

HMH Education Company

Spanish Language Arts and Reading, 5

HMH ¡Arriba la lectura! Texas Version 2 Grade 5

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118982	Digital	Static

Rating Overview

TEKS SCORE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Not Applicable	<u>2</u>	Flags Not in Report	Flags in Report	2

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 5 *¡Arriba la lectura!* program includes a full-year plan that shows what students will learn in each module. Lessons are aligned with the Spanish Language Arts and Reading (SLAR) component of the Texas Essential Knowledge and Skills (TEKS) and are organized by week, covering skills such as comprehension, grammar, spelling, fluency, and writing.

Each module has three weeks of instruction, with five lessons per week. Grammar and foundational skills are clearly outlined, and lessons include links to needed materials. While the TEKS are not listed next to every skill, they are shown below each lesson.

The materials include a year-long scope and sequence that outlines the TEKS and concepts taught in the course. The sequence is organized by unit and lesson, identifying the standards addressed in each module. The materials also include a TEKS correlation guide that allows users to locate where each standard appears throughout the instructional year.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210).

In grade 5, the materials include suggested pacing to support weekly lesson planning, including editable planning tools titled "Guías modificables de planificación semanal." The program also includes multiple

suggested pacing options to support various instructional calendars.

Each planning guide includes three weeks of daily lessons for every module. The guides outline daily instructional components, such as building knowledge and language, reading workshop, foundational skills, and writing. The materials include editable versions of the guides, providing flexibility for scheduling and suggestions for omitting or condensing certain lessons, which are marked in gray.

The program also includes a "Vistazo a la semana" (Week at a Glance), which provides a quick overview of all five lessons for the week, along with the estimated time required for each part. For example, in Module 5, Week 3, it suggests spending 60–85 minutes on the reading workshop. Teachers can choose between pacing plans for 90-, 120-, or 150-minute blocks, depending on the amount of time they have for literacy instruction.

The planning tools also come with brief teacher tips to support small-group work and flexible instruction.

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

¡Arriba la lectura! grade 5 clearly presents the order of modules, weekly skills, and the purpose of each unit. Each module includes a theme, goals, and a brief explanation of what students will learn, supported by tools such as "Desarrollar redes de conocimientos" and the "Mapa de conocimientos," which help students see how ideas connect across content areas. Writing skills often show clear growth within a unit, and essential questions guide student learning.

The *Implementation Guide* outlines the program's overall purpose: students build knowledge and language by exploring meaningful topics that connect across grades. The new rationale document further explains that the sequence of modules is intentionally designed to begin with topics focused on the student and gradually expand to include science, social studies, and the arts, culminating in broader global perspectives. Later modules revisit earlier concepts and genres, deepening understanding and reinforcing literacy development.

Vocabulary also builds progressively across grades. For example, younger students encounter words like *cosechar* and *planta*, while by upper elementary they are engaging with more complex academic words such as *ecología* and *conservación*. This structured vocabulary growth demonstrates the intentional expansion of knowledge and language over time.

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

¡Arriba la lectura! grade 5 provides clear guidance to help teachers prepare for each unit and lesson. Each module begins with a section called "Bienvenidos al módulo," which explains the unit and provides tips for teaching key components, such as reading, writing, and vocabulary.

Each lesson includes step-by-step support, suggestions for small-group work, and ideas for adjusting instruction. The program also offers planning steps (STEPS) and video tutorials to help teachers get comfortable with the materials.

Overall, the program gives teachers the tools they need to feel confident and ready to support all students.

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

The grade 5 *¡Arriba la lectura!* provides helpful planning and instructional tools for teachers and leaders in the "Look Fors & Reflection Guide." The "Look Fors & Reflection Guide" expands leadership support by giving concrete checkpoints for the first thirty days of implementation. Leaders are guided to look for evidence such as benchmark assessments being administered, teachers using the HMH Ed platform for collaborative planning, and students engaging in daily whole-group routines across strands like foundational skills, reading, and vocabulary. The paired "Look Fors & Reflection Guide" provides leaders with structured questions to document classroom success indicators, celebrate progress, identify areas needing additional support, and distribute leadership among staff.

The Implementation Guide includes pacing calendars, instructional models, and year-long plans that support both classroom instruction and leadership monitoring. It provides administrators and coaches with clear structures for observing implementation, supporting teachers, and ensuring program fidelity throughout the school year.

The *Lenguaje dual: Guía de implementación* provides targeted guidance for administrators supporting dual language programs, including reminders to stay aligned with district and state policies. It also offers practical considerations and checkpoints that help leaders monitor implementation and ensure program fidelity across campuses.

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.

¡Arriba la lectura! for grade 5 provides teachers with helpful overviews at the start of each unit. These overviews include the main ideas, key vocabulary, and background knowledge students need to understand the lessons.

Each unit starts with a section called "Bienvenidos al módulo" (Welcome to the Module), which introduces the theme and focus. Teachers also get three types of vocabulary to teach: academic words, words that help build other words, and vocabulary strategies.

Overall, the materials make it easier for teachers to plan and give students the words and knowledge they need to succeed in each unit.

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

¡Arriba la lectura! grade 5 provides family letters for each unit in both English and Spanish. These letters help keep families informed and involved in what students are learning in class.

Each letter includes a section called "¡HOLA, FAMILIA! (HELLO, FAMILY!)" that gives a short summary of the unit and its main activities. There is also a section called "EN CASA: ¡Nos divertimos aprendiendo en familia! (BRING IT HOME: Learning fun for the whole family!)," which gives suggestions for how families can support learning at home.

In Module 8, "Un nuevo hogar," families are encouraged to talk about what a monologue is and the idea of something temporary. In Module 9, "Inesperado, inexplicable," families are invited to read stories that spark curiosity and talk about how characters handle problems.

The family letters are easily accessible through the program's "Navigation Guide" and can be downloaded as a PDF (in Spanish) or a Word document (in English). These resources help strengthen the home-school

connection by offering families simple ways to support vocabulary, reading, and writing practice outside the classroom.

1.3 Lesson-Level Design

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

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS).

In grade 5 *¡Arriba la lectura!*, the materials provide teachers with clear and organized lesson plans that align with the TEKS standards. Each module consists of three weeks of lessons, with each week comprising five daily lessons. Each lesson begins with clear learning goals, allowing teachers to know exactly what students should focus on that day.

For example, in Module 5, the goal is "Analyze plot elements like conflict and resolution." In Module 7, one lesson goal is "Recognize features and structure of informational texts."

The lessons also include helpful questions to check if students understand the goals. These are found in the *Compañero de enseñanza* guide. For instance, a teacher might ask, "What subtitles do you see on page 87?" or "How does the picture support what is happening in the story?"

Each lesson lists all the materials needed, such as posters, student books, and printable pages, and walks the teacher through step by step.

To check for mastery, every lesson includes a short quiz (Prueba corta de la lectura), each week ends with a weekly assessment, and each module ends with a full module test.

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 5, *¡Arriba la lectura!* provides teachers and students with numerous helpful tools to make lesson planning and teaching easier. There are links to worksheets, templates, slides, and vocabulary cards—everything a teacher needs for each lesson is easy to find.

Each lesson clearly outlines the materials that teachers and students will use. For example, in Module 6,

Lesson 8, it tells teachers to use vocabulary cards and slides, and it reminds them to have students take notes in their *miLibro* (student eBook).

The program also includes suggested times for each part of the lesson. For example, in the "Vistazo a la semana" (Week at a Glance), it indicates the recommended time allocation for each section, such as 30–45 minutes for writing. These time guides are also included in the "Planning Guide" and the *Implementation Guide* to help teachers stay organized.

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

The grade 5 *¡Arriba la lectura!* provides teachers with helpful ways to give students extended practice. Each unit has a section called "Extensión lingüística," with ideas to build vocabulary and language skills. For example, in Module 4, "El Lejano Oeste," teachers get tips on how to use the lesson materials to support language learning.

There is also a section called "Opciones para el trabajo independiente y colaborativo," which includes extra reading and writing activities that students can do on their own or in small groups. In Module 4, Lesson 2, this includes worksheets like Synthesize Information and Word Detective.

Students also complete a "Proyecto de investigación" (research project) that lasts a few weeks. For example, in Module 2, students plan a movie version of one of the stories they read. There are also digital activities, such as keyboarding practice with a printable called "Uso del teclado 2.1."

The materials also include tips for connecting Spanish and English, which helps bilingual students. Teachers can select activities that best suit their students and utilize them to provide extra support and practice.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The grade 5 *¡Arriba la lectura!* includes different types of assessments to help teachers see what students know and what they still need to learn. Diagnostic assessments are used at the beginning to check basic skills. Students name letters, read words aloud, and demonstrate their understanding of word sounds. These tests are available online and on paper. Formative assessments happen during the lessons and at the end of each week. For example, after reading "Los guardianes secretos" in Module 9, students answer questions to demonstrate their understanding. Weekly tests also ask students to read short stories and write responses, as in Module 7, where students read "Thomas Jefferson extraña su casa" and write about it. Summative assessments are administered at the end of each unit and include various question types, such as multiple-choice, short-answer, and essay questions. For example, in Module 5, students read a story and then write a full essay using details from the story to explain how the characters solved a problem.

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

The materials clearly explain the different types of assessments and their purposes.

The "Introducción a las pruebas" section explains that Evaluaciones iniciales (Initial Assessments) help teachers quickly check important reading skills that students need to be successful. These are given at the beginning of the school year to assess students' progress and identify any potential support needs.

The materials also explain to the teacher the purpose of each assessment. In Module 7, the "Bienvenidos al módulo" section says the "Evaluación del módulo 7" is used to "measure how well students understand the key skills taught in that module." This helps teachers see if students learned what they needed to from the lessons.

The materials also include other types of assessments, such as screening, diagnostic, and progress monitoring, to help identify which students may need extra help with reading. These tools provide teachers with information on the level of support a student may need, helping to guide their daily instruction. One teacher guide even states, "Continuous formative assessment guides daily instruction," showing that checking in with students often helps teachers adjust lessons based on what students need in real time.

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

The grade 5 *¡Arriba la lectura!* materials provide guidance to help teachers administer assessments consistently, but this support is only available in the "Evaluaciones de diagnóstico," not in the other types of assessments.

The "Guías para la administración y calificación" tells teachers to give the assessments one-on-one because students need to answer out loud. It also states that following the provided steps can help create a calm and positive experience for both the teacher and the student.

Teachers are given examples of what to say during the assessment; for example, "Diga: Lee estas palabras inventadas en voz alta. No son palabras verdaderas, por lo que no tienen sentido. Usa lo que sabes sobre los sonidos que representan esas letras para intentar decirlas. ¿Cómo se dice esta palabra?"

This kind of guidance is only found in the diagnostic assessments. The summative and formative assessments do not include these types of teacher directions or support.

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

The grade 5 *¡Arriba la lectura!* materials include a mix of diagnostic and formative assessments, aligned with the TEKS.

The "Evaluaciones de diagnóstico" feature oral reading fluency passages ranging from beginning grade 1 to grade 6, aligning with TEKS 5.4A and directly connected to specific lessons or instructional goals.

A formative assessment in Module 6, Week 3, aligns with weekly TEKS by including tasks that focus on theme, figurative language, literary elements, and grammar practice with adverbs.

Another formative assessment in Module 7, Week 1, aligns with the weekly objectives by assessing main ideas, cause-and-effect relationships, and grammar skills related to prepositions.

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

The grade 5 *¡Arriba la lectura!* materials include a prueba semanal (weekly test) and end-of-module assessments that are aligned with the TEKS and feature questions of varying difficulty levels. These assessments are available in both print and online formats.

For example, in Module 8, Week 2, the weekly assessment consists of six multiple-choice questions and one short written response. The end-of-module assessment comprises a variety of question types, including multiple-choice questions, Part A and Part B sets, a multiple-selection question, a short written response, and a longer written response.

In Module 9, Week 2, the weekly reading assessment consists of six multiple-choice questions and one short written response. The module test includes question types like a hot text question (where students click on parts of the text), nine multiple-choice questions, a Part A and Part B set, and both short and long written responses.

The answer keys for the module assessments include a section called "Grado de conocimiento" (Level of Knowledge), which indicates to teachers the difficulty level of each question. For example, in "Evaluación del Módulo 5," one question is marked as Level 2 and another as Level 3, showing that the questions are designed to challenge students in different ways.

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 grade 5 *¡Arriba la lectura!* materials provide helpful tools to guide teachers in understanding how well students are doing in reading, writing, and speaking. These tools include clear rubrics and scoring guides, allowing teachers to grade fairly and understand how to support each student's growth.

In the "All Resources" section, there are "Pautas de calificación," which are rubrics that help teachers and students score activities such as Conversación colaborativa, "Escribir sobre la lectura, and various types of writing, including poems, stories, opinion pieces, and research projects. The dual-language *Guía de implementación* provides teachers with scoring guidance on how students are performing in speaking, reading, and writing. It also includes a helpful section called "Mi caja de herramientas lingüísticas," which provides ideas for next steps based on student results. In the "Recursos adicionales," there are additional rubrics that help teachers assess how students are performing on writing and speaking tasks, ensuring consistent grading.

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

The grade 5 *¡Arriba la lectura!* materials give teachers helpful support to use student assessment results to guide their teaching. The program provides clear guidelines for grouping students, planning lessons, and offering one-on-one assistance tailored to each student's progress.

In "Evaluaciones para verificar el progreso," teachers get step-by-step guidance on what to do when students need extra help. For example, if a student struggles with retelling a story, the guide suggests practicing reading together and demonstrating how to apply comprehension strategies to different texts. At the start of each module, the "Bienvenidos al módulo" section gives tips on how to group students by skill level. This helps teachers plan small-group lessons that match students' needs. During writing lessons, teachers are encouraged to meet individually with each student. They help students set writing goals and provide feedback as they work, ensuring everyone receives the support they need to improve.

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 grade 5 *¡Arriba la lectura!* materials include tools to help teachers track students' progress. There are also tools for helping students monitor their own progress.

Teachers use the "Evaluaciones para verificar el progreso" to check students' oral reading fluency.

Each grade level includes a "Comprehensive Record Form" that lets teachers record reading fluency and comprehension scores.

Although the materials provide answer keys for assessments, there is no clear system for teachers or students to track growth. Students are provided tools that help them reflect on or measure their own progress. For example, in "All Resources," Module 12, *Cuaderno del escritor*, "Pautas de la calificación para un poema narrativo," students use a rubric to track their improvement in poem writing over time.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

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

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills .

Grade 5 *¡Arriba la lectura!* provides teachers with guidance to support students in developing grade-level skills. For example, the "Minilecciones del rotafolio de mesa Lectura" offer short, focused lessons to review important reading concepts. One activity says: "Según sea necesario, ajuste la instrucción para que los estudiantes . . . YA CASI OTRO PASO: señalen palabras del área temática en el texto." Students use pictures and other text features to determine the meaning of tricky words.

The materials encourage students to work independently. In the "Desarrollar la independencia" section, teachers are guided to have students complete a text or begin a new one, using a graphic organizer to find and understand words related to the thematic area. This helps students expand their vocabulary and improve their comprehension of academic texts.

There are lessons for working in pairs, where students receive sentence starters and strategies, such as "3-2-1" or "Técnica de dos palabras," to help them discuss new vocabulary. One sentence frame states: "La palabra del área temática _____ significa _____. Las pistas del contexto que me ayudan a determinar el significado de la palabra son _____."

The lessons follow a gradual release model—the teacher models, then students attempt with support, and eventually work independently. This structure supports all students, especially those who require extra help, in building confidence and acquiring reading skills.

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)

¡Arriba la lectura! grade 5 supports students in understanding new or unfamiliar words before they start reading.

In Module 5, before reading "Papas en las azoteas, horticultura en la ciudad," students review key vocabulary such as *urbano*, *humildes*, *parcelas*, *transformar*, *alternativa*, *artificial*, *producir*, and *influyen*. This pre-teaching helps students understand key terms they will encounter in the text.

The materials also include Tarjetas de vocabulario to support teachers as they teach academic words. These cards display the word, a corresponding picture, and its definition. Teachers display them during the lesson to support students as they build understanding.

In Module 2, Lesson 6, the materials include a vocabulary routine that allows students to see, hear, say, and discuss the new words. For example, students work with the word *ligaduras*. The materials ask them to answer these questions: "¿Qué tipos de ligaduras usan para la ropa? ¿Qué tipos de ligaduras usan para mantener juntos los papeles?" This conversation provides students with an opportunity to connect the word to real-life examples.

In Module 7, before reading "SpaceShipOne," students also review vocabulary words such as *encendió*, *sintética*, *física*, *híbrido*, *escape*, and *institución*. These supports help students better understand the texts and prepare them for deeper reading.

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 .

¡Arriba la lectura! grade 5 includes helpful guidance for students who already understand the main concepts and are ready for more challenging work.

"Minilecciones del rotafolio de mesa Lectura" provides extension activities in the section "Apoyar a los estudiantes en varios niveles de destreza de lectura." Teachers are encouraged to help students progress from *Ya casi* to *Otro paso* by giving them opportunities to work more independently and think more critically.

"Estrategias de lectura" asks students to think about what a character might be thinking or saying during a story. The guidance says: "Anímelos a que piensen en lo que podría decir o pensar un personaje en ese momento." Students can use speech bubbles, sticky notes, or drawings to show their ideas as they read.

The materials guide teachers to use the "Cartel didáctico" for vocabulary extension. Students list unfamiliar words from the text and use context clues, such as pictures or nearby words, to figure out what the words mean. Then they talk with a partner about how they figured it out.

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.

¡Arriba la lectura! grade 5 provides teachers with guidance for explaining to students how to understand key reading and writing skills.

In Module 4, Lesson 11, teachers guide students as they learn how to visualize while reading historical fiction. The lesson prompts teachers to explain that good readers imagine what things looked, sounded, or felt like in the past using all five senses. Students use "Cartel didáctico 6" and practice this skill while reading "In the Pioneer Era."

In Module 4, Lesson 13, the materials provide teachers with explicit prompts as they guide students on figuring out word meanings using prefixes and suffixes. Teachers read example words aloud and explain how parts like *-ero* and *-logo* provide clues to a word's meaning. For example, the teacher says: "Sé que el sufijo *-logo* se refiere a alguien que estudia algo . . . Cuando agrego el prefijo *phono-*, la palabra 'phonologist' significa 'una persona que estudia sonidos'." Students then practice with more words using the Generative Vocabulary 4.13 activity.

The materials explicitly support writing lessons. When teaching students how to revise their writing, teachers are prompted to discuss balancing dialogue with action and description. The "Mostrar y motivar" section provides examples and visuals to help students understand how to improve their writing.

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

¡Arriba la lectura! grade 5 supports and guides teachers in using different teaching methods, so all students stay engaged and understand the lesson.

In Module 3, during a unit on natural disasters, teachers begin by giving a brief lesson and then show a video to engage students. They also use a "Mapa de conocimiento" to help organize ideas. Students

connect the new topic to what they already know, work through guided and independent practice, and rotate through small groups, partner activities, and centers to practice the skills.

In Module 1, the writing lessons give teachers effective steps to follow. Teachers begin with a focus question to initiate a class discussion. Then, together with the class, the teacher models a think-aloud to demonstrate how to understand the text, uses an anchor chart to review the writing process, and shows students how to pick a topic. Then, students write their own examples to model what good writing looks like.

In Module 7, Lesson 3, the *Compañero de enseñanza* provides teachers with prompts to help students make predictions while reading. One example says: "Esto me hace pensar que leeremos acerca de un experimento . . ." Students also take notes and work in groups to answer questions using "Conversación colaborativa." Teachers introduce new vocabulary, such as *cronología*, *expedición*, and *progreso*, using Tarjetas de vocabulario that display a picture, a definition, and a sentence featuring the word.

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.

¡Arriba la lectura! grade 5 provides teachers with guidance to use different types of practice, like working as a class, in small groups, with a partner, or independently.

Module 7, the "Opciones para la enseñanza" section states, "Asigne libros + material de enseñanza a los estudiantes." The materials also include "Lecturas por niveles," which feature small-group lessons. Teachers are guided to "Elija sesiones adecuadas a las necesidades," so they can pick lessons based on what each group needs.

The lessons also support teachers by explaining how texts are organized. In Module 7, the "Conectar y enseñar" section reminds teachers to tell students that authors choose text structures—like *secuencial*, *problema y solución*, or *comparar y contrastar*—to make their ideas clearer. For example, the informational text "Hacia lo desconocido: Arriba y abajo" uses *causa y efecto* to explain what happened and why.

The materials also show teachers when to use different group formats. In Module 7, "Opciones para la enseñanza" says: "Mientras la clase trabaja de manera independiente y colaborativa, reúnanse con los Grupos de lectura guiada o ajuste la enseñanza según las necesidades de los estudiantes." This means that while the rest of the class works alone or in pairs, the teacher meets with small groups to provide extra help.

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 .

¡Arriba la lectura! grade 5 provides teachers with helpful tools to support students who are learning in two languages.

In Module 6, Lesson 6, teachers are encouraged to give extra language support by using graphic organizers. Students fill them out with words from the text that help them picture what is happening. Teachers also ask students to find and write words related to the senses of sight, sound, smell, taste, and touch to help build their vocabulary.

The teacher's guide features a special section specifically designed for bilingual instruction. It includes ideas and strategies to help students who are learning to read and write in both English and Spanish. This helps students participate in discussions and gain a deeper understanding of the content in both languages.

The materials also include an *Implementation Guide made for Dual Language Programs*, which provides teachers with support for lesson planning, connecting lessons across different subjects, and following a *Pacing Guide*. Each module features a planning tool that includes vocabulary for various content areas, suggested activities, and a weekly schedule to help develop skills in both languages.

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.

¡Arriba la lectura! grade 5 includes embedded guidance for teachers to support bilingual students to help them build academic vocabulary through speaking and listening. For example, in Module 5, Lesson 10, students engage in conversations about the weekly reading and discuss possible themes. The teacher guides them to use their "Mapa de conocimientos" to answer questions out loud and explain what they have learned. Students also use sentence stems to help them talk about key ideas, making cross-linguistic connections through oral discourse and their thoughts in both English and Spanish.

The materials also include support for writing development. In Lesson 3, students write an advertisement script using information from the text. In the *Taller de escritura*, they examine a mentor text to identify useful vocabulary and establish a personal vocabulary bank for their own writing. This helps students make connections between what they read and what they write.

In Module 7, students build vocabulary and comprehension through group discussion. Teachers use the question "¿Qué papel tiene la curiosidad en la exploración?" to get students thinking and talking. They follow a think-pair-share routine, using the new words they learned in the lesson. To make cross-linguistic connections, the teacher asks students if any English and Spanish words resemble each other and what they mean. Then, the class has a guided discussion using those words.

These lessons demonstrate how the materials help bilingual students develop their speaking and writing skills by providing them with tools to discuss texts, expand vocabulary, and connect ideas across both languages.

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)

¡Arriba la lectura! grade 5 provides clear teacher guidance in Spanish to support students in expressing their opinions and organizing presentations for specific purposes and audiences, aligned with the SLAR TEKS.

In Module 5, students complete a "Tarea de rendimiento" where they write an opinion piece about being more eco-friendly. The teacher guides them to consider the audience (other children) and the purpose of the writing. Students organize their ideas using lists and graphic organizers.

In Module 3, Lesson 5 of *Taller de escritura*, students learn how to write a persuasive essay. The teacher uses a visual chart to explain the parts of an argument and supports students as they plan their writing using the *Cuaderno del escritor*.

In Module 1, Lesson 15, students prepare a group presentation for a business plan project. Teachers help students organize their materials, practice their speaking parts, and present in front of an audience that may include classmates, family, and other guests. Listeners are encouraged to take notes and ask questions afterward.

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)

¡Arriba la lectura! grade 5 includes teacher guidance on providing opportunities for students to practice giving, repeating, and following oral instructions in Spanish.

In Module 4, Lesson 5, students practice giving and following directions to move from one place in the school to another. The teacher provides examples first, such as how to get from the classroom to a new destination, and then students practice. They work in groups to choose a new destination and give step-by-step oral directions. They also talk about what made the directions clear or confusing.

In Module 6, Lesson 5, the teacher explains that when giving instructions, students need to think carefully and use clear verbs of action. For example, the materials say, "Deben usar verbos de acción específicos para que los oyentes sepan exactamente qué hacer." The teacher also reminds them to speak clearly so all the words can be understood.

In Module 6, Lesson 15, students work in pairs to practice restating and giving instructions. One student gives instructions on how to draw part of an image by saying "de derecha a izquierda o de arriba abajo," while the other student follows the instructions with a pencil. The students switch roles, providing both students with opportunities to improve their speaking and listening skills.

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 5 *¡Arriba la lectura!*, students are provided opportunities to practice listening carefully, asking thoughtful questions, and engaging in meaningful conversations to understand and share ideas.

In Module 4, *miLibro* has a "Conversación colaborativa" activity where students are encouraged to listen closely to what others say and think about questions or similar ideas. The materials say: "Escucha atentamente las ideas de los demás. ¿Qué preguntas tienes? ¿Cuáles de tus ideas son semejantes a las de los demás?"

In Module 8, *miLibro* includes another "Conversación colaborativa" where students ask questions and add to others' thoughts. It says: "Refuerza tus respuestas con ejemplos y citas de ¡Descubre el Lejano Oeste! En tu conversación, haz preguntas y agrega comentarios que amplíen las ideas de los demás."

In Module 4, *miLibro* also helps students reflect on and discuss what they have learned. They go back to what they wrote in "Prepárate para leer," tell a partner two things they learned, then discuss questions as

a group: "Vuelve a leer lo que escribiste en la sección Prepárate para leer. Dile a un compañero dos cosas que aprendiste del texto. Luego trabaja en grupo y comenta las preguntas de abajo."

4.B Phonics (Encoding/Decoding)

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

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

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

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

¡Arriba la lectura! grade 5 follows a clear order to teach important reading and spelling skills in Spanish. In the first modules, students learn how to break words into syllables, find the stressed syllable, and use accent marks correctly.

In Module 1, Week 1, the focus is on *palabras agudas*. On Day 1, students learn how to break words into syllables and determine where the stress falls. They also learn how to decide if a word needs an accent mark. On day 3, they continue this work with more practice. In Week 2 of the same module, students move on to *palabras graves*, learning to recognize when the stress falls on the second-to-last syllable.

In Module 2, students continue to build on what they have learned by reviewing the rules and practicing how to apply accent marks to various word types. The materials help them understand how stress and syllables work together when reading and writing.

In Module 5, Week 1, the focus is on how to spell verbs in the conditional tense, especially when they end in *-ía*. Students learn that these words always have an accent mark on the *i* and practice writing them correctly. The materials also explain why it is important to pay attention to how a word sounds when deciding where the stress goes.

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)

¡Arriba la lectura! grade 5 guides teachers as they demonstrate to students how to break longer Spanish words into syllables and understand how to read and spell them correctly. The lessons include explicit steps for students to learn about syllable stress, diphthongs, and hiatus. The *Teacher's Guide* offers clear examples to help students practice reading and writing with accuracy.

In Module 1, Week 2, Lesson 6, teachers help students divide words like *florero* into syllables (flo-re-ro) and point out that *re* is said more strongly. Students practice with more words like *papel* and *película* to learn that only one part of a word is stressed, and the other parts are softer.

In Module 2, Week 1, Lesson 1, students learn how to spell *palabras agudas* (words with the stress on the last syllable). Teachers use examples like *cantó*, *salté*, and *jarrón*, and explain that these words need an accent mark (tilde) if they end in a vowel, *n*, or *s*.

In Module 9, Week 3, Lesson 13, students complete a sorting activity. They use words such as *así*, *aquí*, *pulmón*, and *además*, and group them based on their final letter. This helps students understand how the ending of a word relates to its stress and spelling.

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)

¡Arriba la lectura! grade 5 provides students with activities and resources to practice breaking apart and spelling longer Spanish words, and reinforcing skills, such as determining where to place the accent. These activities are systematic and build on what students have learned in earlier grades.

In Módulo 2, students focus on *palabras graves*. They read words and answer questions like: "¿Qué palabras no terminan en vocal, n ni s?" and "¿Cuál necesita tilde?" Then, students read sentences and look for *palabras graves*, deciding which ones need an accent. Later in the unit, they apply what they know about *hiato* to decide when these words need a tilde.

In Módulo 12, students work with both *palabras agudas* and *graves*. First, they discuss with a partner how to distinguish between the two. Then, they read sentences and write down which type of word they find. Students also read a list of words and answer questions like: "¿Cómo saben que una palabra es aguda o

grave?" and "¿Por qué lleva tilde esta palabra?"

In Módulo 1, students use the practice worksheets, "Aprende y demuestra," to find and label *palabras esdrújulas* and *sobreesdrújulas*. They underline the syllable that is said the loudest (*sílaba tónica*), separate the word into syllables, and decide what kind of word it is. These tasks help students develop, practice, and reinforce their skills in decoding and encoding multisyllabic words.

4.B.1d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in connected authentic Spanish text that builds on previous instruction. (S)

Students practice reading and spelling longer Spanish words by breaking them into syllables and learning how accents are used. The lessons include various types of activities—some with word lists, and others that utilize real reading or writing.

In Module 2, Week 2, students read lists of words and figure out which ones are *palabras esdrújulas* (words with the stress on the third-to-last syllable). The teacher shows a slide with rows of words and asks, "Why are these words *esdrújulas*?" Students use a worksheet to underline the strongest syllable in each word. In Module 1, students also practice reading words and determining whether they have open or closed syllables by sounding them out.

In Module 1, Week 1, students review what they have learned about syllables in earlier grades. They talk about how some syllables end in vowels and others in consonants. Then, they read short texts to find these patterns. In Module 2, students again study *palabras esdrújulas*, but this time they work with examples in real sentences and talk about why these words always have an accent.

Students also practice spelling based on these lessons. In Module 2, Week 3, students write their spelling words by hand or on a computer, using examples from the teacher guide. In Module 10, they review words from grade 4 and practice with new ones using dictation sentences. Then, in Module 1, students sort words by determining where the stress is (such as *agudas*, *graves*, and *esdrújulas*) and explain their choices.

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.

¡Arriba la lectura! grade 5 includes a systematic and authentic sequence for teaching Spanish morphemes across the year. Each module introduces new prefixes, suffixes, or roots in a clear and consistent way that builds on prior learning.

Spanish morphemes are presented in the following modules: Module 1, Week 1: "Prefijos del latín ex- / centi-, raíz del griego fono;" Module 1, Week 2: "Sufijo -idad, -dad and review of ex- and fono;" Module 1, Week 3: "Sufijo adverbial -mente and continued review of -idad, -dad;" Module 2, Week 1, Lesson 4: "Prefijo del latín re-, prefijo requete-, sufijo del latín -ísimo/-ísima; review of -illo, -illa;" Module 2, Week 2, Lesson 10: "Prefijos del latín in-, im-, i-;" Module 2, Week 3, Lesson 13: "Sufijos -cultor/-cultora, -ario/-aria, -umbra."

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)

¡Arriba la lectura! grade 5 follows a consistent and authentic sequence for teaching Spanish morphemes across the year. Each module includes a "Vocabulario generativo" section that helps students explore prefixes, suffixes, and roots to understand how words are built and what they mean. The instruction builds week by week, allowing students to revisit and apply previously learned morphemes.

In Module 1, Week 1, students are introduced to the Latin prefixes *ex-* and *centi-*, as well as the Greek root *fono*. They explore how these morphemes appear in words like *experimento* and *teléfono*, learning that *ex-* means "out" and *fono* means "sound."

In Module 1, Week 2, students focus on the suffixes *-idad* and *-dad*, which form nouns that express qualities, such as *dignidad*, *humanidad*, and *velocidad*. Students identify the root and learn how these endings affect meaning.

In Module 1, Week 3, the adverbial suffix *-mente* is introduced, enabling students to transform adjectives into adverbs, such as *rápido* into *rápidamente*. This builds on prior lessons with *-idad* and *-dad*.

In Module 2, Week 2, Lesson 10, students explore the Latin prefixes *in-*, *im-*, and *i-* to understand how they indicate negation, using examples like *imposible*, *ilegal*, and *injusto*. They learn how the prefix changes depending on the first letter of the root word.

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 *¡Arriba la lectura!* grade 5 students get lots of chances to learn and practice how Spanish words are built using prefixes, suffixes, and roots. The materials include activities that help students understand what these word parts mean and how to use them.

In Module 5, Lesson 4, students learn about the Greek prefix *anti-* and the Latin root *terra-*. The teacher shows them how these parts help explain the meaning of words like *antideportivo*, *antibiótico*, *terrazza*, and *territorio*. Then, students work together to guess the meanings of the words, verify their ideas in a dictionary, and write sentences using the words.

In the Prueba interactiva de vocabulario generativo, students look at pictures and sentences to learn new word parts. They mix prefixes and suffixes with base words to create new ones, then match them to sentences and write their own.

In Module 1, Lesson 4, students study the prefixes *ex-* and *centi-* and the Greek root *fono*. They read words like *explosiones*, *experimento*, and *teléfonos*, and use what they know to figure out what the words mean.

In each weekly Evaluación del módulo, there are questions that help students review what they have learned about prefixes, suffixes, and roots.

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)

¡Arriba la lectura! grade 5 provides different activities and resources in Spanish that help students build, practice, and review grade-level morphological skills.

In Module 1, Lesson 4, students work with the Greek root *fono* and the prefix *ex-*. For example, the teacher points out words from "El secreto del inventor" like *fonógrafo*, *teléfonos*, *explosiones*, and *experimento*. Students are shown how adding the prefix *ex-* changes the meaning of a word, using context clues to understand that *experimento* means "ensayar o hacer una prueba."

In Module 1, students use the "Práctica interactiva: Vocabulario generativo," where they complete a table with new words containing the suffix *-mente* and write definitions for each word.

In Module 4, Lesson 7, students review key vocabulary by creating "Mapas de cuatro cuadros." They fold a blank sheet into four sections and write sentences using critical vocabulary words, sharing their work in pairs using the Pensar-Emparejarse-Compartir routine.

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)

¡Arriba la lectura! grade 5 helps teachers show students how to use tools like dictionaries and glossaries to understand new words. For example, in Module 6, Week 2, the "Fuentes de referencia" section guides teachers to explain how these tools can help students determine the meaning of words and comprehend what they are reading. Teachers discuss the distinction between a footnote and a glossary. A footnote provides the meaning of the word, but a glossary provides the meaning, a sentence example, and grammar info—and it is all in alphabetical order.

The materials support teaching how to use digital tools, such as online dictionaries or eBooks. In Module 6, Week 1, the teacher reads a short passage and explains how students can use various word tools, such as dictionaries, glossaries, or thesauruses, to find word meanings. For example, students look up the word *preservar* and read three possible definitions. The teacher helps them choose the one that best fits the sentence.

In another lesson, students learn to look up the word *mito* in a print or online dictionary. The teacher reminds them they can use these tools anytime they see a word they do not know. Students also use context clues from the sentence to figure out which meaning or synonym makes the most sense.

These lessons provide students with various ways to learn new words and develop their reading and writing skills in Spanish.

4.C.1b – Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary. (S)

The grade 5 *¡Arriba la lectura!* materials provide students with numerous opportunities to learn new words in Spanish. These tools help students understand the meaning of words, how to pronounce them, and their origins.

In Module 1, the important vocabulary words are shown in both the printed and online books. Each word includes its meaning and part of speech. In the online version, students can click on a word in the story to see its definition.

The materials also come with Tarjetas de vocabulario (vocabulary cards). Each card shows the word, how to say it, how to break it into syllables, and what it means. Teachers are guided to say the word out loud, have students repeat it, explain the meaning, and ask students to share their own examples.

Students can also demonstrate their knowledge by taking an online quiz called Prueba interactiva de vocabulario. This gives them a chance to practice and check their understanding.

Later in the unit, students learn where some words originate by examining Greek and Latin roots. For example, in Module 3, students learn about the Greek root *grafo*, the Latin root *liberar*, and the suffix *-ico*. This helps them notice patterns and better understand other words, too.

These lessons make it easier for students to build vocabulary and become more confident readers and writers in Spanish.

4.C.1c – Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade-level Spanish language arts TEKS. (S)

The grade 5 *¡Arriba la lectura!* materials teach students how to figure out the meaning of words they do not know by using clues in the sentence. This helps them understand what they are reading and become stronger readers in Spanish.

For example, in Module 1, Week 1, there is a lesson titled "Claves del contexto." The teacher tells students that clues can help them understand tricky words. The teacher shows two examples: In the sentence "parecía una fotografía," students learn that *realista* probably means "something that looks real." In another sentence, they figure out that *abundante* means "a lot of food" because it says "no podía ni moverme."

Students also use a poster called "Cartel didáctico 24: Claves del contexto" to learn different types of clues. In Module 3, Week 5, students complete a worksheet called "Palabras del área temática" to practice using clues from the text to understand new words.

In Module 1, Lesson 3, students complete the activity "Estrategia de vocabulario 1.3." After the teacher explains the word *realista*, students try it on their own with words like *logro*, *parecida*, *descanso*, *sonaban*, and *experimentar*. They read the sentences, talk about the clues they see, and write what they think each word means.

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)

In *¡Arriba la lectura!* grade 5, students practice reading in Spanish with texts that match their grade level. The lessons use topics such as science and social studies to support students as they learn to read more fluently and with purpose.

Each module has Centros de lectoescritura (reading and writing centers). One activity is a Reader's Theater, where students read a short play out loud, rewrite parts to make it their own, and perform it. They also check their fluency using a self-assessment.

Every module includes at least three printed texts that cover real-world topics, such as science or history. These help students learn new information and practice reading at the same time.

In Module 4, students read six texts over the course of three weeks. In the first week, they read "El ferrocarril de los celestiales" by Bruce Watson and "Asentamientos rurales." The following weeks include more texts that help build reading fluency.

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)

In *¡Arriba la lectura!* grade 5, students practice reading out loud in various ways: individually, with a partner, or in small groups with the teacher. These activities are structured to help students "read with fluency, accuracy, and expression."

In Module 5, Week 1, Lesson 2, students work on independent or group activities while the teacher meets

with small groups. The materials offer options such as Word Detective and Listening and Speaking Practice, which focus on developing fluency skills.

Teachers guide students in reading with the right pace and tone. Then, students practice reading with a partner or in small groups, while the teacher listens and gives feedback. These routines help students sound more natural and confident when they read.

Reader's Theater is another activity used to build fluency. Students take on different parts in a short play and practice reading their lines with expression. The teacher assigns roles based on students' reading fluency levels, allowing all to participate and develop their fluency skills.

In Module 3, Lesson 1 and Module 5, Lesson 6, the materials include lessons that help students practice reading out loud with the right feeling and rhythm (prosody). These lessons help students understand how their voice can show meaning when they read.

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)

In *¡Arriba la lectura!* grade 5, students are provided with a variety of tools and books in Spanish to practice self-sustained reading.

In the e-book *Read Along the Santa Fe Trail*, students learn what it was like to travel from Kansas to California in the 1800s. There is a six-page worksheet where students can answer questions about the material they have read.

Revistas Adventures Magazine is a resource provided to support students in self-sustained reading. Students can read or listen to the stories and demonstrate their understanding by answering questions or completing short activities.

Each unit has a section called Centros de lectoescritura, where students work on reading activities independently. They use a reading log ("Registro de lectura"), a reader's theater script ("Teatro del lector"), and a sheet to reflect on their independent reading ("Lectura independiente").

There is a digital book called "myBook," in which students can press play to hear a story while reading along. Students highlight parts they think are important and leave notes about their thoughts.

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

¡Arriba la lectura! grade 5 provides structured support to develop reading fluency in Spanish. They include authentic and transadapted texts that are aligned with specific reading purposes and designed to target key elements of fluency, such as expression, accuracy, phrasing, and reading rate.

Each module includes a Centros de lectoescritura component, which features plays written in Spanish. These texts are designed for oral reading practice and allow for differentiated instruction by assigning roles based on fluency levels.

The materials offer dedicated fluency lessons that focus on important reading elements. For example, Module 2, Lesson 1 uses "Soñando despiertos" to model and practice expression. Lesson 6 features "¡Qué día tan espectacular!" to work on accuracy and self-correction. Lesson 11 includes "Mi informe de investigación" to develop intonation.

Language objectives are clearly stated in each lesson to support comprehension and guide instruction during fluency practice.

Additionally, Tablas de correspondencia (alignment charts) are provided to connect foundational skills and vocabulary lessons from *¡Arriba la lectura!* to sessions in the "Taller de destrezas fundamentales y estudio de palabras." These resources help reinforce fluency instruction and offer extra practice or reteaching opportunities as needed.

Every module includes fluency components that integrate with comprehension goals and provide support across lessons.

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)

¡Arriba la lectura! grade 5 includes resources to support the teaching of handwriting. The lessons are grade-level appropriate and aligned to the students' skill levels.

For example, if students need support in learning how to slant their cursive letters, the teacher is guided to say, "La mayoría de las letras cursivas están levemente inclinadas hacia la derecha." Students practice writing the lowercase alphabet and check their slant by drawing a straight line through each letter. If their letters are tilted the right way, the lines will match up.

The "Cartel didáctico 36: Auxiliar de caligrafía en cursiva" poster reminds students to consider the size and shape of each letter and to practice connecting letters smoothly—not too short and not too long.

The materials include the section "Recursos: caligrafía" to help students understand the difference between print and cursive. It explains that in print, students usually pick up their pencil more often, but in cursive, they can keep writing without lifting it as much. The materials provide handwriting examples for students as guides while they practice.

In Module 8, Week 1, Lesson 1, in the section "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 *casa*, *caza*, *tuvo*, *tubo*, *azar*, and *asar*.

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 *¡Arriba la lectura!* grade 5, students are given multiple opportunities to practice handwriting in Spanish through instructional activities aligned with grade-level content.

Each week, students write word lists as part of their spelling practice. For example, in Module 3, the teacher reads aloud a bolded spelling word and its corresponding sentence. Then the teacher repeats the word, and students write it down. This activity is called "Oraciones para dictado: Palabras con *r* y *rr*."

Students also practice handwriting in lessons like "Caligrafía/Uso del teclado," where they write or type spelling words. If they need help, they can refer to handwriting models in the "Recursos: caligrafía section." This resource models how to form each letter using arrows and clear examples.

In Module 2, students complete a writing activity in which they handwrite their own story to contribute to a class magazine. This provides them with authentic practice—a genuine reason to write—and helps them use their handwriting in a creative way.

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.

The *¡Arriba la lectura!* grade 5 lessons are grouped into units that help students build knowledge in various subjects, including science, social studies, literature, and the arts. Each unit is based on a theme and utilizes various types of texts, including stories, poems, articles, and biographies, to help students gain a deeper understanding of the topic.

In Module 3, "Desastres naturales," students learn about natural disasters through texts including fiction, nonfiction, and persuasive writing. These texts help students understand what natural disasters are and how they affect people.

In Module 4, "El Lejano Oeste," students focus on history. They learn about the westward expansion by reading various types of texts, including historical fiction and articles that depict what life was like for the people who migrated west.

In Module 6, "Arte para todos," the focus is on the arts. Students read biographies about artists and performers like Rita Moreno, Louis Armstrong, and Phillis Wheatley. They also read poetry and stories that show how people express themselves through music, art, and writing.

Other modules build on these ideas. For example, in Module 10, students read about animal behavior in science. In Module 2, they learn about storytelling and story elements through creative fiction. In Module 7, they complete a fun project where they research three famous explorers and write short biographies.

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

The grade 5 *¡Arriba la lectura!* materials help students build knowledge over time—both within the school year and across different grade levels. The following examples show how learning connects and grows:

The *Implementation Guide* features a chart that illustrates the connections between topics across grades 2 through 5. For example, in science, students learn about habitats in grade 2, animal behavior in grade 3, the protection of natural resources in grade 4, and animal life in grade 5.

The idea of community also builds over the years. In grade 2, students learn how to be good citizens. In grade 3, they learn how people can improve their communities. In grade 4, they explore how people have always found ways to communicate. Then, in grade 5, Module 8 focuses on how people adjust and build new lives when moving to a new place.

Inside grade 5, students use a "Mapa de conocimientos" (concept map) to keep track of what they are learning each week. As they read and explore different texts, they add new ideas to the map and make connections to their own lives.

There is also a *Secuencia de instrucción* (Instructional Sequence) that provides teachers with a clear plan for how lessons build upon each other throughout the year.

The materials include a chart that shows how reading and language skills—like spelling, sounds, and grammar—develop from grade K through grade 6. This helps teachers understand how each year builds on the last.

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 *¡Arriba la lectura!* grade 5, the lessons are built to help students learn deeply about a topic over several weeks. Each unit focuses on a theme and includes connected Spanish texts and activities that help students grow their vocabulary, reading skills, and understanding of the world around them.

In Module 6, "Arte para todos," students spend three weeks learning about how people create and share art. They read biographies and other texts, like "Christo y Jeanne-Claude" and "La gran prueba de Phillis," and practice finding the main idea, looking at the author's style, and learning new words. During this time, they also work on a big project called "Artista por un día," where they research and present their own art-based ideas as a team.

In Module 8, the unit focuses on how people adapt to new places and make them feel like home. The essential question is: "¿Cómo nos adaptamos a nuevas experiencias y hacemos de un lugar nuestro nuevo hogar?" Students watch a video called "Una chica nueva en la ciudad" and talk about what it is like to move to a new country. The texts they read are all connected to this big idea and help them understand it from different points of view.

In Module 3, students learn about natural disasters. They read various types of texts, including nonfiction stories, persuasive writing, and realistic fiction, to understand the causes of disasters and their impact on people.

In Module 4, students learn about history by reading texts related to the history of westward expansion. They read both informational articles and historical fiction, helping them understand what life was like for colonists and how to spot important details and the author's choices in texts.

In every unit, the Spanish texts are intentionally grouped around the same theme. The materials even state that these carefully selected thematic collections help students develop strong reading skills and gain a deep understanding of the topic.

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

The grade 5 *¡Arriba la lectura!* materials include anchor texts that match the main topic of each unit, which helps students learn more about the theme as they read. However, there is not a clear connection between the texts or reading skills from one unit to the next across the school year.

Module 8 in grade 3 and Module 1 in grade 5 both focus on inventors and inventions. Although the topics are similar, the materials do not clearly connect them or demonstrate how students build upon what they learned in earlier grades.

In Module 5 of grade 5, students learn about ways to protect the Earth and care for the future. This idea is related to grade 4 units, such as Modules 6 and 9, which discuss Earth's natural wonders and the importance of conserving resources. However, the materials do not explain how these ideas connect or grow from grade to grade.

While each grade 5 unit includes texts that align with the topic, there is no clear plan showing how students build upon what they have already learned, either throughout the year or across different grades.

Overall, the anchor texts support learning within each unit, but there is no strong or obvious connection

between the texts or skills across the full grade level.

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

The grade 5 *¡Arriba la lectura!* materials include vocabulary, discussion, and writing activities that are connected to the unit's topic.

In Module 2, "¡Qué imaginación!," students focus on storytelling and explore different ways to tell a story. They learn new words through the anchor text, "Doña Flautina Resuélvelotodo," and talk about how those words are used in the story. For discussion, students answer a question like "¿Qué efecto tiene el género en la forma en que se narra una historia?" and then read a text to support their thinking. For writing, they read "La amenaza de los hipnotizadores invasores" and write a creative story about a character going on a journey, which ties back to the unit theme of imagination.

In Module 5, "Proyecto Tierra," the unit is about protecting natural resources. Students learn vocabulary from the text "Papas en las azoteas," which includes words such as *urbanos* and *transformar*. They discuss questions like "¿De qué manera puede el cuidado de la Tierra... mejorar la vida ahora y en el futuro?" using the text to help explain their ideas. For writing, students read "El cuidador de elefantes" and write an opinion piece about an environmental topic they care about.

In Modules 4 ("The Wild West") and 7 ("Above, Below, and Beyond"), students also complete reading, writing, and vocabulary exercises that directly connect to the unit theme.

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.

The grade 5 *¡Arriba la lectura!* materials activate background knowledge by making connections to content learned in previous grade levels. For example, in Module 9, Lesson 4, "Vocabulario generativo: Sufijos -ificar, -ismo, -ista, -mente," students review suffixes they previously studied.

In Module 5, the teacher guide suggests starting the unit by saying, "Diga a los estudiantes que en este módulo leerán textos y medios relacionados con el cuidado de la Tierra." It also includes a short video reminding students to listen for facts to activate their background knowledge learned previously.

In Modules 4 and 5, teachers help students fill out KWL charts (what they *know*, what they *want* to know, and what they *learned*), activating the previously learned content.

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

¡Arriba la lectura! Grade 5 includes strategies to activate students' background knowledge before reading. Students are provided with activities to help them make connections across units within the grade level.

Module 3, students are guided to "sintetizarán lo que han aprendido sobre el tema y harán conexiones con la persona, la sociedad y con otros textos."

Essential questions and videos are used to introduce new units within the grade level, while making connections across units, such as in Module 7, "Arriba, abajo y más allá."

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)

The grade 5 *¡Arriba la lectura!* materials give students helpful background information in Spanish to get them ready to read and understand the texts. This includes videos, concept maps, and vocabulary activities that make the lessons more engaging and easier to follow.

In Module 8, Lesson 1, Week 1, the lesson starts with "Presentar el tema: Un nuevo hogar." Students watch a short, informative video to learn facts about the topic, and then use a "Mapa de conocimientos" (concept map) to start building ideas around the theme of moving to a new home.

Also in Module 8, students watch a fun video where an apple and a muffin argue about which one is healthier. This helps students think about healthy eating and prepares them for the reading by learning new words and adding them to a vocabulary web.

In Module 4, students begin the unit by considering the following question: What character traits did the people who populated the West possess? Then they watch a video to learn more before reading.

In Module 7, the big question is: "What role does curiosity play in exploration?" A short video helps students think about this idea and discuss it with their classmates before delving into the texts.

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

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

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

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

In *¡Arriba la lectura!* grade 5, the reading materials are in Spanish and help students explore big ideas and essential questions through connected reading, discussion, and writing activities.

In Module 7, Week 1, students read "Hacia lo desconocido: Arriba y abajo" and work in groups to answer thoughtful questions like "¿Qué te dicen los esfuerzos de Auguste Piccard para explorar la estratosfera sobre cómo era él?" and "¿En qué se parecían el globo de Auguste Piccard y el Trieste? ¿En qué se diferenciaban?" These questions guide students to think deeply about the main ideas in the text.

After their discussion, students complete a writing task in which they pretend to be a reporter and write a news script about one of the explorations they have read about. This activity lets students apply what they have learned in a creative and meaningful way.

In Module 4, the unit focuses on the big question "¿Qué rasgos de carácter debían tener las personas que poblaron el oeste?" Students explore the topic through a variety of texts, including a video about life in the Wild West, informational texts, and a historical fiction story. They end the unit by writing about the Santa Fe Trail, making connections between all the texts and the essential question.

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 grade 5 *¡Arriba la lectura!* materials include connected themes and ideas across multiple texts, with embedded tasks and questions tied to those connections. In Module 2, "Que imaginación," students explore the essential question "Que efecto tiene el genero en la forma en que se narra una historia?" After reading, students participate in a collaborative discussion. At the end of the module, after reading

additional texts, students use a Venn diagram to compare and contrast two selections.

In Module 2, the materials begin with a read-aloud text that introduces the theme and provides context for subsequent texts. For example, students listen to "Cuantas formas de contar una historia!" during the read-aloud and later revisit related information while reading "Done Flautina Resuelvelatodo." Students respond to prompts that ask them to compare how the texts are alike and different in the information they present.

In grade 5, students are given numerous opportunities to connect ideas from different texts within the same lessons and units. These activities help them think deeply and gain a better understanding of the big ideas.

In Module 5, after reading "El buen huerto," students discuss the question, "¿Qué lecciones de vida aprenden los habitantes del pueblo?" Later, in Module 6, they use what they have learned to write a short biography about an artist, using details from different texts.

At the end of each week, students work on a section called "Hacer conexiones: Sintetizar los conocimientos sobre el tema." For example, in Module 3, Week 2, students review what they learned about earthquakes and tsunamis using a "Mapa de conocimientos" and answer the question, "¿Cómo puede brindarnos más seguridad el aprender acerca de los desastres naturales?"

At the end of each unit, students go back and look at the "Red de vocabulario" (word web) they filled in during the lessons. They talk about how the words connect, answer questions, and complete tasks that tie together all the texts they read.

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

In *¡Arriba la lectura!* grade 5, the lessons are built to help students learn deeply about a topic over several weeks. Each unit focuses on a theme and includes connected Spanish texts and activities that help students grow their vocabulary, reading skills, and understanding of the world around them.

In Module 6, "Arte para todos," students spend three weeks learning about how people create and share art. They read biographies and other texts, like "Christo y Jeanne-Claude" and "La gran prueba de Phillis," and practice finding the main idea, looking at the author's style, and learning new words. During this time, they also work on a big project called "Artista por un día," where they research and present their own art-based ideas as a team.

In Module 8, the unit focuses on how people adapt to new places and make them feel like home. The

essential question is: "¿Cómo nos adaptamos a nuevas experiencias y hacemos de un lugar nuestro nuevo hogar?" Students watch a video called "Una chica nueva en la ciudad" and talk about what it is like to move to a new country. The texts they read are all connected to this big idea and help them understand it from different points of view.

In Module 3, students learn about natural disasters. They read various types of texts, including nonfiction stories, persuasive writing, and realistic fiction, to understand the causes of disasters and their impact on people.

In Module 4, students learn about history by reading texts related to the history of westward expansion. They read both informational articles and historical fiction, helping them understand what life was like for colonists and how to spot important details and the author's choices in texts.

In every unit, the Spanish texts are intentionally grouped around the same theme. The materials even state that these carefully selected thematic collections help students develop strong reading skills and gain a deep understanding of the topic.

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

In *¡Arriba la lectura!* grade 5, students take part in research projects that help them connect what they have learned in class to the real world.

In Module 5, students complete a project called "Proyecto Tierra," where they write a script for a public service announcement to educate their community about eco-friendly habits and ways to care for the environment.

In Module 7, students research a famous explorer and then write a biography about their life, accomplishments, and the impact they have had on history and the present day.

In Module 2, students apply what they have learned through another "Proyecto de investigación," which encourages them to explore real-world topics and explain their ideas clearly in writing.

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

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

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

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

The grade 5 *¡Arriba la lectura!* curriculum includes a vocabulary plan that shows which Tier 2 (general academic) and Tier 3 (subject-specific) words students will learn in each unit.

In Module 1, students learn science words like *locomotoras*, *fonógrafo*, *incandescente*, and *cilindro*. They also practice general words like *impulso*, *apasionado*, *evidentemente*, and *distinguidas*. These words help students talk about inventions and write about what they learn.

In Module 3, students explore natural disasters using words like *sismógrafos*, *evacuación*, *ráfagas*, and *mástil* (Tier 3), and *conocimientos*, *dificultades*, and *provechosas* (Tier 2). They use these words to answer questions, discuss ideas, and explain their thinking.

The vocabulary plan helps students expand their word knowledge across lessons, but some modules—such as Module 1 and Module 4—do not include important Tier 2 words, like *analizar* or *determinar*, that could support deeper thinking.

5.A.4b – Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. (S)

The grade 5 *¡Arriba la lectura!* Materials provide students with numerous opportunities to practice and expand their Spanish vocabulary, offering helpful tools and support for teachers to tailor instruction to meet individual student needs.

Students use Tarjetas de vocabulario semanales, which include a word, a picture, its pronunciation, the meaning, a writing routine, and a partner conversation prompt. For example, in Module 7, Week 3,

students discuss questions like: "Why does an aircraft need to lower its wheels to land?" and "What are other things people can 'unfold' to make something easier?"

The "Sesiones de enseñanza" offer specific lessons on vocabulary skills, such as synonyms. In one lesson, students brainstorm synonyms for words such as *alto*, *caminar*, and *reír* using a word web. There is also a scaffolded version that helps teachers support students who need extra help.

In modules like Module 6 ("Arte para todos") and Module 8 ("Un nuevo hogar"), students explore new vocabulary through activities like watching vocabulary videos, using visuals and definitions, completing fill-in-the-blank exercises, answering questions, and writing their own sentences.

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

The grade 5 *¡Arriba la lectura!* The curriculum provides students with numerous opportunities to learn and apply academic Spanish vocabulary in a real and meaningful context.

In Module 8, "Un nuevo hogar," students use the words from the week to answer questions like, "¿Por qué un autor podría dedicar un libro a algunos de sus parientes?" This helps them understand and use the words *dedicar* and *parientes* in context.

In Module 9, "Inesperado, inexplicable," students write and act out a short scene using three vocabulary words from the week. This helps them practice vocabulary in a fun and creative way.

Students also complete "Vocabulario crítico" worksheets where they pick sentences that match the meaning of a word. Then, they write their own sentences using two of those vocabulary words.

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 *¡Arriba la lectura!* grade 5, students use Tarjetas de vocabulario (vocabulary cards with visuals) to help them learn Tier 2 and Tier 3 Spanish words in a fun and meaningful way.

5.B Inquiry and Research

5.B.1 Recursive Inquiry Process

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

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

5.B.1a – Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying and gathering relevant information from a variety of sources and synthesizing the information. (S)

In *¡Arriba la lectura!* grade 5, students complete a research project, "Proyecto de investigación," in every module. The materials include systematic steps to help students plan, research, and present their work.

In Module 1, students conceive a new invention and develop a business plan. In week 1, they generate ideas and gather information. In week 2, they start writing and add pictures, sound, or other creative elements. In week 3, they finish their project and practice presenting it to the class.

In Module 3, students make a safety flyer about a natural disaster. In week 1, students select a topic, conduct research, and organize their ideas. In week 2, they design and write their flyer, incorporating visuals or other helpful tools. Then, in week 3, students complete their flyers and prepare to share them with classmates.

In Module 11, the project topic focuses on preparing for a natural disaster. Students choose a disaster, such as a hurricane or heatwave, that could happen in their community. They gather facts, take notes, and explain how people can stay safe. The materials walk them through each step, from research to writing and sharing.

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

The grade 5 *¡Arriba la lectura!* materials provide guidance for students as they learn to distinguish between primary and secondary sources in Spanish.

In Module 3, students are taught how to check if a source answers their research question. One example states, "I wanted to learn about tornadoes. I searched 'tornado' and found a blog where someone reviewed a movie about tornadoes. But the blog did not explain how tornadoes form or how to stay safe during one. So I knew that source would not help me answer my question."

In Module 5, students work with a partner or in a small group to discuss the sources they found. The teacher gives them questions to help them decide if the source is helpful. Then, they share their thinking with the class.

In Module 1, Lesson 2, the teacher uses a poster or chart to illustrate the distinction between primary and secondary sources, providing examples for both.

In Module 1, Lesson 4, students are provided with a worksheet on point of view that also includes practice with identifying primary and secondary sources.

In Module 9, Lesson 7, students examine videos, images, and written texts to determine their intended audience and purpose. This provides guidance on distinguishing different types of sources.

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.

The grade 5 *¡Arriba la lectura!* instructional materials include core texts that are authentic Spanish works or high-quality Spanish transadaptations written at an appropriate grade level, based on research-supported measures of text complexity. These texts include a balance of literary and informational selections that support student comprehension through varied sentence structures, rich vocabulary, and meaningful context clues.

In Module 3, students read a narrative nonfiction text about volcanoes. The text combines simple and complex sentence structures with images and captions to support understanding. The vocabulary and structure are selected to challenge students while promoting comprehension.

In Module 4, *miLibro* includes the transadapted informational text "Cotorras sobre Puerto Rico" by Susan L. Roth and Cindy Trumbore. The text features academic vocabulary and embedded context clues, supporting students' understanding of ecological themes at a level of complexity appropriate for grade 5.

In Module 4, *miLibro* also includes texts such as "Papas en las azoteas: Horticultura en la ciudad" by Hadley Dyer and "Vida ecológica" by Doreen Beauregard. These texts present engaging informational content with grade-appropriate sentence variety and structure aligned to the SLAR TEKS.

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

In *¡Arriba la lectura!* grade 5, the well-crafted stories and articles students read are written in Spanish or adapted from English to Spanish. The texts are well-written, use good vocabulary, and are authentic stories found in real books.

In Module 1, students read *El secreto del inventor: Lo que Thomas Edison le dijo a Henry Ford*, which is a Spanish version of an English book. There is also a section called "Conoce a la autora y a la ilustradora" that provides a brief biography of the author and illustrator, allowing students to learn more about who created the book.

In Module 8, Lesson 6, students read "Desde cero" by Susie Castellano. It is a realistic fiction story written in rich and clear Spanish that 5th graders can connect with.

In Module 10, Lesson 2, students read "Willie B.: Una historia de esperanza" by Nancy Roe Pimm, a well-crafted true story.

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

In grade 5 *¡Arriba la lectura!*, students read a variety of Spanish texts that are either originally written in Spanish or carefully adapted from English. These texts come from different subject areas and help students learn in fun and meaningful ways.

In Module 2, students read the classical story "El jardín secreto" by Frances Hodgson Burnett, which helps them explore traditional stories with rich language and characters.

In Module 8, they read a modern story called "Una película en mi almohada" by Jorge Argueta. This text gives students a chance to connect with real-world experiences and emotions.

In Module 2, students also read poems from *Poemas para todos: Leer, leer, leer; Una vez...*, where they learn how poets use rhythm and sounds to show feelings and create images. They also read a play called *El milagro de la primavera*, which teaches them how a story can be told through scenes and performed for an audience.

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

In *¡Arriba la lectura!* grade 5, the reading materials represent the diverse backgrounds and experiences of students. The stories and texts are relevant to students and help them see themselves and others in what they read.

In Module 8, students explore the experience of moving to a new country. The module opens with the idea that learning to feel at home in a new place can be life-changing.

In Module 2, the magazine *Revista Aventura* includes a biography of Mexican author Amado Nervo, demonstrating to students that writers are ordinary people who face challenges, just like everyone else. The same magazine also includes the poem "Mi verso," which speaks out about injustice.

In Module 8, students read "Desde cero," a realistic fiction story by Susie Castellano that is relevant to students as they relate to it through shared life experiences and emotions.

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 the grade 5 *¡Arriba la lectura!, miLibro* provides students with tools to think about, listen to, and respond to what they read. The materials include audio, reflection questions, and group discussions to help students understand grade-level Spanish texts.

Before reading "El gobierno debe financiar a los inventores," students are asked: "Piensa en el título y el género de este texto. ¿Qué sabes acerca de estos inventores y su trabajo? ¿Qué quieres aprender?" These questions help students connect what they know and get curious about the topic.

After reading "Vientos de esperanza," students work in groups to answer questions and support their ideas with text evidence. They write notes to prepare for orally sharing their thoughts in a group conversation.

In Module 3, before reading "¡Erupción!," students are asked to think about what they already know about volcanoes. After reading, students share what they learned with a partner and support their answers with examples from the text. They are encouraged to connect their ideas with those of others in the group.

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)

The grade 5 *¡Arriba la lectura!* materials provide students with opportunities to talk about different aspects of the text, such as the author's purpose, the language used, and vocabulary. The conversations help students understand the text and connect their ideas with others.

In Module 1, when reading "El secreto del inventor," students are asked to focus on the author's purpose. The teacher tells students to think about why the author wrote the text as they reread it: "Diga a los estudiantes que van a concentrarse en el propósito de la autora mientras vuelven a leer 'El secreto del inventor.'"

In Module 6, students read an informational text and discuss the meaning of a specific phrase the author uses: "¿Qué quiere decir el autor cuando afirma que la danza puede producir un estado de ánimo?" This helps students think more deeply about the language in the text.

In Module 7, Lesson 8, students prepare for a debate using details from the text as evidence. The teacher guides students to take notes, follow discussion rules, and use vocabulary they have learned. Students practice listening carefully and sharing their ideas clearly during small group work.

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 *¡Arriba la lectura!* grade 5, the reading lessons provide students with opportunities to practice important skills, such as asking questions, making predictions, using context clues, and drawing on details from the text to support their ideas.

In Module 9, Lesson 9, students read "En busca de Pie Grande: Todo lo que debes saber" and answer questions like: "¿Por qué la frase 'en defensa de' del encabezado es una pista de la opinión de la autora acerca de los críptidos, o animales ocultos?" and "¿Por qué incluye la autora el testimonio 'Fue un poco escalofriante'?"

In Module 10, Lesson 3, students work on understanding the theme of the text. The teacher guides students with questions and discussion.

In Module 11, Lesson 7, students read a "narración de no ficción" and learn about "elementos literarios" like "estructura" and how the story is told.

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 5 *¡Arriba la lectura!*, the instructional materials provide teacher guidance and support to ensure all students have access to authentic or transadapted Spanish texts. The materials include scaffolds such as think-alouds, questioning, and vocabulary support that allow students to understand and stay engaged with grade-level content while keeping expectations high.

In Module 2, while reading "El jardín secreto," the teacher models how to synthesize information by doing a think-aloud. The teacher says: "Cuando leo, presto atención a los detalles sensoriales para poder imaginarme los personajes y el ambiente, casi como si estuviera haciendo una película en mi mente." The teacher highlights how sensory details such as "el sol brillaba y el viento soplaba" help students imagine the setting. This comprehension scaffold supports students in visualizing what they are reading.

In Module 3, students are guided to make text-to-self connections through scaffolded questioning. The teacher asks: "Cuando se enfrentan a un desafío, algunas personas buscan una manera más fácil o terminan por rendirse. ¿De qué otra manera se puede responder a un desafío? ¿Cómo podría aplicarse esto a su tarea escolar? ¿Cómo te ayudará esto?"

In Module 5, the section "Vistazo a los textos de la lección: Radiografía del texto" helps teachers support vocabulary understanding. For example, it explains that the word *falla* can have different meanings: "Los estudiantes pueden estar familiarizados con la palabra falla cuando significa 'debilidad de carácter' o 'equivocación'." En geología, significa 'fractura en la continuidad de una formación rocosa'." This helps students understand words in different contexts and supports them in accessing complex academic vocabulary.

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

The grade 5 *¡Arriba la lectura!* materials provide structured opportunities for students who demonstrate proficiency to engage in additional analysis of authentic or transadapted Spanish texts. These opportunities are offered through differentiated instruction components such as "Opciones para la enseñanza" and "Otro paso," which extend learning beyond the core lesson and challenge advanced readers to think critically about complex texts.

In Module 9, students who have demonstrated proficiency engage in a deeper analysis of text using "En busca de Pie Grande: Todo lo que debes saber." The materials include the prompt: "¿En qué se parece la creencia en Pie Grande y la creencia en los agujeros negros? Citen evidencia del texto para apoyar su respuesta." Students are guided to cite and underline evidence, helping them practice comparative analysis and text-based reasoning.

In Module 7, Lesson 8, the materials include the story "El arreo de ganado" for students who are ready to go further. This lesson invites students to identify the central idea and apply comprehension strategies in a new context.

In Module 9, Lesson 1, proficient students read and respond to "Las estrellas estrelladas," where they analyze *elementos literarios* and *lenguaje figurado*.

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.

The grade 5 *¡Arriba la lectura!* materials provide a quantitative and qualitative analysis of each Spanish core text, along with a rationale supporting the instructional purpose and grade-level placement.

The resource "Enseñar con colecciones temáticas" includes a rationale for instructional purpose: "Las colecciones temáticas, cuidadosamente seleccionadas y con mucho contenido, ayudan a los estudiantes a desarrollar destrezas de lectura y de conocimiento sobre el tema."

The materials provide quantitative information for each core text, such as Lexile level and guided reading level. For example, in Module 5, the text "Papas en las azoteas" is listed as: "Género: Texto persuasivo, Medida de Lexile: 1660L, Nivel de lectura guiada: V."

The qualitative analysis offers a rationale for grade-level placement. For example, in Module 5, the guidance explains: "Durante el Taller de lectura, los estudiantes participarán diariamente en distintas actividades de lectoescritura con toda la clase, en grupos pequeños e independientes. Las distintas opciones para la enseñanza personalizada permiten que los maestros adapten la enseñanza según las necesidades de los estudiantes."

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.

The grade 5 *¡Arriba la lectura!* materials provide a quantitative and qualitative analysis of each Spanish core text, along with a rationale supporting the instructional purpose and grade-level placement.

In Module 5, the resource "Enseñar con colecciones temáticas" includes a rationale for instructional purpose: "Las colecciones temáticas, cuidadosamente seleccionadas y con mucho contenido, ayudan a los estudiantes a desarrollar destrezas de lectura y de conocimiento sobre el tema."

In Module 5, the text "Papas en las azoteas" includes quantitative information such as: "Género: Texto

persuasivo, Medida de Lexile: 1660L, Nivel de lectura guiada: V."

In the same module, the qualitative analysis offers a rationale for grade-level placement through the explanation: "Durante el Taller de lectura, los estudiantes participarán diariamente en distintas actividades de lectoescritura con toda la clase, en grupos pequeños e independientes. Las distintas opciones para la enseñanza personalizada permiten que los maestros adapten la enseñanza según las necesidades de los estudiantes."

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)

The grade 5 *¡Arriba la lectura!* materials provide teachers with explicit guidance to help students understand what they read during independent reading time. After learning a skill together as a class, students practice that same skill on their own using graphic organizers. Teachers are given ideas to check in with students and help them reflect on their reading.

In Module 4, after learning about "estructura del texto," students use the page, "Organizador gráfico de lectura 18 para un libro de lectura independiente," to list events from their book in order. After reading, teachers lead a reflection time where students share how they used the skill. The materials suggest saying: "Al finalizar el Taller de lectura, pida a los estudiantes que reflexionen sobre lo que han aprendido compartiendo cómo aplicaron la Estructura del texto u otra área de enfoque durante el tiempo de trabajo independiente." Students might share using *la silla del autor*, *piénsalo con un compañero*, or by adding to the class anchor chart.

In Module 5, after learning how to "sintetizar" (put ideas together), students complete the page, "Organizador gráfico de lectura 8 para un libro de lectura independiente," where they write what they already knew, what they learned while reading, and what they learned at the end. Teachers are guided to ask students to talk about how they used *sintetizar* during their reading. The materials include sentence starters and ideas for helping students explain their thinking out loud.

In Module 7, the Taller de la lectura gives teachers step-by-step instructions to guide students through an informational text. Teachers read the title out loud, talk about what students already know, and help them choose a purpose for reading. As students read, they underline important details and highlight *palabras de la idea esencial*. Teachers check in to make sure students understand what they are reading and remind them to look for key information.

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)

Texts selected are designed to help students build reading comprehension and fluency. These texts vary in complexity and provide opportunities for students to apply reading strategies on their own.

In Module 5, students use *Revista Aventuras*, a resource designed to support independent reading and comprehension practice. The guidance states, "La Revista Aventuras incluye oportunidades para que los niños demuestren el conocimiento de las habilidades y estrategias de comprensión."

In Module 7, the resource *Enseñar con colecciones temáticas* includes texts with varying levels of complexity. For example, "Arriba, abajo y más allá" is described as "Género: Texto informativo, Medida de Lexile: 1660L, Nivel de lectura guiada: V."

Also in Module 7, students read "Los poderosos vehículos exploradores de Marte," which is labeled as "Género: Autobiografía, Medida de Lexile: 1600L, Nivel de lectura guiada: U." These leveled texts allow students to engage in independent reading with appropriate support based on their reading level.

6.5c – Materials include a plan for students to self-select high-quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

The grade 5 *¡Arriba la lectura!* materials include a structured plan that supports students in selecting and reading authentic or transadapted Spanish texts independently. The materials provide tools, such as reading logs and independent reading tasks, to help students monitor their progress and engage meaningfully with texts.

In Module 1, the "Centros de lectoescritura" section includes a "Registro de lectura" resource that prompts students to log the title, date, time, and number of pages read during independent reading. This helps students track their progress over time and encourages sustained engagement with text.

In Module 11, Lesson 1, the materials include the section "Clubes de lectura para el estudio del género," in which students self-select informational texts based on their interests and form reading clubs. While reading, they take notes and record their thinking in a reading log. They meet weekly to discuss their insights, promoting comprehension and collaboration.

In each week of instruction, the *Taller de lectura* provides "Actividades para la lectoescritura independiente," where students complete writing or reflection tasks connected to their independent

reading. These activities help reinforce the weekly comprehension skill and reading purpose established during whole-group instruction.

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 *¡Arriba la lectura!* grade 5, students answer questions that make them think carefully about what they read and explain their answers using parts of the text. These questions are written in Spanish and are used throughout the year with different stories.

In Module 1, after reading "El capitán Arsenio: Inventos y (des)venturas de vuelo," the teacher asks, "¿Qué sabemos hasta ahora del capitán Arsenio? Citen evidencias del texto para apoyar su respuesta." Students describe the character using clues from the story like *excéntrico*, *aventurero*, and *disparatado*.

In Module 4, with the text "El ferrocarril de los celestiales," students underline important details and think about the message. They answer questions like "¿Qué puso en duda, cambió o confirmó lo que ya sabía?" and write their ideas in the book.

In Module 8, after reading "El diario de Elisa," students explain how Elisa's feelings change and what she learns from José. Questions include, "¿Qué hizo que cambiaran los sentimientos de Elisa con respecto a visitar a su abuela?" and, "¿Qué experiencias le demostraron a Elisa que 'la armonía de esfuerzos' es importante?"

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)

The grade 5 *¡Arriba la lectura!* materials include questions in Spanish that help students understand the author's message, language, structure, and important details in the text. Students are expected to use evidence from what they read to explain their thinking.

In Module 8, while reading "El diario de Elisa," students answer questions like "¿Qué hizo que cambiaran los sentimientos de Elisa con respecto a visitar a su abuela?" and "¿Qué experiencias le demostraron a Elisa que 'la armonía de esfuerzos' es importante?" These questions help students think about how the character grows and what she learns, using the text to support their answers.

In Module 9, while reading "La biblioteca del señor Linden," students explore how authors use language to create images. For example, they respond to "¿Qué palabras y frases sensoriales los ayudan a imaginar lo que Carol experimenta?" so they can see how word choices help readers picture scenes in their minds.

In Module 9, in the text, "En busca de Pie Grande: Todo lo que debes saber," students study how the text is organized. Questions like "¿Qué les dice el encabezado principal sobre esta sección?" and "¿Por qué les parece que la autora organiza el texto de esta manera?" help students understand the purpose of each section and how it supports the topic.

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)

The grade 5 *¡Arriba la lectura!* materials provide opportunities for students to justify their thinking using strategies such as paraphrasing and summarizing.

In Module 5, Lesson 5, students review the difference between a *resumen* and a *paráfrasis* using the text "Papás en las azoteas." They work in pairs to write both a summary and a paraphrase for selected paragraphs, then take turns sharing their responses orally to explain their thinking. In Module 5, students apply this skill independently by summarizing and paraphrasing additional texts from the module, using tools like T-charts to organize their ideas. In Module 7, after reading "Hacia lo desconocido: Arriba y abajo," students describe the exploration and its dangers using their own words, supporting their ideas with evidence from the text.

7.A.1d – Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)

The grade 5 *¡Arriba la lectura!* materials include questions and tasks in Spanish at different levels of cognitive complexity, giving students multiple ways to think deeply about what they read.

In Module 1, Lesson 15, students use the "Organizador gráfico de lectura 8" to collect evidence from texts and their "Mapa de conocimientos." They answer reflection questions such as "¿Qué información nueva aprendieron en este módulo?" and "¿Cómo afectó esta información su opinión de los inventores o los inventos?"

In Module 4, Lesson 12, students analyze how characters relate to each other and explore their conflicts.

In Module 10, Lesson 11, students compare details from an informational text and poems to explain their thinking, using evidence from both sources.

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)

The grade 5 *¡Arriba la lectura!* materials include guidance in Spanish to help teachers model how to use text evidence to make claims and respond to texts.

In Module 1, Lesson 11, during the lesson "Hacer inferencias," the teacher is instructed to explain that an inference is a logical conclusion drawn from the reader's background knowledge and clues from the text. Teachers show "el Cartel didáctico 7: Hacer inferencias" and model how to use it with examples from "El capitán Arsenio."

In Module 10, while reading "¿Podemos ser amigos?," the *Compañero de enseñanza* encourages teachers to think aloud as they read. The teacher models how to stop, reflect, and clarify using lines like, "Veo que esto sucedió en Kenia... ¡Qué inundación tan grande!" This helps students follow the teacher's thinking.

The "Rutina de leer para comprender en acción" guides teachers through three key steps: setting a purpose, reading the text, and using the *banderas azules* and *sugerencias para notas* to help students find and explain evidence. Students are encouraged to mark their thinking and check for understanding as they read.

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)

The grade 5 *¡Arriba la lectura!* materials provide structured support in Spanish to help teachers guide students through evidence-based discussions using academic vocabulary.

In Module 10, Lesson 1, while reading "Por qué observamos a los animales," students use the "pensar-emparejarse-compartir" routine to discuss the question, "¿Qué podemos aprender sobre nosotros

mismos al observar a los animales y relacionarnos con ellos?" Teachers use prompts from the *Compañero de enseñanza* to support comprehension and encourage students to ask questions and use academic language.

In Module 5, Lesson 6, during the text "Grandes descubrimientos y aventuras sorprendentes," students take notes on both text and images to support their ideas. Teachers guide them through a collaborative routine where students listen to one another, think critically, and follow discussion norms.

The "Rutina de conversación colaborativa en acción" helps students reread texts, answer questions in their *miLibro*, and participate in small group conversations. The teacher encourages them to take turns, ask clarifying questions, and speak with purpose using academic vocabulary.

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.

The grade 5 *¡Arriba la lectura!* materials include authentic and transadapted Spanish mentor texts that support students in writing different types of texts aligned with the SLAR TEKS.

In Module 4, during writing lessons, the teacher reads "Por el Camino de Santa Fe" aloud and models how to ask questions about the author's purpose and text details. Students use this mentor text and a writing rubric to write letters requesting information, focusing on audience, task, and purpose.

In Module 4, students also read "Miss Elánea" to explore vocabulary and wordplay. The teacher explains *calambures* and *homonyms*, helping students find examples and create their own. Students add new words to their glossaries and use them in personal narratives to practice creative writing.

In *Taller de escritura*, Module 6, students begin planning personal narratives by thinking about unforgettable life experiences.

In *Taller de escritura*, Module 12, Lesson 4, students are introduced to narrative poetry. They listen to a poem from "Mostrar y motivar 12.2" and learn how to use poetic techniques, graphic elements, and figurative language in their writing.

7.B.1b – Materials include opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences with genre specific characteristics and craft. (S)

The grade 5 *¡Arriba la lectura!* materials provide multiple opportunities throughout the year for students to compose literary texts in Spanish for different purposes and audiences; students explore genre-specific features and writing craft.

In Module 2 of *Taller de la escritura*, students write imaginative stories by choosing a subgenre, such as science fiction or fantasy; they analyze model texts and discuss how word choices and openings can effectively reflect the genre.

In Module 6, students write personal narratives, considering how titles, illustrations, and formatting help convey the text's purpose and connect with the audience.

In Module 8, students compose poems to express main ideas and emotions; they choose how to publish their poems based on who will read them.

In Module 9, students write persuasive stories and include features such as dedications, author pages, and summaries to appeal to their audience.

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)

The grade 5 *¡Arriba la lectura!* materials provide students with multiple opportunities throughout the year to write informational texts in Spanish for different purposes and audiences. Students use genre-specific features and writing craft to develop their ideas and share their work.

In Module 1, students write expository essays about inventors. They create titles and add illustrations that match the main idea and purpose of their writing. They also choose how to publish their work, such as blogs, videos, or classroom websites, to reach different audiences.

In Module 7, students write research reports. They summarize the most important information from their investigation and use clear, organized language to maintain their audience's interest. Students also use technology to prepare and publish their final drafts in a format that fits the intended reader.

In *Taller de escritura*, students review a model text with a partner and identify what makes it effective,

such as its goal to inform, the use of humor, or vivid descriptions.

7.B.1d – Materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The grade 5 *¡Arriba la lectura!* materials provide multiple opportunities throughout the year for students to compose argumentative texts in Spanish for a variety of purposes and audiences. These texts include genre-specific elements and support the development of persuasive writing craft.

In *Taller de la escritura* Module 3, Lesson 5, students write persuasive essays. Teachers use the "Cartel didáctico E8: Elementos del argumento" to explain how an argument supports an opinion or point of view. The class reviews the parts of an argument and discusses any questions about the writing process.

In *Taller de la escritura* Module 10, Lesson 6, students write a letter to the editor about an animal-related program or organization. Teachers show a sample student letter to help students understand how to structure their arguments and tailor their message to a specific audience.

In Module 3, students respond to the prompt: "¿Qué harías si un desastre natural destruyera tu ciudad?" and write a persuasive essay. They apply argumentative techniques to express their ideas, supporting their opinions with logical reasoning and evidence.

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

The grade 5 *¡Arriba la lectura!* materials offer several opportunities for students to write correspondence in Spanish using genre-specific features and writing techniques.

In *Taller de la escritura* Module 4, students write formal letters requesting historical information. They use computers to draft their letters and discuss where to send them, such as to museums or historical societies.

In Module 10, students write letters to the editor to express their opinions on current topics. They explore publishing options, such as local newspapers, organization websites, or school bulletin boards.

The materials also include lessons where students practice writing with the correct tone, vocabulary, and structure for different types of letters, helping them understand how to write for different audiences and

purposes.

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)

The grade 5 *¡Arriba la lectura!* materials support students in using all the elements of the writing process in Spanish. The lessons guide students to plan, draft, revise, edit, and publish their writing, using examples and clear teacher support.

In Module 3, students write an argumentative essay about what to do if a natural disaster destroys their city. Students plan their ideas using a T-chart with pros and cons. Then, they draft their essay by reading a mentor text and writing topic sentences around a main idea. The materials guide students to add transition words and write a strong ending. For example, the lesson includes, "Escriban oraciones temáticas que apoyen su idea principal. Añadan palabras de transición para ayudar a sus lectores a seguir su argumento."

In Module 5, students write an editorial about an environmental cause they care about. They begin by listing ideas and reading a sample editorial. Then, students write their opening statement and support it with facts. The materials encourage students to meet with the teacher to get feedback. For example, the lesson says, "Escriban una introducción que exprese claramente su opinión y capte el interés del lector."

In Modules 3 and 5, students revise and edit their writing. They check grammar and sentence structure, work with a partner, and apply the teacher's suggestions. At the end, students choose how to share their writing with the class. For example, the lesson says, "Anime a los estudiantes a elegir cómo compartir su trabajo final: pueden leerlo en voz alta, hacer una presentación visual o escribirlo en un cartel."

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)

The grade 5 *¡Arriba la lectura!* materials provide teachers with step-by-step support to teach each element of the writing process in Spanish. Students are explicitly and systematically guided through planning, drafting, revising, editing, and publishing their writing.

In Module 5, teachers help students get started with their writing by choosing a topic, creating a list of ideas, and reflecting on their feelings about the topic. For example, the teacher asks questions like "¿Cómo se sienten con respecto al tema?" to help students connect their ideas to what they will write.

In Module 5, the teacher guides students as they revise their editorials by reading their drafts and using colors to highlight facts and opinions. The teacher asks questions such as "¿Tienen sus editoriales suficientes hechos para apoyar sus opiniones?" to guide students in adding more details and explaining their ideas clearly.

In Module 7, students practice editing their writing. The teacher models how to use words like adverbs and prepositions to make their writing stronger. For example, students learn that the word *con* is a preposition and that it helps explain how something happened.

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

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

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

7.B.3a – Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (T)

The grade 5 *¡Arriba la lectura!* materials include explicit teacher guidance in Spanish for sentence-level writing instruction, focusing on sentence structure, syntax, and vocabulary development.

The *Taller de la escritura* Module 1, Lesson 10 provides guidance for teaching sentence structure. Teachers review the characteristics of "oraciones simples, compuestas y complejas," and help students analyze clauses by color-coding them. Students also practice transforming complex sentences into simpler ones to improve clarity and variation in their writing.

In Module 1, Lesson 12, the materials support instruction on syntax by introducing a strategy called *raciocinio* to help students revise their writing. Teachers model how to use a chart to check grammar, capitalization, and punctuation by thinking aloud and coding a sample sentence from a chart.

In Module 1, Lesson 3, the materials provide guidance for teaching vocabulary. Teachers revisit selections like "Las chicas piensan en todo" to identify vocabulary related to invention and product development, such as *pintura témpera*, *químico*, *fórmula*, and *campaña de ventas organizada*. Students record these words in a *Banco de palabras* to use as a writing resource.

7.B.3b – Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (T)

The grade 5 *¡Arriba la lectura!* materials include explicit and systematic teacher guidance for writing instruction that begins at the sentence level and builds toward full composition. Lessons include scripted think-alouds and sentence stems in Spanish to help students develop their grammar, syntax, and composition skills, which are aligned with grade-level TEKS.

In Module 1, Lesson 12, the *Taller de la escritura* guides teachers to model a revision strategy called *raciocinio*. Students edit their essays for proper use of capital letters, subject-verb agreement, and spelling. The teacher models how to "code" a draft using a chart that helps identify and reflect on word choices: "Para codificar en mi ensayo las mayúsculas, miraré la primera fila, primera columna del cartel."

In Module 4, Lesson 12, the materials provide a scripted mini-lesson on editing complete sentences, correct punctuation, and grammar. Using "Cartel didáctico E16: Marcas de corrección," teachers show students how to revise letters for accuracy and clarity, reminding them: "La gramática y uso correctos son una manera de mostrar que el escritor es serio y ha considerado los detalles."

In Module 1, Lesson 4, the instruction shifts toward composition. Teachers introduce expository writing and use "Cartel didáctico E8: Elementos del texto informativo" to explain the features of nonfiction texts. Students are encouraged to brainstorm examples of informational writing, such as *libro de texto*, *biografía*, *enciclopedia*," and begin planning their essays.

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 5, the materials include systematic and explicit guidance in Spanish that helps students develop increasingly complex sentence-level writing, revising, and editing skills.

In *Taller de la escritura* Module 1, Lección 10, the materials guide students in varying sentence structure in their expository essays. Teachers review the features of simple, compound, and complex sentences and use the resource "Mostrar y motivar 1.4a–1.4d." Students identify the rhythm of short sentences and practice combining simple ones to create more fluent and engaging writing.

In *Taller de la escritura* Module 3, Lesson 12, the materials focus on editing persuasive writing for grammar and clarity. Students review irregular verbs, collective nouns, and the use of persuasive language and transition phrases. The teacher models why accurate grammar helps make a writer's argument more convincing, and students correct their own essays using these principles.

In *Taller de la escritura* Module 6, Lesson 12, the teacher models the editing process step-by-step with think-alouds like: "Primero compruebo que cada oración esté completa. Luego verifico la concordancia sujeto-verbo. Luego reviso si hay palabras mal escritas." Students use correction marks to edit their narratives for complete sentences, subject-verb agreement, and spelling accuracy, reinforcing the habit of editing with purpose.

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)

The grade 5 *¡Arriba la lectura!* materials provide systematic opportunities for students to practice and apply Spanish grammar and academic language conventions both in and out of context, aligned with the SLAR TEKS.

In *Taller de la escritura* Module 4, Lesson 1, students analyze adjective use in context with examples such as "Leí doce cómics" and "Leí el último cómic japonés." They then brainstorm adjectives and complete a worksheet to reinforce the concept.

In *Taller de la escritura* Module 1, Lesson 3, the teacher introduces subject-verb agreement using examples like, "El estudiante vota mañana." Students practice the concept by checking agreement in their own writing and completing worksheets with guiding questions.

In *Taller de la escritura* Module 7, Lesson 5.1.1, students receive explicit instruction on coordinating conjunctions like *y*, *pero*, and *o*. They learn how these connect similar parts of a sentence and create compound sentences. Students apply this skill through guided examples and complete the printable worksheet "Gramática 5.1.1" to reinforce the lesson.

7.B.4b – Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)

The grade 5 *¡Arriba la lectura!* materials provide systematic and explicit opportunities for students to practice and apply Spanish grammar, punctuation, and usage both in and out of context.

In Module 7, Lesson 7.4.3, students review the use of "dos puntos, paréntesis y guiones" through teacher modeling and think-alouds. They complete targeted exercises and edit their own drafts to apply correct punctuation.

In Module 1, Lesson 3.2, students focus on "concordancia entre sujeto y verbo." After the teacher's explanation, they complete activities in "Mostrar y motivar: Gramática 1.3.2b," create sample sentences, and revise a draft to ensure proper subject-verb agreement.

In Module 2, Lesson 2.2.1, students explore "sustantivos singulares y plurales." They work with examples like *objeto/objetos* and complete a printable grammar worksheet before editing a draft to correct noun usage.