prompted to identify and correct examples using sentence models.

In Module 2, Lesson 9, students are guided to revise their drafts to improve sentence fluency. The teacher emphasizes how varied sentence types help improve clarity and keep the reader engaged. Students compare sentence fragments and complete sentences using examples from *Mostrar y motivar 2.6*, and apply revisions to their own writing.

In Module 4, Lesson 12, students engage in independent editing of their compositions. The materials direct them to check and correct their writing for *ortografía* (spelling), *uso* (usage), *puntuación* (punctuation), and *gramática* (grammar), reinforcing the importance of clarity and correctness in sentence-level writing.

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)

In grade 4, the materials provide explicit and structured opportunities for students to practice and apply Spanish academic language conventions both in and out of context. Instruction begins at the sentence level, focusing on grammar, punctuation, and sentence structure that align with grade-level Spanish Language Arts TEKS.

In Module 4, Lesson 4.2.3, students receive direct instruction on the use of *adverbios*. The teacher models how los adverbios can appear in different positions within a sentence. Students identify *adverbios* using examples and complete grammar exercises to reinforce the skill. Then, they apply what they learned by editing a writing draft to revise the use and placement of *adverbios* in their own writing.

In Module 4, Lesson 4.6.1, students explore *preposiciones* through guided instruction. The teacher models the use of *preposiciones* in various sentence contexts. Students practice identifying *preposiciones* in isolated sentences and then apply the concept by revising their own writing to improve grammar and sentence clarity.

In Module 9, Lesson 6.3.5, the focus is on the use of *comas*. Students review how *las comas* function to clarify meaning in writing. The teacher presents examples on the board, and students work in pairs to add *comas* where needed. For instance, students revise sentences like "Manos arriba dijo el policía" to "Manos arriba, dijo el policía," and "Tengo que comprar leche papas jugo y huevos" to "Tengo que comprar leche, papas, jugo, y huevos." These activities help reinforce the correct use of punctuation in both isolated practice and writing contexts.

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)

In grade 4, the materials provide students with systematic opportunities to practice and apply Spanish grammar, punctuation, and word usage both within their own writing and in short practice activities.

In Module 1, Lesson 10, students read a model text to learn how to write dialogue using the right punctuation. They notice rules like starting a new paragraph when someone else speaks, using dashes, and adding *acotaciones* (stage directions). The teacher models how to write dialogue step by step, and students practice it through short examples. Then, they go back and fix the punctuation in their own writing.

In Module 3, Lesson 8, the teacher reviews the four types of sentences and the corresponding punctuation for each one. Students look at examples and discuss how sentence variety and punctuation contribute to clearer writing. After practicing with sample texts, they revise their own writing to improve sentence structure and punctuation.

In Module 9, Lesson 6.2.1, students learn about punctuation out of context using "Mostrar y motivar: Gramática 6.2.1a." The teacher explains how punctuation helps readers understand sentences and what kind of punctuation goes at the end of each type. For example, the teacher models: "Pregunto '¿Qué tipo de puntuación necesita la oración?'" Then, students practice adding the correct punctuation to different types of sentences before applying what they have learned in their own writing.