

Texas Education Agency

Spanish Language Arts and Reading, 3

Aprendizaje Bluebonnet, Artes del lenguaje y lectura K-5 Grado 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643441	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	1	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	26 out of 26	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	106 out of 106	100%
6. Knowledge Coherence	32 out of 32	100%
7. Text Quality and Complexity	34 out of 34	100%
8. 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	16
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 3 *Aprendizaje Bluebonnet* materials include a comprehensive scope and sequence document titled "Vistazo, alcance y secuencia." This resource provides a side-by-side overview of the Texas Essential Knowledge and Skills (TEKS), and key instructional concepts the course teaches throughout the year. This document "describes the instructional plan for the year, detailing the sequence of skills, texts, and assessments to ensure comprehensive language arts and reading instruction."

The "Vistazo, alcance y secuencia" provides a lesson-by-lesson outline indicating which of the TEKS are taught each day, illustrating a systematic and spiraled approach to instruction across the academic year. For example, in Unidad 1, Lección 1, TEKS 3.1A, students "listen actively, ask relevant questions to clarify information, and make pertinent comments." According to the outline, the course teaches this concept daily in Unidad 1, and regularly in every subsequent unit.

The materials include a scope and sequence that lists the main concepts that the course teaches. The *Guía del maestro* is a detailed unit overview that aligns with these concepts. For example, Unidad 4, "La civilización romana antigua," has 13 lessons. Each unit of instruction outlines concepts taught throughout the course, which include reading, spelling, grammar, morphology, and writing.

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

The grade 3 *Aprendizaje Bluebonnet* "Vistazo, alcance y secuencia" document includes pacing guides designed for 169, 180, and 210 instructional day calendars, offering educators flexibility to meet various scheduling needs. These calendars include extra instructional days for teachers to use at their discretion throughout the academic year. Each unit's duration ranges from 12–18 instructional days, with extra days per unit for teachers to use at their discretion. Unidades 1 and 10 do not include extra instructional days. The materials support the effective implementation of various calendars. For example, the pacing calendar for 180 instructional days supports one to three extra instructional days per unit. The pacing calendar for 210 instructional days provides one to five additional instructional days per unit. The *Guía del maestro* explains that teachers should use these extra days for differentiated 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.

The purpose of the *Guía de programa e implementación* is to "provide educators with information about the research, structure, implementation, and approach to Bluebonnet Learning Reading and Language Arts for grades K–5." The grade 3 lessons incorporate Texas history, geography, and sociocultural contexts, whenever possible. The unit order of the grade 3 materials is intended to "develop fundamental literacy skills through units focused on language, phonological awareness, phonics and morphology, and the decoding and spelling of single- and multi-syllable words."

The *Aprendizaje Bluebonnet* materials provide clear explanations of each unit and its place within the overall instructional sequence. The *Navigation Guide* outlines the instructional components for each grade level, illustrates how the content of each unit builds upon prior learning, and introduces skills that students will develop in later units. This coherence ensures that instruction is cumulative and connected, rather than isolated by unit.

The *Navigation Guide* communicates the intentional design behind the curriculum's structure. The unit sequence ensures that students build background knowledge progressively across the school year. Each unit begins with a section titled "Conexiones esenciales," which prompts students to reflect on their prior knowledge and make meaningful connections to upcoming content. This intentional approach fosters deeper learning by promoting continuity and coherence throughout the instructional year.

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

The materials include a unit internalization protocol titled "Protocolo de internalización de la unidad del maestro." The unit internalization process is organized into the following sequence: "1. See the Big Picture—Understand the overall goals and themes of the unit. 2. Keep the End in Mind—Identify key learning outcomes and assessment alignment. 3. Consider the Learning Arc—Analyze how learning builds over the course of the unit. 4. Organize for Instruction—Gather resources, plan scaffolds, and prepare classroom materials."

The "Protocolo de internalización de la unidad del maestro" includes comprehensive support for lesson preparation and internalization. The first protocol step begins with understanding the purpose and objectives of the lesson. Next, teachers understand the sequence and pacing of the lesson, followed by planning and rehearsing for each activity. Lastly, the protocol helps educators organize instructional resources while considering the diverse needs of all learners. The internalization protocols provide step-by-step guidance to help teachers prepare at the lesson level. The protocols outline how to review lesson objectives and key vocabulary, understand the structure and flow of lesson activities, prepare all necessary materials in advance, and plan for differentiated instruction to meet the needs of diverse learners.

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

The grade 3 materials include a protocol with targeted guidance for instructional leaders, as outlined in the grade K–3 "Protocolo de internalización de la unidad del facilitador." This protocol outlines a four-step process to help leaders support teachers to effectively prepare for instruction by reviewing unit goals, aligning assessments, and organizing key materials. The process emphasizes planning with the end in mind, understanding the sequence of learning, and ensuring that resources are in place to support high-quality instruction. The grade K–3 "Protocolo de internalización de la unidad del facilitador" provides specific strategies for assisting teachers in understanding and implementing unit content. The protocol guides leaders and teachers to collaboratively examine unit objectives, lesson progression, essential questions, and formative and summative assessments. This structured support ensures that instruction remains focused, intentional, and aligned with the TEKS. The materials provide a "Pauta de observación" tool for instructional leaders, which is an observation checklist to use during classroom walkthroughs and instructional coaching sessions. The checklist is divided into three significant sections: "1. Pre-Observation—Key elements to verify before the visit. 2. During Observation—Instructional indicators to look for while the lesson is in progress. 3. Student Supports—Specific practices and accommodations to ensure that all learners are engaged and supported."

1.2 Unit-Level Design

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

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

The grade 3 materials consist of 10 units, each accompanied by a teacher guide, or *Guía del maestro*. The units begin with a detailed overview that includes background content knowledge and essential vocabulary. The units also review previously taught concepts and academic terms.

The materials include background knowledge needed to teach unit concepts effectively. For example, Unidad 6, "Astronomía: nuestro sistema solar y más allá," includes a section titled, "¿Por qué es importante la Astronomía: nuestro sistema solar y más allá?" This section supports teacher understanding of how this unit connects science and language arts skills. In addition, the unit overview contains a section titled "Conocimientos previos de los estudiantes," which provides background knowledge for teachers to understand how this unit builds upon prior student learning.

The materials include a detailed unit overview that provides essential vocabulary with accompanying definitions, enabling effective teaching of concepts. For example, vocabulary words identified in bold are incorporated into an activity, reinforcing key terms and supporting vocabulary development across the unit. Unidad 6, Lección 1, in the *Guía del maestro*, defines the word *atmósfera* (*atmosphere*) as a "*manta de gases que rodea nuestro planeta*."

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

The grade 3 materials include bilingual family letters in both English and Spanish for Unidades 1–10 under the section titled "Carta de apoyo para las familias – español e inglés." Each family support letter contains three key components: an explanation of the story the students are reading; an explanation of what the students are learning; and conversation starters to help families ask questions that can provoke a discussion about what the student read.

The materials include suggestions in English for families to support student progress during each unit. For example, *Guía del Maestro*, Unidad 4, "La Civilización Romana Antigua," Lección 1, includes material to send home with the student at the end of the lesson, such as two activity pages for the student to read and practice with a family member.

The materials include family welcome letters in a section titled "Carta de bienvenida en español o inglés," which introduce families to the broader grades K–5 Reading and Language Arts curriculum and its emphasis on building background knowledge. For example, in Unidad 3, "El cuerpo humano," the family support letter advises that students will learn about the skeletal, muscular, and nervous systems that make up our bodies. The letter also provides several questions for families to ask their students, such as, "Why is the human body compared to complex machines?"

1.3 Lesson-Level Design

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

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

The grade 3 materials include tasks aligned to meet the content and language standards of the lessons, as well as the TEKS. For example, in Unidad 1, "Cuentos clásicos: el viento en los sauces," each lesson focuses on specific TEKS for each language arts skill. The TEKS for reading is 3.8B, and students compare and contrast two characters from *El viento en los sauces*.

The materials include all necessary resources to meet the lesson's content and language standards. For example, the "Vistazo a la lección" section outlines all required materials, including student workbooks and selected text excerpts.

The materials include instructional assessments required to meet the content and language standards of the lesson. Lessons incorporate comprehension checkpoints throughout, such as the "Verificar la comprensión" section. In *Guía del maestro*, Unidad 6, Lección 4, for instance, the formative assessment directs students to write a comparison of two texts related to planets in the solar system.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The grade 3 lessons within the *Guía del maestro* provide lesson overviews, a detailed breakdown of materials, and suggested timing for each instructional component, including direct instruction, guided practice, collaborative work, and independent tasks. For example, a 120 minute lesson allocates 10 minutes for building background and making connections, 60 minutes for listening and oral expression, 35 minutes for reading, and 15 minutes for language.

The beginning of each lesson provides a list of teacher and student materials, including information on when and how these materials support student learning. For example, in Unidad 4, "La civilización romana antigua," each lesson has a "Vistazo a la lección" table that details the time duration, grouping, and materials.

The materials include the necessary and suggested components for each lesson, along with their respective timings. For example, in Unidad 3, the section "Presentar la lectura en voz alta" specifies the time and materials needed for a read-aloud. The teacher should take 10 minutes to make connections with the essential vocabulary. The materials required to deliver the lesson are a picture card T.U4.L1.1, and a large world map.

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

The grade 3 materials are designed to support extended practice during school hours or at home. The *Cuaderno de actividades* provides activity pages for each lesson that students can complete independently, or teachers can assign as homework. For example, Unidad 4, "La civilización romana antigua," Lección 1, has material to send home with the student at the end of the lesson. It suggests two activity pages for the student to read and practice with a family member.

The materials include an English and Spanish family letter in the "Carta de apoyo para las familias" section, with examples of homework students can complete. The family letters suggest ways families can reinforce learning, including reviewing vocabulary or discussing stories together.

The materials include additional enrichment activities to send home, aligned with in-class tasks. For instance, in Unidad 4, Lección 1, the teacher uses Actividad 1.1 during class instruction, while students complete Actividad 1.2 from the *Cuaderno de actividades* at home. The take home activity includes an explanation for families, enabling them to help their student complete the assignment while reinforcing the concepts taught in class.

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 materials include diagnostic and formative assessments that vary in types of tasks and questions, such as independent practice, discussion prompts, and grammar exercises. Each unit incorporates diagnostic and formative assessments throughout lessons and includes tasks such as observations, written responses, drawings, and event sequencing. For example, in Unidad 5, Lección 1, students answer a prompt (diagnostic assessment) before they read aloud to determine their knowledge about the topic of exploration. After reading, a formative assessment allows students to identify the key idea and details in the text. Another example is the activity "Evaluación de ortografía," in which students complete spelling tasks that focus on writing words with and without accent marks. Finally, formative assessments use oral questioning activities, such as "¿Has utilizado las palabras en negrita en la lectura en voz alta?"

The lesson and unit materials include summative assessments that vary in types of tasks and questions. For example, essential questions and writing exercises support students' learning and collect data on their progress to monitor comprehension. "Evaluación de la unidad" provides summative assessments and includes reading comprehension, fluency assessment, and spelling assessment, each representing a distinct type of task.

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

The *Guía de programa e implementación* provides definitions and intended purposes of the various instructional assessments included in the program. A table outlines each type of assessment, its purpose, and how to use the results. For example, daily formative assessments track student and class progress toward TEKS-aligned lesson objectives, and assist teachers in making informed instructional decisions. The table lists common formative tasks like observations, anecdotal records, exit tickets, and activity pages. It also provides guidance on using assessment data, such as identifying student comprehension, organizing small group instruction, and monitoring progress.

The *Guía de programa e implementación* describes unit evaluations as comprehensive summative assessments designed to be completed within a single class period. The primary purpose is to monitor student progress and assess comprehension at the end of each unit through tools for error analysis and evaluation charts to track and record student performance.

In addition, the *Guía de programa e implementación* describes the beginning-of-year assessment with visual examples in the section titled "Evaluación del principio del año (grades 3–5)." The subsection, "Evaluaciones de ortografía," outlines the purpose of spelling assessments as measuring student mastery of core focus objectives aligned with the TEKS. The assessments allow educators to evaluate content understanding and implement targeted interventions as needed. Additionally, the *Guía del maestro* includes spelling analysis sheets to support the evaluation of individual student performance.

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

The grade 3 *Guía de programa e implementación* includes teacher guidance to ensure the consistent and accurate administration of instructional assessments. For example, a chart identifies the type of evaluation, provides an explanation of its purpose, and outlines the administration process. Unit assessments provide teachers with guidance for administering assessments in large or small group instruction.

The materials offer comprehensive teacher guidance for administering midunit and end-of-unit assessments. Instructions in the *Guía del maestro* align with corresponding sections in the *Cuaderno de actividades*, ensuring consistency. Each unit has a guide that provides step-by-step, scripted instructions for both the midunit and end-of-unit evaluations. The guide includes specific questions for teachers to read aloud, including vocabulary prompts, to ensure clarity and accuracy during testing.

A comprehensive guidance document supports the grade 3 instructional assessments, detailing the time required for each task, step-by-step administration procedures, and instructional strategies for teachers. In Unidad 10, Lección 3, students engage in a formative assessment by reading a paragraph about Louis

Armstrong and identifying key details. The assessment consists of two components: an exit ticket for student reflection, and a writing activity in which students begin a Sources Cited page using information learned throughout the unit. Both activities include detailed teacher guidance and support materials. Additionally, the resources provide strategies to help students identify and utilize various types of informational sources.

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

The materials include diagnostic, formative, and summative assessments that are aligned with the TEKS and specific lesson objectives. The *Guía de programa e implementación* describes the purpose of all assessments in the program. Each evaluation is tied to a TEKS standard, with guidance on when to administer the assessment based on instructional goals. For example, writing evaluations in each lesson help determine class and student mastery of the Core Focus Objectives aligned with the TEKS.

The materials include end-of-unit summative assessments that are aligned to the TEKS and lesson objectives. For example, Unidad 7, "Evaluaciones del grado" provides an answer key rubric with each question's correct answer, and corresponding TEKS and objective. According to this rubric, Question 1 aligns to grade 3 Spanish language arts and reading (SLAR) TEKS 3.9.D.i and the unit objective of central idea in a text, while Question 3 pertains to TEKS 3.6.F and the unit objective of making inferences using supporting evidence.

The materials also provide guidance on when to assign assessments in relation to specific lesson objectives to evaluate student learning. Unidad 9, "La época colonial en los Estados Unidos," includes a formative assessment in which students fill in missing information on a timeline about the events of the early colonization of North America. This assessment aligns with TEKS 3.6.G: students evaluate details they have read to determine key ideas. At the end of the unit, students complete a final summative assessment in which they read an informational text and literary text, and answer comprehension and vocabulary questions. This aligns with TEKS 3.7.C: students use text evidence to support an appropriate response.

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

Instructional assessments include grade 3 TEKS-aligned items at varying levels of complexity. The Unidad 4, "Evaluaciones del grado" answer key rubric details the depth of knowledge (DOK) for each question in the section labeled "Nivel de DOK." For example, each end-of-unit assessment includes at least eight questions about a collection of reading passages. Most of the questions have a DOK of two; about two questions per passage have a DOK of three; and one question per passage has DOK of one.

The grade 3 materials offer a variety of TEKS-aligned formative and summative assessment types, including multiple choice, constructed response, and open response. For example, in Unidad 7, "Evaluaciones del grado," the end-of-unit assessment answer key rubric shows varying TEKS-aligned item types including drag and drop (Question 10), short constructed response (Question 16), multiple choice (Question 17), and selected text (Question 18).

Unidad 2, "Lección 15: Evaluación de la unidad," assesses reading fluency (TEKS 3.4), literal comprehension (TEKS 3.9.D.i), text-based inference (TEKS 3.10.A), and synthesis through written responses (TEKS 3.6.F, 3.7.B, 3.9.E). This range supports differentiated evaluation of student understanding aligned with the TEKS standards.

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.

Instructional assessments provide guidance for interpreting student performance. The Unidad 5, "Evaluaciones del grado" scoring rubrics define proficiency levels and provide sample student responses. For example, students read "La velocidad del canto," then Question 1 asks them to identify a reason why whales sing. The rubric identifies the correct answer (Option A) and clarifies why the other choices are incorrect.

The materials include guidance on how to interpret student performance using instructional assessments. For example, Unidad 1, "Lección 10: Otras aventuras de Sapo," Parte 1, provides teachers with detailed instructions on how to analyze student scores from the "Evaluación de la lectura silenciosa" and the "Evaluación de comprensión del vocabulario." The guidance explains how to assign levels—*nivel bajo*, *nivel adecuado*, and *nivel bueno*—based on student scores and performance on specific readings such as "La caza de insectos," "El susto de Malacara," and "Noche de fantasmas."

The grade 3 instructional assessments provide guidance for interpreting student performance. Teachers track student performance on specific TEKS skills in the "Registro de destrezas fundamentales de grado 3." The teacher guidance suggests that teachers select Level 1 for a student who requires focused, accelerated instruction in this area, and provides the option for supporting students using *apoyos adicionales* during pause points. A teacher may select Level 2 or 3 when a student should continue practicing this skill. Finally, a teacher may select Level 4 when a student masters the indicated TEKS.

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

The *Guía del maestro* offers a variety of tasks and activities to respond to student performance. For instance, in Unidad 5, Lección 4, the "Preguntas de comprensión" section includes comprehension questions to check students' understanding of the reading selection. Similarly, the "Página de actividades" section in Unidad 9, Lección 7, includes comprehension questions for students.

While the grade 3 materials provide tasks and activities to respond to student performance, the "Protocolo de internalización de la lección del maestro" only outlines a general process for teachers to analyze lesson objectives and consider assessment results.

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 3 materials include tools for teachers to track student progress and growth, and tools for students to track their own growth. For example, *Destrezas fundamentales*, Unidad 5, "Recursos del maestro," provides class comprehension question trackers for several lessons. These tools support teachers in tracking student growth as they answer questions related to the chapters.

In addition, Unidad 7 provides a student-facing tracker, "Registro del progreso de fluidez," for students to graph their own fluency progress and growth. Students set a goal for the percentage of words they read correctly, graph the percentage by date, and monitor their progress toward their goal. The tracker is available with 30–100 percent filled in, or as a blank document for students or teachers to write their own labels.

In *Guía del maestro*, Unidad 2, Lección 2, the teacher conducts a guided activity where students classify animals using displayed charts and collaboratively add observations based on their reading. The teacher reviews and corrects the group charts to ensure proper classification of animals into scientific categories (vertebrates, amphibians, mammals, etc.).

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.

The grade 3 materials provide teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. The materials include an "Apoyo a la enseñanza" sidebar, which provides differentiated (scaffolded) activities for students. For example, the Lección 1 sidebar offers the following teacher guidance to support students with writing: "Si los estudiantes tienen dificultades para escribir la respuesta, pídeles que vuelvan a leer las páginas 2–11 y encuentren las palabras y oraciones clave."

Destrezas fundamentales, Unidad 7, Lección 17, includes a section called "Pausa," where the teacher analyzes the results of the unit assessments from the previous two lessons and determines which unit skills students should review. The differentiated lessons to support students who have not yet reached grade-level proficiency include activities such as, "Béisbol con palabras con *h*, Sopa de letras con palabras con *h*, Completa la tabla, Conecta y crea, y Café de fluidez." Students can complete these activities individually, as a pair, in a small group, or as a whole group.

At the end of each unit, the section "Pausa 2" includes tasks and activities that teachers can use to support students who have not mastered skills taught earlier in the unit. For example, in *Guía del maestro*, Unidad 7, "Notas para el maestro," teachers take time to pause and dedicate a day to review, reinforce, and extend previously taught 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)

The grade 3 materials provide pre-teaching and embedded support to help students understand unfamiliar vocabulary. For example, *Destrezas fundamentales*, Unidad 9, Lección 1, includes a section, called "Vistazo previo al vocabulario esencial," that provides a list of academic vocabulary words for the teacher to review with students. The teacher says the word correctly, then students repeat it.

The materials provide previews and pre-teaching of upcoming vocabulary terms in *Destrezas fundamentales*, Unidad 8, Lección 4. The "Vistazo previo al vocabulario esencial" section provides a list of vocabulary words and their definitions along with this teacher guidance: "Revise con la clase las siguientes palabras del vocabulario que los estudiantes encontrarán en el capítulo 'Cartagena.' Pida a los estudiantes que trabajen con un compañero para decodificar las palabras en forma aislada y dividir las en sílabas."

In addition, the materials include pre-teaching support for idioms. For example, in *Destrezas fundamentales*, Unidad 10, Lección 1, teachers show picture cards to talk and ask questions about words and phrases, such as *se corrió la voz*. The teacher shows picture card 2A-3 during the read-aloud and asks if students can explain the figurative language. The teacher asks, "¿Pueden explicar el significado de la palabra *colaborar* o relatar una experiencia en la que hayan compartido o colaborado con alguien en algo?"

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

The grade 3 materials include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. For example, the *Guía del maestro*, Unidad 9, Lección 1, provides an introduction to colonial life in the United States. Teachers ask advanced questions such as, "¿Cómo creen que los mapas y la línea de tiempo cronológica nos ayudarán a entender las trece colonias?" and "¿Sobre qué región de las trece colonias están más interesados en aprender? ¿Por qué?"

The grade 3 materials include teacher guidance for enrichment and extension activities for students who demonstrate proficiency in grade-level content and skills. Unidades 1–4 in the *Guía del maestro* recommend advanced vocabulary games and peer-led discussions to boost understanding and communication. Unidad 2 suggests having students summarize stories and create their own dictation exercises to build writing and comprehension skills. In Unidad 4, students explore cultural topics through projects and practice using suffixes with hands-on tasks. The section "Pausa 2" contains tasks and activities that teachers use to enrich students who have mastered skills taught earlier in the unit. The

materials suggest that teachers take time to pause and dedicate a day to review, reinforce, and extend previously taught skills. Some of the additional activities offered for this purpose are "Presentación oral: poesía, Ilustradores, Comparar y contrastar: murales, y Gramática: búsqueda de preposiciones."

3.2 Instructional Methods

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

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

The grade 3 materials provide explicit prompts and guidance to support teachers in modeling and explaining key concepts. For example, the *Guía del maestro*, Unidad 5, "Dictado" section includes step-by-step guidance for the academic dictation routine. The section provides the following teacher guidance: "El dictado se empleará como una rutina grupal, en el supuesto de que los estudiantes se encuentran en la misma etapa de desarrollo cognitivo. Aun así, es importante detectar y atender las necesidades específicas de cada estudiante durante la realización de esta actividad."

Unidad 9, Lección 8, offers precise phrases for teachers to use, such as: "Explique que la lección de hoy se centrará en que escriban un final o una conclusión para sus cuentos. Pregunte: Cuando leen el final de un libro, ¿qué descubren? Dirija la atención de los estudiantes a la tabla." Additionally, the materials guide the teacher to use visuals to enhance clarity, such as, "Muestre la tabla de una buena conclusión o la Proyección digital PD.U9.L8.1."

The instructional materials also include explicit prompts and direct guidance to support teachers in modeling and explaining the suffixes *-ción*, *-sión*, and *-xión*. Unidad 8, Lección 8 provides teachers with a bulleted list outlining how to introduce these suffixes. Teachers explain that the suffix *-ción* contains the /s/ sound because the letter *c* is soft when followed by *e*, *i*, or *o*. Teachers remind students that the letter *c* has a hard /k/ sound when followed by *a*, *o*, or *u*. They clarify that the suffix *-sión* also carries the /s/ sound, as the letter *s* is consistently pronounced that way in Spanish. Teachers discuss appropriate pronunciation and intonation for *-xión*, emphasizing how to read fluently with proper pacing, phrasing, and word grouping to support comprehension.

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

The grade 3 materials offer teacher guidance and recommendations for effectively delivering lessons using diverse instructional approaches. For example, the *Guía del maestro*, Unidad 9, Lección 14, includes an activity with a variety of instructional approaches. The students discuss the reading story and share

key ideas and supporting details they wrote on the "Página de actividades 14.1." The materials also recommend completing a quick write activity for one minute to summarize what students learned about life on a mid-Atlantic farm.

Unidad 10, Lección 9, guides teachers to discuss the meaning of vocabulary words from a text. During the lesson, students work with a partner to identify words in the text: *arduo*, *catapultó*, and *oído*. The lesson includes a "Verificar la comprensión" activity in which students show a thumbs up if they understand the meaning of the word, or a thumbs down if they do not.

The grade 3 materials include multiple teaching methods tailored to student needs. For example, Unidad 1, "Introducción," recommends partner reading to build reading skills. Unidad 2 adds vocabulary practice through group talks and digital activities. Unidad 3 uses movement, oral reading, and teamwork. Unidad 4 includes visuals, questions, and class discussions.

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.

The grade 3 materials support guided and independent practice, offering teacher guidance and recommended structures for whole group and individual instruction to ensure effective implementation. For instance, in *Guía del maestro*, Unidad 9, Lección 2, the teacher presents a guided read-aloud about Sir Walter Raleigh. The teacher asks questions in a whole group discussion, such as: "¿Creen que los colonos sobrevivieron?" After the lesson, students individually retell the story in "Página de actividad 2.2." The lesson concludes with a small group activity in which students complete "Página de Actividades 2.3."

In Unidad 10, Lección 10, the teacher explains to the whole group that there are three steps to complete presentations. In Lección 11, each student independently shares a multimedia presentation to the whole class about their research. Once students finish presenting their work, the teacher divides the class into small groups for a collaborative discussion. Each group writes down and shares its feedback with the rest of the class.

In Unidad 7, Lección 4, "Introducción a la lectura en voz alta," students work in small groups to answer question cards. As a whole group, the teacher reviews the lesson with a game called Pelota de preguntas. The teacher throws a ball to a student who answers a question that begins with one of the following question words: *quién*, *cuándo*, *dónde*, *qué*, *por qué*, or *cómo*. After the review, students work independently to complete "Página de actividades 4.1."

3.3 Support for Emergent Bilingual Students

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

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

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

The grade 3 materials include implementation guidance to help teachers effectively use the resources in state-approved bilingual/ESL programs. The *Guía de programa e implementación* provides an explanation of the product components and teacher guidance on how to implement the components within their Spanish Language Arts instructional block. Each unit includes an introduction with implementation guidance. For example, Unidad 8, "Introducción," provides a general overview of the unit topics including, "Las primeras exploraciones del Norteamérica," "Destrezas esenciales," and "¿Por qué es importante la exploración Europea de Norteamérica?" Next, the introduction provides information about "Conocimientos previos," "Escritura," "Tarea de desempeño y evaluaciones," "Componentes de la enseñanza," and "Vocabulario académico y esencial."

Guía del maestro, Unidades 1–4, provides support for teaching in bilingual or ESL settings. Unidad 1 includes pacing tips, ready-to-use questions, checks for understanding, and grouping suggestions. Unidad 2 provides step-by-step guidance for modeling speaking and teaching phonics to new bilingual students. These tools are part of the main lesson plans. In Unidad 4, the "Conexión bilingüe" notes help teachers connect Spanish and English, build vocabulary, and use cognates.

3.3b – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The grade 3 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. For example, "the *Biliteracy Resource Guide* is intended to provide educators with essential information about the structure, implementation, and instructional approach of Aprendizaje Bluebonnet." The guide presents the various types of bilingual programs in Texas schools, including Dual Language Two-Way, One-Way, Transitional Bilingual Late Exit, and Transitional Bilingual Early Exit. It explains how teachers can use the "Conexión bilingüe" sections to support students that need help with phonological or metalinguistic awareness, and to examine the similarities and differences between Spanish and English.

The materials offer lesson plans with specific approaches for assisting English learner students, including cognates, connections between languages, suggestions for rephrasing, and methods for assessing comprehension. For example, *Destrezas fundamentales*, Unidad 1, Lección 3, gives an explanation of cognates that the teacher can implement in "La rutina de los cognados para las conexiones bilingües en las lecciones." This unit also includes a "Conexión bilingüe" that explains the similarities between Spanish and English, helping students understand that closed syllables in both languages end in a consonant. Another example is in Unidad 9, Lección 1, where students read and write silent *h* words. At the end of the lesson, the materials provide a "Conexión bilingüe," which explains to students that, in English, the letter *h* often represents the Spanish /j/ sound. This comparison allows students to recognize that, although the *h* in Spanish is silent, it produces the Spanish /j/ sound in English.

3.3c – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

The *Aprendizaje Bluebonnet* materials are suitable for grade 3 dual language immersion (DLI) programs, and include resources that outline opportunities to address metalinguistic transfer from English to the partner language. The *Biliteracy Resource Guide* outlines various Dual Language Models, including Two-Way and One-Way Bilingual Programs. Every lesson embeds support for emergent bilingual students, promoting equitable learning. This type of support is a key component in the implementation of ESL programs in Texas. This program employs targeted instructional strategies, including contrastive analysis exercises, discussion-based activities, and scaffolded support, to reinforce metalinguistic awareness.

The materials state that, "Teachers facilitate cross-linguistic connections by incorporating contrastive analysis of phonetic patterns, grammatical structures, and vocabulary. For example, science lessons on states of matter, which include cognates such as *solid (sólido)*, *liquid (líquido)*, and *gas (gas)*, can be highlighted, allowing students to make meaningful linguistic connections that support comprehension across languages."

The *Aprendizaje Bluebonnet* materials use cognates to develop bilingual vocabulary, stating that, "By leveraging cognates, educators help students build metalinguistic awareness." The materials use "Conexión bilingüe" sections in almost every lesson to help students identify cross-linguistic patterns. For example, in *Destrezas fundamentales*, Unidad 1, Lección 4, the "Conexión bilingüe" section identifies cognates with "sílabas trabadas con l y r" such as *eclipse (eclipse)*, *explicar (explain)*, *refrigerador (refrigerator)*, and *tradición (tradition)*.

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

The materials follow a structured and sequential progression, starting with foundational sound patterns and gradually introducing more complex components such as prefixes, suffixes, and multisyllabic word decoding. The *Guía del maestro* and *Cuaderno de actividades* provide lesson plans and decodable texts to support daily guided practice decoding fluency and phonics.

For example, in *Destrezas fundamentales*, Unidad 3, Lección 12, activities teach sound/letter correspondence for the sound /k/. In the lesson, students read and write words that represent the /k/ sound using the letters *c*, *k*, or *q*. First, the teacher reviews the /k/ sound in the words *cocodrilo*, *koala*, and *quesadilla*. Students then complete an activity page by writing sentences with words that produce the /k/ sound. The first sentence has a word spelled with the letter *c*, the second sentence has a word with the letter *k*, and the third sentence has a word with the letter *q*.

Another example is in Unidad 8, Lecciones 1 and 2. The materials provide explicit guidance for reviewing the letter/sound correspondence with words and syllables that contain the /j/ spelling pattern, and practicing reading words with the /j/ sound. The *Cuaderno de actividades* provides additional take-home practice in Actividad 2.2. In the same unit, Lecciones 3 and 4 activities supply continuing instruction on the sound-letter correspondence for words with the Spanish letter *g* that make the /j/ sound. The activity "Palabras con /j/" reminds students that the /j/ sound can be made by words with the letter *j* or *g*.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

The materials offer systematic, sequenced phonics instruction through a well-defined scope and sequence, beginning with basic syllables and advancing to more complex elements like prefixes, suffixes,

and multisyllabic decoding. For instance, *Destrezas fundamentales*, Unidad 5, Lección 1, outlines specific instructions for the teacher to use picture cards featuring the words *guitarra* and *guerra* to help students identify the /gue/ and /gui/ sounds represented by different letters. Following this, students read words containing the /gue/ and /gui/ sounds in the unit decodable reader.

The *Guía del maestro* provides instructions for teachers to model phonics skills and conduct guided reading sessions that incorporate decoding strategies related to specific phonics elements. The materials include both isolated practice and text-based activities in Spanish. The lessons focus on the silent *h* and diphthongs *ue* and *ui*, both in isolation and through decodable texts. Students engage in targeted exercises that isolate these sound-symbol correspondences, such as identifying and writing words with a silent *h*, and practicing syllable division with diphthongs. Students also read a decodable text to review the silent *h* and diphthongs.

The materials provide explicit guidance for instruction on the soft *g* and hard *g* sounds, both in isolation and through decodable texts. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 8, Lección 8, the lesson plan includes explicit instruction in isolation for words that have the soft and hard *g* spelling patterns. Later, in Lección 3, "Palabras con *g*," students read words with these sounds and spelling patterns in the decodable reader for Capítulo 2 titled "Todo es nuevo."

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

The grade 3 materials include daily lessons of explicit phonics instruction with teacher modeling. The materials guide teachers to deliver direct instruction using specific Spanish terms, phrases, and statements to model new phonics skills. For example, the information in *Destrezas fundamentales*, Unidad 9, Lección 4, guides the teacher in explaining the sounds of the letters *c* and *s*. The teacher states that different letters can represent these sounds. The teacher writes the words *selva* and *ceja* on the board, reads the words aloud, and points to the letters *s* and *c*. The teacher then explains that the sound of the letter *s* in the word *selva* is the same as the sound of the letter *c* in the word *ceja*.

In Unidad 8, Lección 5, the teacher asks the students what sound the letter *x* makes. Next, the teacher explains that the *x* has different sounds based on what part of the word it occupies. Teachers model this using the guidance, "Escriba las siguientes palabras en el pizarrón *Oaxaca*, *examen* y *xilófono* en letra cursiva, modelando cuidadosamente la escritura con la formación correcta de las letras."

In Unidad 5, Lección 1, the teacher displays word cards featuring *guerra* and *guitarra*. The decodable texts use only previously taught phonics skills to support confident and fluent reading. Students begin with guided practice and gradually read independently, reinforcing sound-letter knowledge through texts.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

The grade 3 materials include daily opportunities for explicit guided instruction with embedded guidance for delivering immediate and corrective feedback. In Unidades 1–4, the materials offer scripted, step-by-step modeling of phonemic awareness and decoding skills, followed by guided student practice to ensure clear understanding. The teacher actively monitors students during practice, providing immediate verbal feedback to address errors as they arise and using specific corrective prompts to reteach and reinforce concepts when necessary.

In Destrezas fundamentales, Unidad 5, Lección 1, the teacher reviews the sounds /gue/ and /gui/ using letter and image cards from "Componentes digitales." Students repeat after the teacher and later read sentences aloud. Then the teacher offers correction and encouragement.

In Unidad 9, Lección 1, the teacher conducts a dictation lesson using words that contain the silent letter *h*. The teacher uses "Componentes digitales 1.1," shows the word *helicóptero*, and asks the students which letter is the silent *h*. The teacher gives feedback to the students by pointing out that the letter *h* does not make any sound in Spanish unless it is part of the digraph *ch*.

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

In grade 3, the materials include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning. In *Cuaderno de actividades*, Unidad 5, Lección 3, students work in pairs to create and share sentences using words with /n/ and /ñ/. Later, students identify and underline parts of words with these sounds and collaborate with their peers.

In *Cuaderno de actividades*, Unidad 9, Lección 2, students read and identify words with the silent letter *h*. The teacher explains that although this letter appears in many words, it is silent unless it is part of the digraph *ch*. The teacher shows the "Componentes digitales 2.1," where students work in pairs to find words in the paragraph that have the silent letter *h*. Later, students write a paragraph using three to five words with the silent letter *h*. Students exchange paragraphs with a partner and read and mark those words.

In *Cuaderno de actividades*, Unidad 8, Lección 4, students collaborate with a peer to share examples of words that contain the letter *g*. Students independently practice phonics skills in Unidad 8, Lección 7, by determining which words contain the letter that makes the /j/ sound, and then writing a story with at least five words that contain the /j/ sound.

4.3 Ongoing Practice Opportunities

19 TAC §74.3001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

The grade 3 materials include intentional cumulative phonics review and practice activities throughout the curriculum. There are built-in pause points in the scope and sequence to review prior skills. For example, in *Destrezas fundamentales*, Unidad 5, Lección 3, students learn about the /güi/ and /güe/ sounds. During "Pausa 1," students practice identifying words that do or do not contain /güi/ and /güe/ in the "Más ayuda con el sonido /güi/ and /güe/" section.

The materials reinforce previously taught skills. For example, Unidad 3, Lecciones 7 and 8, focus on words with the silent letter *h*. The students work with "Componentes digitales 1.1," and learn words like *cohete*, *historia*, *humano*, and *zanahoria*. Subsequent lessons ("Componentes digitales 2.1" and "Página de actividades 2.1") review words with the silent letter *h*.

The materials build upon prior learning across the curriculum. In Unidades 1–4, lessons systematically revisit previously taught sounds, blends, and phonics patterns to reinforce learning in a progressive manner. For example, Unidad 1, "Repaso fonético," reinforces earlier phonics skills, while Unidad 3, "Revisión fonética," revisits and strengthens patterns from prior units. Additionally, Unidades 2 and 4 include active practice tasks such as decoding exercises, word sorts, phoneme manipulation, interactive games, and writing prompts, that allow for cumulative review of previously taught skills.

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

The grade 3 materials provide practice opportunities that include only phonics skills that have been explicitly taught. For example, *Destrezas fundamentales*, Unidad 5, Lección 1, includes explicit guidance for reviewing the two distinct sounds that /gue/ and /gui/ can represent. The teacher uses visuals of *guerra* and *guitarra* to illustrate the /gue/ and /gui/ sounds, respectively. Students then pronounce words containing both sounds and identify whether they correspond to the /gue/ or /gui/ pronunciation.

Destrezas fundamentales, Unidad 8, Lección 1, introduces students to the sound of the letter *j* with words such as *jugo*, *jirafa*, and *jardín*. Later, students practice writing words with the letter *j* sound in "Dictado." Students practice again while reading the decodable story "¡Una gran sorpresa!" and looking for words that contain the letter *j* sound.

The materials provide practice review opportunities for phonics skills. For example, activities such as syllable division review the consonant combinations *mp* and *mb*, and the prefixes and suffixes *super-*, *re-*, *in-*, *-ito*, *-ita*, *-ísimo*, and *-ísima*. Opportunities for students to practice include reading passages, word classification, word building, and writing exercises. These activities are aligned with previously taught skills, and students review only phonics concepts they have already learned.

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

The grade 3 materials include decodable texts that incorporate cumulative practice of taught phonics skills. The story in Unidad 5, Lección 3, reinforces the /güi/ and /güe/ sounds, providing students with targeted practice of recent phonics concepts. The unit also includes *lecturas* that build on previously taught skills, such as vowel teams, blends, and multisyllabic words.

Unidad 3, Lección 7, includes words with the letters *s* and *z*. The lesson provides a decodable text, "Más frutas y verduras," that students read to practice more words that contain the letters *s* and *z*.

Phonics instruction includes words with *hiatos*, such as *ae*, *eo*, and *oe*. The decodable chapter "Trabajadores de la comunidad" and the section "Los conductores" include bolded words such as *trae*, *portaequipajes*, and *video*. These words reinforce phonics objectives and provide opportunities for students to practice recently acquired skills.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable connected text.

The grade 3 materials provide targeted instruction with structured opportunities for students to practice skills in isolation and apply them in decodable connected texts. For example, in Unidad 5, Lección 3, students learn the /güi/ and /güe/ sounds and analyze spelling and accent patterns. Students also use "Componentes digitales 2.2" and a graphic organizer in the *Cuaderno de actividades* to compare words with both sounds and practice vocabulary.

Isolated practice in the materials includes lessons on syllable segmentation, prefixes and suffixes, and decoding multisyllabic words with blends and digraphs. Teachers reinforce these skills through phonics, vocabulary, and dictation activities focused on word recognition and spelling. Students also apply these

skills in context using the "Campo y ciudad" decodable reader, which has decodable chapters like "El festival" and "Merienda en el parque." Comprehension questions, vocabulary tasks, and fluency activities further support students in integrating decoding with overall reading understanding.

The materials include skills lessons focused on words with *hiatos* (*úa*, *úe*, and *úo*) and opportunities for isolated practice. In *Destrezas fundamentales*, Unidad 7, Lección 6, students analyze the spelling pattern with the orthographic accent that produces the *hiato*. Students then use the *Cuaderno de actividades* to practice words such as *púa*, *acentúe*, *grúa*, and *licúo*. Later in the lesson, students read the decodable selection "Salud y bienestar" and notice bolded syllables in the words *evalúan*, *continúan*, and *gradúan*. This allows students to practice words with *hiatos* through connected, grade-level texts.

4.4 Assessment

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The *Guía de programa e implementación* describes a variety of assessment tools that are developmentally appropriate. For example, each unit includes daily formative assessments that allow teachers to gather information about student performance on activities that cover grade-level standards.

The grade 3 materials contain assessment tools that are developmentally appropriate to evaluate student learning. For instance, *Destrezas fundamentales*, Unidad 9, "Palabras con la *h* silenciosa," provides an opportunity for teachers to continually review student spelling. The teacher reviews students' spelling notebooks, identifies which students did not spell each word correctly on the first attempt, assesses the types of mistakes students made, and records the results in the "Registro de la práctica de ortografía."

The materials contain a variety of assessments that are developmentally appropriate to capture student learning. For example, each unit includes a midunit and end-of-unit assessment to measure students' learning as they progress through lessons. These assessments include varying question types that are aligned to the TEKS, as well as grade-level appropriate reading passages and comprehension questions.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The *Guía de programa e implementación* includes progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, students participate in a dictation routine to strengthen their writing and listening skills. This structured activity consists of repeating two complete sentences for three consecutive lessons each week, with a focus on specific skills.

The *Guía del maestro* includes an "Hoja de evaluación de ortografía" to monitor student progress. The spelling assessment includes several spelling patterns, and the teacher places an X in the column for each spelling pattern the student spelled incorrectly. The teacher can then evaluate each student's

errors, and talk with each student to ask them to explain their thought process when spelling the words, helping to understand student misconceptions.

The materials provide a diagnostic assessment titled, "Evaluación de comprensión del vocabulario I, II, III," to systematically evaluate students on phonics and vocabulary acquisition. Teachers use the performance level placement to plan instruction and group students accordingly. Scoring guidelines for *errores sin corregir* and *palabras correctas* ensure accurate measurement of phonics progress.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

The grade 3 materials include assessment opportunities that span across the school year. For example, each unit includes an end-of-unit assessment targeting specific phonics skills. Unidad 1 includes an "Hoja de evaluación de ortografía" focused on open and closed syllable words containing consonant clusters with *l* and *r*, that lets teachers track orthographic rules for the unit. Every unit offers a similar tool, allowing teachers to track progress over the course of the school year.

The grade 3 materials contain progress monitoring tools that align to the end-of-unit assessments. For example, the "Registro de fin de año de grado 3" tool in the *Guía del maestro* allows teachers to record and track progress from unit assessments over the course of the year.

In addition, the "Evaluación formativa diaria" provides an ongoing, day-to-day process for the teacher to monitor students' work. It also supports the teacher in adjusting instruction based on student learning.

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

The materials include data-management tools for tracking individual student progress. For example, *Destrezas fundamentales: Guía del maestro*, Unidad 5, includes comprehension question trackers for several lessons to support teachers in monitoring student responses to the reading.

Unidad 9 includes a "Registro de la práctica de ortografía" for teachers to track student spelling progress. The teacher can add specific comments in the last column, based on their observations.

Unidad 8 includes an individual student tracker called "Registro de destrezas fundamentales de grado 3." The tracker allows the teacher to view student performance across the 10 units and monitor skills.

4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

The grade 3 materials provide data-management tools to help teachers track the progress of their whole class. *Destrezas fundamentales: Guía del maestro*, Unidad 5, provides class comprehension question trackers for multiple lessons to assist teachers in monitoring student responses to the reading.

The materials also provide data-management tools to track across the year. In Unidad 9, the "Registro de fin de año de grado 3" allows teachers to document data from beginning-, middle-, and end-of-year assessments. The tracker records each student name and scores in areas such as fluency, reading, and spelling.

The materials provide data-management tools to analyze patterns and needs of students. *Destrezas fundamentales*, Unidad 7, includes the tool, "Registro de observación de hiatos," for teachers to verify that students correctly spell words that have *hiato* spelling patterns like *gradúan*, *sea*, *realmente*, and

continúan. The materials also contain printed class checklists for teachers to monitor class mastery of spelling patterns for words with suffixes *-ción*, *-xión*, and *-sión*.

4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs.

The grade 3 materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Teachers use dictation as a group routine, assuming that students are at the same stage of cognitive development. Teachers collect, review, and use dictation work as a formative assessment tool to help differentiate instruction for each student's strengths and needs

Teachers calculate student progress in fluency and reading comprehension activities by calculating correct words per minute, analyzing errors, and comparing results. Teachers use the "Anecdotal Reading Log" to document student progress. Teachers prepare a copy of the "Registro del progreso de fluidez" for each student, which is located in the "Recursos del maestro." Teachers ask students to write down their total words read during one minute, and the date. Teachers do this daily or weekly based on the strengths and needs of the student.

The end of each lesson in *Guía del maestro*, Unidad 3, includes a section, "Boleto de Salida." Students answer comprehension questions on a sheet of paper. Teachers collect the papers and use the results to group students based on needs and strengths.

4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

The grade 3 materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, *Destrezas fundamentales*, Unidad 9, "Apoyo adicional," provides extra practice for students who struggle to master the skills from the lesson. Students must identify the misspelled word with the *h muda*. Students work with a partner, taking turns drawing a card and checking whether the word is spelled correctly or incorrectly.

Lección 6, "Lección diferenciada," provides guidance for accelerating learning for students who have already achieved mastery of the specific concept. The materials state, "Para los estudiantes que ya comprenden la idea principal, se les puede pedir que identifiquen detalles de apoyo adicionales y que expliquen cómo estos respaldan la idea principal."

Unidad 8, Lección 13, provides an activity to accelerate instruction. The "Apoyo adicional" section provides guidance for teachers to use homophone and homograph cards, and red and blue dots.

Students place a red dot on the card if it is a homophone, and a blue dot if it is a homograph.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The grade 3 materials include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, in *Guía del maestro*, Unidad 10, Lección 1, students conduct research and present their findings to their classmates, supporting oral language development. The materials guide the teacher to support students to develop good questions that help them learn more about the topic. The teacher explicitly and systematically demonstrates how to ask questions that would help a researcher learn more about the song "Summertime." Students work independently, formulating questions in the "Página de actividades 1.1." Next, students share their questions with a partner while the teacher coaches student conversations with the questions, "En qué se parecen las cosas que tú y tu compañero están preguntando? ¿En qué se diferencian?" Students can then generate additional questions.

The materials use strategies like modeling, coaching, guided and independent practice, and targeted feedback. For example, in *Destrezas fundamentales*, Unidad 1, Lección 5, "Palabras con r/rr y ll/y," the teacher models paired reading with a student volunteer. Students then engage in guided practice as they alternate reading sentences. The students offer positive feedback to each other using sentence starters provided in "Componente digital 5.4," while the teacher circulates the classroom to observe, coach, and provide feedback. The lesson also prompts students to express themselves coherently, use appropriate volume and enunciation, and share their lists of words with peers, adding new words from their classmates.

The *Guía del maestro*, Unidad 7, Lección 6, "Audición y expresión oral: tabla de presentación oral" section

provides explicit and systematic instructional guidance to help students practice oral communication. The section introduces five categories—volume, clarity of speech, intonation, rhythm, and preparation—and how to provide feedback to peers. Teachers display "Proyección digital PD.U7.L6.2," which offers examples for each category, such as, "El volumen es adecuado para que todos los oyentes escuchen durante toda la presentación," for the volume category. Students select one of the poems listed and present it to the class, following the teacher guidance, "Dícales que estarán trabajando en cada categoría de la 'Tabla de presentación oral' para practicar cómo ser oradores efectivos."

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

The grade 3 materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, students work on presentations throughout *Guía del maestro*, Unidad 9. In Lección 17, students share their writing and read their presentations to a partner. The lesson includes bullet points that remind students to be respectful, listen carefully, ask questions, read with fluency, and read with good pace and expression. The teacher observes students' conversations and redirects or provides feedback if needed.

The grade 3 materials include structured opportunities for students to practice addressing different audiences and communicative goals. The introduction and routines sections direct students to read in pairs by sitting with a reading partner, taking turns reading aloud, listening actively, and asking questions to check comprehension. As students progress through the lesson, the teacher models reading with a volunteer, emphasizing rhythm, expression, and intonation, and using a provided guide to make comments. For example, the materials state: "Pida a los estudiantes que se sienten junto a su compañero de lectura . . . lean el capítulo . . . escuchando activamente y haciendo preguntas para verificar la comprensión. Muestre el 'Componente digital 8.2' e indique a los estudiantes que pueden usar las 'Guías para comentar durante la lectura.'"

Grade 3 instruction offers students opportunities to engage in social and academic discourse for a range of audiences and intentions. For example, an activity in the *Guía del maestro*, Unidad 6, Lección 15, supports TEKS 3.1.C, which pertains to social communication. Students practice effectively communicating ideas by speaking coherently, with clear enunciation, at an appropriate rate and volume. The activity contains the following instructions: "Pida a los estudiantes que compartan sus experiencias brevemente enunciando clara y distintamente cada palabra correctamente."

5.B.1c – Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The grade 3 materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, *Guía del maestro*, Unidad 10, Lección 1, provides an introduction to colonial America. The teacher starts the lesson by asking the students, "¿Por qué creen que la geografía es importante?" Then, the teacher explains that for the next few days, students will learn about the colonial period of American history. The teacher introduces the class to a guest speaker. Students formulate questions for the guest speaker using the "Página de actividades 1.1." The teacher provides sentence starters such as, "¿qué pensaste cuándo . . . ?, ¿por qué lo pensaste . . . ?, ¿cuándo sucedió . . . ? y ¿cómo fue . . . ?"

The *Guía del maestro*, Unidad 1, Lección 2, instructs students to listen attentively as the teacher reads a text aloud. The students then engage in a discussion about the text with a partner, ask questions to clarify information, and share what they learned with the class. The lesson guidance states: "Lea el texto en voz alta mientras los estudiantes escuchan atentamente. Pida a los estudiantes que comenten con un compañero sobre la idea principal y los detalles del texto. Anime a los estudiantes a hacer preguntas si no entienden alguna parte. Invite a varios estudiantes a compartir sus ideas sobre el texto con el grupo."

Unidad 9, Lección 4, provides authentic opportunities in Spanish for students to listen actively and ask questions. In the section, "Introducción a la lectura en voz alta," students utilize blank speech bubbles in the *Cuaderno de actividades*, "Página de actividades 4.1," to ask and answer questions from the selected text "Jamestown y los Powhatan." As students listen to the read-aloud, they focus on formulating questions in one bubble and writing the corresponding answer in the other.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

5.C.2a – Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)

The grade 3 materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. For example, *Destrezas fundamentales*, Unidad 9, Lección 4, instructs students on reading and writing words with the /s/ sound represented by the letters *c* or *s*. Students use "Página de actividades 4.1" to identify words that contain the /s/ sound. Students read a short text and circle the words that have the /s/ sound represented by a soft *c* or *s*.

Unidad 1, Lección 1, instructs students on reading and writing multisyllabic words with the same sound represented by different letters, such as diphthongs, *hiatos*, and syllables with consonant clusters. Students use "Página de actividades 2.1" to practice spelling these words, and "Página de actividades 2.3" to practice reading, focusing on the letter-sound correspondences introduced in the lesson.

Grade 3 instruction introduces letter-sound correspondences in a clear and logical order, providing systematic and explicit support for students to apply these skills in foundational Spanish reading and writing tasks. For instance, Unidad 7, Lección 1, provides explicit instruction about decoding multisyllabic words with *hiatos* *ao*, *ea*, and *oa*. Teachers display "Componentes digitales 1.1" showing words with *hiatos*, and read the following bulleted guidance, "Modele en el pizarrón cómo separar estas palabras en sílabas, marcando los hiatos al hacerlo. Por ejemplo, explique que *extraordinario* se segmenta *ex-tra-or-di-na-rio*, porque la *o* se pronuncia separada de la *a* generando el hiato."

5.C.2b – Materials include teacher guidance to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The grade 3 materials include teacher guidance to provide explicit instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions. For example, *Destrezas fundamentales*, Unidad 9, Lección 4, instructs students to read and write words with the /s/ sound spelled with the letters *c*, *o*, and *s*. Students review the /s/ sound, and the teacher mentions that different letters can represent this sound and that it is essential to recognize those letters. Students work on "Página de actividades 4.1," in which they read a short text and circle the words that have the /s/ sound represented by soft *c* or *s*. If students do not identify one of the words with the /s/ sound, the materials suggest that the teacher points out which paragraph or sentence the word is in, so students can locate it more easily.

In Unidad 9, Lección 5, students read and write words with the /k/ sound represented by the letters *c*, *k*, or *qu*. The teacher writes the words *cocodrilo*, *koala*, and *quesadilla*, and circles the *c*, *k*, and *qu* in each word. Then, the teacher explains that the letter *c* has the /k/ sound when it occurs before the vowels *a*, *o*, and *u*, or a consonant, and at the end of a word. The letter *k* contains the /k/ sound when the letter occurs before vowels. The letter *q* contains the /k/ sound in the syllables *que* and *qui*. Students work on "Página de actividades 5.1," identifying and circling words that contain the /k/ sound. While students are working, the teacher circulates around the classroom and offers immediate, corrective feedback with phrases like: "¿Estás seguro de que la letra *c* se pronuncia /s/en esta palabra? Esta palabra no se escribe con *z*; piensa en otras y coméntala con tu compañero."

In Unidad 7, Lección 2, "Dictado," "Apoyo a la enseñanza," the materials provide teacher guidance to support students with syllabification of words with *hiatos*. The guidance states: "Pida a los estudiantes que escriban la regla para dividir hiatos: Un hiato es una palabra que contiene dos vocales seguidas que se pronuncian en sílabas separadas. Los estudiantes contribuirán a una tabla explicativa que enumera las palabras con hiato recién aprendidas. Ejemplos: *video*, *trae*, *paseos*, *maestros*."

5.C.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)

The grade 3 materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound

correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. For example, in *Destrezas fundamentales*, Unidad 6, Lección 6, students use a print or digital resource to determine the meaning, syllabication, and pronunciation of words with diphthongs. The teacher writes the word *acuático*, and students read it aloud. The teacher segments the word into syllables and asks students to identify the number of syllables. The teacher reminds the class that a diphthong occurs when two consecutive vowels are pronounced in the same syllable. Students work on "Página de actividades 6.1," using a word bank to identify words that contain diphthongs.

As part of Unidad 7, Lección 1, students complete "Página de actividades 1.1" in the *Cuaderno de actividades*, segmenting words with *hiatos* into syllables.

In the same lesson, students read the decodable reading selection, "La escuela y los deportes," to practice decoding bolded words with *hiatos* such as *crear*, *estrategias*, *planear*, *retroalimentación*, and *extraordinarias*. Next, students add the words to the "Página de actividades 1.2: Palabras con hiatos *ao*, *ea*, *oa*."

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

5.E.1a – Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)

The grade 3 materials sequence the introduction of grade-level sound-spelling patterns and syllable combinations. For example, the materials use a bulleted list to explain the program and the order of introduction to orthographic patterns in *Destrezas fundamentales: Guía del maestro*, Unidad 1, "Bienvenidos, maestros de tercer grado," "Introducción." Bullet 5 explains that the systematic instruction remains simple at first, and then gradually incorporates complexity as students gain confidence and automaticity. The bulleted information states: "Este programa comienza enseñando la ortografía más común o menos ambigua para un sonido. Luego, enseña los múltiples patrones ortográficos para los sonidos que pueden escribirse de varias formas diferentes. De esta manera, el sistema se mantiene sencillo al principio, y la complejidad se va incorporando gradualmente a medida que los estudiantes ganan confianza y automatizan sus destrezas de lectoescritura."

Unidad 8 summarizes upcoming learning in the "Introducción" and "Resumen de la unidad" sections. The materials state, "La Unidad 8 está diseñada para fortalecer las habilidades ortográficas y de vocabulario de los estudiantes. La unidad inicia con el estudio de palabras que contienen el sonido /j/, representado por las letras *j*, *g*, y *x*, así como el sonido suave de la *x*. Posteriormente, los estudiantes trabajarán con palabras terminadas en *-ción*, *-sión*, y *-xión*, enfocándose en identificar su significado, aplicar las reglas ortográficas y analizar cómo los sufijos modifican el significado de las palabras." These skills align with TEKS 3.2.B.viii and 3.2.A.vi.

In Unidad 9, the "Resumen de la unidad" section explains that the unit begins with a review of a particular sound, and then students focus on a new sound by identifying, reading, and writing words that contain different letters that represent that sound. The section then explains that students also learn and practice the correct use of accent marks to solidify their understanding of the rules for verb conjugations.

As students learn the correct use of the past participle verb, they continue to expand their vocabulary by applying suffixes. The guidance states: "La unidad 9 comenzará con un repaso de palabras con *h*, incluyendo aquellas con la *h* intercalada. Luego, los estudiantes se enfocarán en los sonidos /s/ y /k/, identificando, leyendo y escribiendo palabras que contienen las distintas letras que los representan. A medida que avancen en la unidad, trabajarán en el uso correcto del acento ortográfico en los tiempos pretérito perfecto simple, pretérito imperfecto y condicional simple, consolidando su comprensión de las reglas de acentuación en conjugaciones verbales. También aprenderán a utilizar correctamente la forma verbal del pasado participio y posteriormente, continuarán ampliando su vocabulario con palabras que contiene sufijo *-ura*."

5.E.1b – Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)

The grade 3 materials include explicit teacher guidance in the *Destrezas fundamentales: Guía del maestro*, Unidad 7, Lección 2, bulleted list of scripted teacher guidance for teaching "Hiatos *ae, eo, oe*." The list connects to TEKS 3.2A.vi and 3.2.B.iii. The first two bullet points provide explicit teacher guidance to help students break up words into syllables by focusing on special vowel combinations called *hiatos* and diphthongs. The guidance states: "Explique a los estudiantes que juntos van a practicar la separación de ciertas palabras en sílabas. Algunas palabras tienen combinaciones de vocales especiales llamadas hiatos. Otras palabras tienen combinaciones de vocales especiales llamadas diptongos. Menciona que a veces necesitaremos agregar un acento ortográfico, llamado tilde, el cual aprenderemos y practicaremos con más detalle en las siguientes lecciones."

Bullets four and five in the same list supply explicit instruction on the segmentation of words with *hiatos*: "Escriba la palabra *video* en letra cursiva en la cartulina. Modele cuidadosamente la formación correcta de las letras. Pida a los estudiantes que lean la palabra en voz alta. Repite la palabra y demuestra cómo segmentar las sílabas: *vi-de-o*. Ahora, pida a los estudiantes que cuenten las sílabas e identifiquen el hiato en la palabra. Modele cómo separar las sílabas con un guion mientras los estudiantes segmentan la palabra."

The materials include teacher guidance on modeling cursive strokes by writing examples of words students learned in previous lessons to connect their understanding. Students then read correctly spelled and misspelled words in cursive, correcting and decoding as needed. For example, "Pregunte a los estudiantes qué sonido hace la letra *j*. Confirme la pronunciación correcta. Modele los trazos de letra cursiva, escribiendo algunos ejemplos de palabras que aprendieron en la lección anterior para conectar sus conocimientos. Por ejemplo: *pasaje* o *jadeando*. En la cartulina, escriba dos palabras polisílabas con *j*. Una de ellas debe estar escrita correctamente y la otra debe estar mal escrita. Puede elegir entre las palabras de habilidad en el capítulo de hoy: *burbujas, viajero, ajustar, jornada, rodajas*. Pida a los

estudiantes que lean cada palabra lentamente y en voz baja. Confirme la decodificación correcta."

5.E.1c – Materials include a variety of activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

The grade 3 materials develop grade-level sound-spelling patterns at the end of each lesson in the section "Apoyo adicional." Unidad 8, Lección 8, provides additional practice opportunities to support instruction of decoding and encoding words with soft *c* (TEKS 3.2.A.ii and 3.2.B.viii). In addition, the materials include "Palabras con *-cción*," in which students investigate words with the suffix *-cción* and compare them to words with the suffixes *-ción* and *-xión*. Later, students write words with *-cción* in sentences.

The *Destrezas fundamentales: Guía del maestro*, Unidad 7, "Pausa" section includes activities that connect with TEKS 3.2.A.iv and 3.2.B.iii, which pertain to decoding and encoding words with *hiato*. Examples of activities from the section "Más ayuda con hiatos" include "Hiatos," in which students review the concept by circling words with *hiato* from a list of words, separating them into syllables, and using self-selected words to write sentences. Another example is the activity "¿Tiene hiato?" where students cut and sort words based on their *hiato*. Finally, in "Plegable de hiatos," students create a foldable to explain what *hiato* is and provide examples of words that contain *hiato*.

The "Pausa" section also provides extra activities for students to review the skills and concepts taught in the unit, such as "Béisbol con palabras con *h*, Sopa de letras con palabras con *h*, Crucigramas de sonidos /s/ y /k/, y Conecta y crea."

5.E.1d – Materials provide a variety of activities and/or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

Destrezas fundamentales: Guía del maestro, Unidad 1, "Pausa," "Más ayuda con sílabas trabadas" connects with TEKS 3.2.B.x. For example, in the game "Busca tu pareja," students read their card and look for a partner who has a card with a similar spelling pattern. The materials also support decoding words in the context of the unit decodable text, such as "Recaudar fondos" in Unidad 1. Students decode *palabras trabadas* within the chapter such as *costumbres*, *descubrieron*, and *tradiciones*.

The materials support TEKS 3.2.B.iii in the *Cuaderno de actividades*, Unidad 7. In Actividad 1.1, "Palabras

con los hiatos *ao, ea, oa,*" students encode words with *hiato* and segment them appropriately. In addition, students participate in "Dictado día 1" using the decodable text for Unidad 7, "Trabajadores de la comunidad." The teacher dictates the following set of sentences from the text: "Los entrenadores deportivos saben planear y crear actividades para jugar de manera segura y prevenir accidentes como caídas. Son maestros extraordinarios." Then students write what they hear, using appropriate spelling and grammar rules.

In *Destrezas fundamentales: Guía del maestro*, Unidad 9, Lección 1, students read and write silent *h* words. Using "Componentes digitales 1.1," students work with a partner to read each word and segment it into syllables. Next, they select five of the words and use them to independently write a free verse poem. Finally, students trade poems and verify the correct use of the silent *h*.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	10/10
5.E.2c	All criteria for guidance met.	6/6
5.E.2d	All criteria for guidance met.	8/8
—	TOTAL	26/26

5.E.2a – Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words depending on syllable stress (sílabas tónicas), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

The "Grade 3 Spanish and English Foundational Skills Units" guide includes a systematic sequence that lists SLAR TEKS 3.2.B.i, pertaining to the encoding of *palabras agudas* and *graves*. Unidad 2, Lecciones 2–4 and 7, teach this skill. Then, Lecciones 8–11 teach encoding *palabras esdrújulas*.

The *Biliteracy Resource Guide* contains a side-by-side comparison of the scope and sequence for grade 3 Spanish and English language arts units. For instance, the "Grade 3 Spanish and English Foundational Skills Units" guide contains the TEKS in order of presentation throughout the units. The guide provides evidence that Unidad 1 teaches SLAR TEKS 3.2.A.i, pertaining to the decoding of orthographic accents, while Unidad 6 teaches TEKS 3.2.A.iv, decoding *hiato* and diphthongs.

In "Recursos por nivel del programa," the *Biliteracy Resource Guide* includes a foundational skill table by unit that lists all the SLAR TEKS taught in a systematic order. The table indicates the number of days, unit, lesson, lesson title, and the TEKS taught over time to support skills for decoding and encoding.

5.E.2b – 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. (PR 2.A.1) (T)

The grade 3 materials include teacher guidance to decode and encode multisyllabic words depending on diphthongs and *hiatos* in the *Destrezas fundamentales: Guía del maestro*, Unidad 6, Lección 1,

"Introducción de diptongos." Bullet 3 says, "Introduzca el significado de *diptongo*. Explique que los diptongos ocurren cuando dos vocales distintas se pronuncian dentro de la misma sílaba." Bullet 6 instructs teachers on guiding students to read and write words with diphthongs: "Señale la segunda palabra, *viaje*, y pida a los estudiantes que la lean en voz alta. Pida que segmenten la palabra en sílabas mientras usted las escribe en la tabla. Señale cada sílaba de la palabra y pregunte a los estudiantes cuál es la sílaba que contiene el diptongo."

Unidad 7, Lección 1, "Hiatos *ao, ea, oa*," provides teacher guidance to introduce students to *hiato*: "Explique que un hiato se presenta cuando dos vocales fuertes están juntas pero al contrario de un diptongo, se pronuncian en diferentes sílabas." The teacher then instructs students to decode *hiato*, following the guidance, "Por ejemplo, explique qué *extraordinario* se segmenta *ex-traor-di-na-rio*, porque la *o* se pronuncia separada de la *a* generando el hiato." The lesson also includes teacher guidance on encoding, such as, "Explique a los estudiantes que deberán segmentar las palabras en sílabas y encerrar en un círculo el hiato en cada palabra."

In Unidad 5, Lección 7, "Introducir el acento diacrítico," the teacher introduces the use of accents to decode and encode words with and without diacritical accent. For example, the teacher guidance states, "Señale la tilde en la palabra *té* y comente con la clase la razón por la cual la palabra lleva una tilde. Explique a los estudiantes que, aunque las palabras *te* y *té* se escriben igual, el acento diacrítico las diferencia. El acento diacrítico es un acento ortográfico que se utiliza para diferenciar palabras que se escriben igual pero tienen significados diferentes."

5.E.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words including diphthongs, hiatus, and word types (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

Destrezas fundamentales: Guía del maestro, Unidad 6, Lección 4, provides an activity for students to develop their understanding of diphthongs *oi, io, and oy*. The teacher prepares cards with words that contain these diphthongs, and students read and classify the words in a three column organizer. Students then write the words beneath the corresponding heading, and write sentences containing the words. Other activities that provide practice and reinforcement opportunities are at the end of the unit in the "Pausa" section. For example, the activity "Escribe y dibuja" provides reinforcement as students use words with diphthongs from a word bank to write and illustrate a story.

The grade 3 materials provide students with opportunities to develop their understanding of *hiatos*. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 7, Lección 5, "La búsqueda de los hiatos," students model syllables using cards and two-sided counters to represent vowels and consonants. At the

end of Unidad 7, students practice and reinforce their understanding of *hiatos* through activities. For example, in "Plegable de hiatos," students create a foldable to describe and provide examples of *hiatos*. In "¿Hiato o diptongo?" students cut and sort words with *hiato* or diphthongs. Students then select words to write sentences.

The *Destrezas fundamentales: Guía del maestro*, Unidad 8, Lección 15, contains opportunities for students to develop the use of orthographic accent marks with simple past tense verbs. The teacher provides examples of correctly accented past tense verbs in sentences and supports the students to add more examples to the list. Additional practice and reinforcement opportunities are at the end of the unit in the "Pausa" section. Examples include "Pisa el pasado," in which students select an infinitive verb from a word bank and conjugate it to past tense with appropriate accent marks when writing a complete sentence.

5.E.2d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

The grade 3 materials provide activities for students to segment *palabras agudas* and add appropriate accent marks as needed. For example, in *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 3, "Repaso de palabras agudas," students write words in isolation. The next day in Lección 4, students continue to practice this skill in *Cuaderno de actividades*, Actividad 4.1. Students first read the words in a word bank, circle the *palabras agudas*, then write sentences with these words.

In Unidad 2, Lección 3, "Leer 'Las cavernas puentes naturales,'" students read and decode multisyllabic vocabulary. For example, in Capítulo 2 of the decodable text "Las maravillas de Texas," students decode multisyllabic vocabulary such as *caliza*, *cavernas*, *explorar*, and *subterráneo*. Students complete an activity in which they read and practice the pronunciation of *palabras agudas*. The activity directions state, "Después de que los dos estudiantes hayan compartido lo que leyeron con su compañero, pida que los estudiantes repasen las palabras del vocabulario y lean las palabras agudas. Los estudiantes deben practicar la pronunciación de las palabras agudas."

In Unidad 2, Lección 8, students read and write *palabras graves y esdrújulas*. The teacher reviews the difference between a prosodic accent that is a natural emphasis in pronunciation, and an orthographic accent, or tilde, that is a written mark indicating the stressed syllable according to accentuation rules. Students give an example of a *palabra aguda* and write the word on the board in cursive, later segmenting the word into syllables. Students follow a similar routine with a *palabra grave*. To close the

lesson, students complete "Dictado con palabras graves y esdrújulas," in which they write sentences dictated by the teacher that contain the same spelling patterns.

5.E.3 Morphological Awareness (1–3)

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

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

5.E.3a – Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

The grade 3 materials include a scope and sequence, titled the "Vistazo, alcance y secuencia," that provides a systematic Spanish sequence to support morphological awareness skills. For example, the scope and sequence shows that the first *Destrezas fundamentales* units introduce students to morphemes, and then build on that understanding in Unidades 6–8.

The introduction of each *Destrezas fundamentales: Guía del maestro* unit provides a "Mapa de destrezas," which outlines the vertical alignment of study topics within the skills units. The "Mapa" shows that grade 3 students begin studying suffixes and prefixes in Unidades 1 and 2, and continue that topic in every unit through Unidad 9.

Each unit introduction also contains a calendar that outlines the sequence of lesson topics. For example, a table in "Calendario de la Unidad 2" shows that instruction for the prefix *des-* occurs on Day 6, while a lesson for the prefix *re-* happens on Day 10.

5.E.3b – 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. (PR 2.A.1) (T)

Destrezas fundamentales: Guía del maestro, Unidad 2, Lección 5, "Presentar palabras con el prefijo *des-*," contains explicit instruction for teachers to introduce the meaning of the prefix *des-*. The teacher guidance states, "Encierre el prefijo *des-* de la palabra *desaparecer* y explique que la palabra *desaparecer* tiene dos partes: *des-* y *aparecer*. Indique que *des-* es el prefijo y *aparecer* es la palabra base. Diga a los estudiantes que *aparecer* significa hacerse visible o manifestarse. Cuando se le antepone el prefijo *des-*, el

significado cambia y *desaparecer* significa dejar de ser visible o no estar presente." Later in the lesson, students practice decoding and encoding words with the prefix *super-* in the *Cuaderno de actividades* by color coding the parts of words with *des-* and writing the word meanings.

Unidad 7, Lección 11, "Sufijos *-oso/-osa*," includes direct instruction for teachers to present the meanings of words with the suffixes *-oso/-osa*. For example, the teacher guidance states, "Explique los significados de los sufijos *-oso* y *-osa* con un ejemplo mostrando el 'Componente digital 11.1.'" Later, the materials provide opportunities for students to decode and encode using sentences from an accompanying reading selection, "La tormenta eléctrica," during "Ortografía dictado" using the sentence, "Durante la tormenta, la firmeza de los árboles será puesta a prueba y la oscuridad se iluminará por los rayos. Es importante seguir las reglas de seguridad porque la fuerza de la electricidad puede ser muy peligrosa."

Unidad 9, Lección 12, guides the teacher to introduce students to read, write, and identify words with the suffix *-ura*, and understand how the suffix changes the meaning of the word. The teacher asks students, "¿Cuáles son algunos sufijos que han aprendido en las lecciones anteriores?" The teacher tells students that they will learn about the suffix *-ura* and explains that suffixes are added to the end of words to change their meaning and form new words. Students read the words *alto* and *hermoso*, and add the suffix *-ura* to change the word. Students later complete "Página de actividades 12.1," writing new words with the suffix *-ura*.

5.E.3c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The grade 3 materials include a variety of activities to practice morphological skills. For example, *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 5, "Apoyo adicional," contains "Más ayuda con el prefijo *des-*." This activity supports students in understanding how to use words with the prefix *des-*. In "Más ayuda con palabras con el prefijo *des-*," students add words with *des-* to a dedicated prefix anchor chart. Later, in "Más ayuda con el prefijo *re-*," students create a matching game by writing words with *re-* on cards, and writing the word definitions on separate cards.

Unidad 6, "Pausa," "Más ayuda con los prefijos *i-*, *in-*, *im-*," supplies various activities for students to develop, practice, and reinforce prefix skills. In "Plegable de prefijos," students create an organizer using words with prefixes. In "¿*i-*, *in-* o *im-*?" students form antonyms using words from a word list and add prefixes *i-*, *in-*, or *im-*. In "Completa la tabla," students complete a table with words that have prefixes, and then use those words to write sentences or a story.

The activities in Unidad 9, "Pausa," "Más ayuda con el sufijo *-ura*," provide targeted review of specific areas of morphological skills. For instance, in "¡A mezclarse!" each student receives a suffix or root word

card, and partners with other students to form new words. For example, if the word is *candidato*, the student must find a partner with the suffix *-ura* to create the word *candidatura*. After pairing up, students write the words they created in a table in the *Cuaderno de actividades* activity page, and select five words to write sentences.

5.E.3d – Materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

In the student-facing *Cuaderno de actividades*, Unidad 6, Actividad 10.1, students add the prefixes *i-*, *im-*, or *in-* to a root word to create a new word, such as *imposibilidad* or *inacción*. In addition, in Unidad 7, Actividad 9.1, students add the suffix *-mente* to words from a word bank to form new words, such as *lentamente* or *fuertemente*.

In *Destrezas fundamentales: Guía del maestro*, Unidad 8, Lección 11, students read the accompanying decodable text, "Motivación," and decode bolded words with the prefix *ex-*, such as *exagerar* and *expresas*, within the context of the story. Later, students complete Actividad 11.1, encoding the correct word containing the prefix *ex-* from the word bank to the correct sentence based on the context. Next, students write complete sentences using words with *ex-*.

In Unidad 9, Lección 14, students identify, read, write, and use words with the prefix *multi-*, and learn how the prefix changes the meaning of the word. The teacher explains the prefix *multi-* means more than one or many of the root word. Students complete "Página de actividades 14.1" with a partner by adding prefixes to root words to make new words. Then, students write a story that includes all the words with the prefix *multi-* that they formed in the previous activity. At the end of the unit, students read the decodable text "Paul Revere y el legado de los patriotas," paying attention to the words with the prefix *multi-*.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.F.1a	All criteria for guidance met.	3/3
5.F.1b	All criteria for guidance met.	4/4
5.F.1c	All criteria for guidance met.	4/4
—	TOTAL	11/11

5.F.1a – Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade-level Spanish language arts TEKS. (S)

The grade 3 materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words, utilizing illustrations, texts, and advice on the use of context, as outlined in the grade-level Spanish language arts TEKS. For example, in *Guía del maestro*, Unidad 9, Lección 3, the teacher uses picture cards to introduce the term *disputas*. During the read-aloud, the teacher shows the picture card "El capitán John Smith se convierte en líder" to support students in determining the meaning of the word *disputas*. The materials guide the teacher to say, "Con la muerte, las enfermedades y las disputas ocurriendo diariamente, no se estaban."

In Unidad 2, the teacher guides students in using text clues to figure out the meaning of new Spanish words. Using the story "Abordando el tren hacia Bryan, Texas," the teacher has students ask questions about the text and examine words near unfamiliar vocabulary to provide hints or explanations. The teacher uses this strategy throughout all four units, with activities that demonstrate how to use sentences before and after a word to better understand the meaning.

Unidad 8, Lección 2, prompts the teacher to use a specific image while reading a sentence about exploring unknown lands in the text "1492, Un año que cambió el mundo." The lesson highlights the word *inexplorados* and provides context clues in a bolded, color-coded note explaining its meaning.

5.F.1b – Materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)

The grade 3 materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources, such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. The materials detail how to introduce each tool, explain the differences between print and digital formats, and model how teachers can use the tools to support vocabulary and reading. The materials also instruct teachers to explain the purpose of each tool to students and demonstrate how to use it to find word meanings and determine pronunciation.

"Colaboración estudiantil: Estrategias, estructura y rutinas de destrezas fundamentales," Unidad 1, provides explicit instruction on using dictionaries in the section "Instrucción del diccionario." The guidance states, "Modele cómo usar el diccionario para descubrir la pronunciación de las palabras en negrita. Juntos repasen la definición y pida a los estudiantes que compartan su comprensión de la palabra. Pida a algunos estudiantes que compartan sus ideas."

Destrezas fundamentales, Unidad 9, Lección 1, provides a vocabulary activity. The teacher writes the word *deslizaban* and shows a glossary section to the students. The teacher models searching for the word and its definition in the glossary.

In Unidad 1, Lección 9, the teacher reviews the lesson vocabulary words and demonstrates how to use the glossary in the book to find the definition of the words in bold. The teacher models how to look up the word *experiencia* in the dictionary by directing students to the letter *e*, and explaining how to use alphabetical order to locate the vocabulary word.

5.F.1c – [2nd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. (S) [3rd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S)

The grade 3 materials include activities and tasks in Spanish that utilize print and digital resources to help students determine the meaning of words, their pronunciation, and syllabication. For example, in *Destrezas fundamentales*, Unidad 1, Lección 7, students read the chapter "Explorando Nicaragua." The teacher and students review vocabulary words that students find in the chapter, and discuss the meaning of the words and phrases. Then, the teacher models how to use the dictionary to determine the pronunciation of the words in bold. The class reviews the definition together, and the teacher asks

students to share their understanding of the word. Students then work in pairs to find words in the dictionary.

In Unidad 9, Lección 1, students choose the meaning of vocabulary words from the text. The teacher writes the vocabulary words *evolucionar*, *género*, *improvisar*, and *estándar* in cursive. Students isolate the vowel sound and use their knowledge of hyphenation to decode the words before checking their meaning in context.

Unidad 7, Lección 2, includes digital and print opportunities for students to segment words into syllables. For example, teachers work with students on segmenting words with *hiatos*, such as *ao*, *eo*, and *oe*. Students use the "Componentes digitales 2.1" to guide syllable segmentation using the sentence frames, "Segmentamos la palabra ___ en ___ sílabas porque ___. Yo estoy de acuerdo porque ___. Yo no estoy de acuerdo porque ___." Students continue the activity in the *Cuaderno de actividades* by segmenting words with *hiatos*, such as *video* into *vi-de-o*.

5.G Fluency

5.G.1 Reading Fluency (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.G.1a	All criteria for guidance met.	3/3
5.G.1b	All criteria for guidance met.	3/3
5.G.1c	All criteria for guidance met.	1/1
5.G.1d	All criteria for guidance met.	4/4
—	TOTAL	11/11

5.G.1a – Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context in Spanish with suggestions for teacher feedback. (T)

The *Destrezas fundamentales: Guía del maestro* includes lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context in Spanish with suggestions for teacher feedback. For example, in Unidad 5, "Lectura: Aprendiendo sobre las máquinas simples," students identify the syllables *güe* and *güi*. The teacher reviews the spelling rule and asks students what words they know with the syllables *güe* and *güi*. The teacher writes the examples on the board, separating the words into syllables, and reiterates the purpose of the umlaut, which is to pronounce the /u/.

There are different read-aloud demonstrations and examples for teachers to develop students' reading fluency and prosody. For instance, in Unidad 10, Lección 1, "Audición y expresión oral," the teacher introduces a story called "¿Qué es el jazz?" and uses picture cards to enhance understanding. The teacher explains that the people, places, and things in the pictures will be explained during the read-aloud. The students listen and write down new information about the history of jazz. The teacher reminds the students that jazz is now played by musicians all over the world and still influences many forms of popular music today.

The materials provide opportunities for students to read with fluency in and out of context. For example, Unidad 7, Lección 2, focuses on *hiatos ae, oe, and eo*. Students read the word *video* aloud and then repeat the phrase, segmenting it into syllables, *vi-de-o*. The teacher asks the students to count the syllables and identify the *hiato* in the word. Students then read words with *hiatos* such as *trae* and *paseos*, repeating the same pattern. Students use a decodable reader, "Trabajadores de la comunidad," to read bolded words with *hiatos* such as, *trae*, *portaequipajes*, and *héroes*. The teacher reminds students again to segment these words into syllables to review pronouncing the *hiatos*.

5.G.1b – Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)

The *Cuaderno de actividades* includes embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and texts in the lessons. For example, in Unidad 5, Actividad 2.1, students decode syllables *gue* and *gui*, and answer comprehension questions about the text. In addition, in Unidad 5, Actividades 1.1 and 2.3, students practice reading words with the syllables *gue* and *gui*.

Another example is in Unidad 3, Lección 5, "Página de actividades 5.1," where students learn and review words with prefixes *in-* and *im-*. After completing the lesson on prefixes, students complete the activity page, which includes a table with words such as *incredible* and *injusto*. This lesson also contains a decodable text, "Creando energía: tres nutrientes esenciales," to provide students with additional practice using words with these prefixes.

The grade 3 materials also provide word lists featuring high-frequency and phonics-aligned vocabulary that appear in multiple units, such as consonant blends and prefixes in Unidad 3 and thematic vocabulary in Unidad 1. Scaffolded decodable phrases and sentences like, "El niño juega en el parque," and "La maestra lee un libro," are modeled and practiced in Unidades 2 and 3, supported by sentence strips in the "Tarjetas grandes de letras/sílabas."

5.G.1c – Materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)

The grade 3 materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups). For example, in Unidad 5, "Lectura: Aprendiendo sobre las máquinas simples," students work with partners to identify words with the syllables *gue* and *gui* and segment them into syllables to practice reading them correctly. Students then work independently on "Página de actividades 1.1."

In Unidad 3, Lección 5, students develop word reading fluency by working collaboratively. Students work with a partner to recognize words with prefixes *in-* and *im-*, and create sentences with those words in "Componentes digitales 5.1."

In Unidad 9, Lección 5, students participate in different interactive activities independently and with a partner to review words with the /k/ sound. During the lesson, the teacher writes the words *cocodrilo*, *koala*, and *quesadilla* to explain the /k/ sound. Students work independently in "Página de actividades 5.1" to write sentences with the words from the list. Later, students work with a partner and share the

sentences that they created.

5.G.1d – Materials include various authentic Spanish connected texts for the building of accuracy, fluency, prosody, and comprehension.

The grade 3 materials include various authentic Spanish connected texts designed to build accuracy, fluency, prosody, and comprehension. For example, in Unidad 5, Lección 11, "Lectura: Rumbo a la feria de la ciencia," students review reading with punctuation marks and reading rhythm. The teacher models fluent reading to the class by reading the first paragraph, using an appropriate pace, expression, and pausing for punctuation.

Unidad 5, Lección 4, includes an activity page that students take home to practice their fluency and comprehension skills. Students read the story "Visitando San Antonio" and find "*palabras agudas con y sin acento*." The teacher models prosody development by expressive reading, with a focus on rhythm and intonation to support learners in their reading fluency.

The materials provide multiple types of authentic texts, including narratives and informational passages, initially written in Spanish, and presented as coherent paragraphs or stories. Students engage with connected texts in Unidad 4, Lección 4, such as, "Carlos salió de su casa," "Una idea genial," "Rumbo a Costa Rica," and "Abordando el tren hacia Bryan, Texas." The texts focus on accurate word reading, repeated oral practice for fluency, modeling and practice of expressive reading for prosody, and comprehension through embedded questions and partner discussions.

5.H Handwriting

5.H.1 Handwriting Development

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

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

5.H.1a – Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes, as appropriate for each grade-level and, when possible, connected to current student learning. (T)

The grade 3 materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes, as appropriate for each grade level and, when possible, connected to current student learning. For example, in *Guía del maestro*, Unidad 10, Lección 6, the teacher gives explicit instruction for legibly writing words, ideas, and complete answers in cursive. The teacher also guides students to leave appropriate spacing between words in all assignments in the unit.

The teacher models letter formation and strokes on the board, and students practice writing with a focus on letter connections, size, and spacing. Content lessons integrate strategies to support handwriting, such as writing sentences using vocabulary from texts like "Samuel y el héroe de la revolución" in Unidad 3, Lección 4. Dictation exercises use sentences from these readings to reinforce handwriting, vocabulary, and comprehension.

The materials also include guidance for left-handed students. In the section titled "Guía para apoyar en la escritura a los estudiantes zurdos," the first bullet point directs teachers to consider the seating of left-handed students so that the location of other students does not interfere with their arms and elbows.

5.H.1b – Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

The grade 3 materials include frequent opportunities, resources, and activities and tasks in Spanish that allow students to authentically practice and develop handwriting skills appropriate for their grade level. For example, in Unidad 9, Lección 2, students practice cursive handwriting by writing a paragraph that uses three to five *h* words. Then in Unidad 9, Lección 3, after discussing the read-aloud, students write "palabras, pensamientos y respuestas completas en letra cursiva, dejando espacios apropiados entre las palabras en todas las tareas de esta unidad."

Activities are part of regular lessons and include writing sentences, copying examples, completing graphic organizers, and practicing dictation. The handwriting practice is connected to what students are learning, such as vocabulary words, suffixes like *-dad*, and spelling patterns with sounds like *c*, *k*, and *qu*.

In *Cuaderno de Actividades*, Unidad 7, Actividad 2.1, students write words with *hiatos* and then rewrite them in cursive, separating the syllables as practiced in the lesson. Also, in Unidad 8, Actividad 1.1, students write sentences using words from a word bank, following the instructions: "Escoge dos palabras de la caja y escribe dos oraciones. Recuerda escribir de manera legible en letra cursiva dejando espacio entre las palabras."

6. Knowledge Coherence

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

6.A Connected Knowledge Topics

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

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

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

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

The materials include units designed to build background knowledge in science. In Unidad 3, "El cuerpo humano: Sistemas y sentidos," students learn about the human body and its various systems, supporting foundational scientific understanding.

The materials include a diverse collection of books that incorporate science-related themes to build content knowledge. In Unidad 2, "Escamas, plumas y pelaje: la clasificación de los animales," students explore animal classification, explicitly reinforcing key scientific concepts. The unit also integrates historical content by referencing Jane Goodall's work with chimpanzees.

The grade 3 materials include units that build content knowledge in history and literature. For example, in Unidad 9, "La época colonial en los Estados Unidos," students explore the English colonies with a focus on the founding of Jamestown. The unit features historical readings about key figures such as John Smith, the Powhatan people, and Pocahontas. These texts support the development of historical understanding through engaging, content-rich literature.

The grade 3 materials include units designed to build knowledge in the fields of literature and the arts. For example, Unidad 1, "Cuentos clásicos: El viento en los sauces," introduces students to classic children's literature through readings of *El señor Sapo* and *En la Orilla del Río*. Additionally, Unidad 10, "Jazz y más," focuses on the cultural and historical impact of jazz music in the United States. Students explore biographies of influential figures such as Louis Armstrong, Billie Holiday, and Lady Day. These units promote cross-disciplinary learning.

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

The "Vistazo, alcance y secuencia" document is a strategic planning resource that maps out learning progressions vertically across multiple grade levels. As outlined in the *Guía de programa e implementación*, instruction in grades 3–5 shifts toward the concept of reading to learn. The "Estableciendo conexiones año tras año" section maps knowledge-building topics from kindergarten through grade 5. A visual chart uses color-coded dotted lines to show how themes develop across grade levels. For example, in grade 3, students study "El cuerpo humano," building on foundational concepts introduced in kindergarten with "Los cinco sentidos," and in grade 1 with "El cuerpo humano." This vertical alignment reinforces continuity and deepens understanding over time. The chart also highlights cross-curricular connections in subjects like literature and history, helping teachers plan coherent, vertically aligned instruction.

The grade 3 materials provide resources such as a scope and sequence to support knowledge-building across grade levels. Unidad 8, "Las primeras exploraciones de Norteamérica," includes a section titled "Conocimientos previos de los estudiantes," which identifies key content from earlier grades that supports comprehension of new material. Students who received prior instruction in units like "Colonos y nativos americanos" in kindergarten, and "Las primeras civilizaciones americanas" in grade 1, have the foundational knowledge needed to effectively engage with the unit. Unidad 8 begins with an introductory presentation for those without this background, to ensure all students are equipped for success.

6.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.

The grade 3 materials are intentionally designed to provide students with extended learning time on connected knowledge-building topics and Spanish texts. For example, Unidad 7 provides a minimum of 13 instructional days focused on the regions and cultures of Native Americans. Unidad 8 offers at least 14 days of lessons, texts, and activities dedicated to the early explorations of North America. This extended engagement supports meaningful content development and reinforces student understanding through sustained study.

Unidad 9 focuses on the colonial era in the United States, covering foundational topics such as the establishment of Jamestown, the founding of Maryland and Georgia, and the pilgrims. Later in the unit, students explore the central colonies, Thanksgiving, and daily life during the colonial period. The unit spans 16 instructional days, including one day dedicated to assessment, allowing for in-depth exploration and comprehension of historical content.

Unidad 10 focuses on the history of jazz and spans 11 instructional days, including one day for final assessment. The unit begins with an introduction to the art of jazz, followed by lessons on the jazz age in

the United States. By the end of the unit, students explore the differences between jazz of the past and contemporary jazz, promoting both historical understanding and cultural appreciation.

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

The *Guía de programa e implementación* offers resources, a scope and sequence, and guidance to support a structured approach to knowledge-building over time using Spanish texts. The guide includes a map of learning connections within and across grade levels, illustrating the prior knowledge students need for success. It also highlights the new content that develops progressively each year, ensuring a coherent and cumulative learning experience throughout the curriculum.

The grade 3 materials link lessons using central Spanish texts or thematically related text sets to purposefully develop background knowledge across the instructional sequence. For example, students start the year by reading texts about Roman civilization. Later in the year, students learn about "Las regiones y culturas de los nativos americanos." This design intentionally builds student background knowledge with texts that reference information about the different civilizations.

Each unit is grounded in Spanish-language texts that link concepts from one unit to the next, supporting cumulative learning throughout the year. For example, in Unidad 7, "Las regiones y culturas de los nativos americanos," students explore Native American cultures. Then Unidad 8, "Las primeras exploraciones de Norteamérica," focuses on early exploration of North America. In Unidad 9, "La época colonial en los Estados Unidos," students study the colonization of the United States. These sequential, connected texts deepen understanding and reinforce historical knowledge across units.

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

The grade 3 materials incorporate Spanish grammar, vocabulary, discussion, and writing activities that are closely aligned with each lesson's knowledge-building topic. In Unidad 9, "Introducción a la vida colonial en los Estados Unidos," students engage in activities that deepen their understanding of colonial life by asking and answering comprehension questions. These include both recall and analysis of key details from the text. Students also practice making and discussing predictions prior to reading. Additionally, the unit includes instruction on spelling rules and introduces new vocabulary featuring the letters *b*, *v*, and *h*, reinforcing language skills in context.

In Unidad 10, Lección 4, students learn about the influential jazz singer Billie Holiday and her unique vocal style. As part of the lesson, students write an introductory paragraph for an informational text using appropriate vocabulary and grammar. Students also generate and share questions about Billie Holiday before, during, and after the read-aloud. Finally, students review their writing to identify and revise simple and compound sentences, strengthening their sentence structure and variety.

Guía del maestro, Unidad 8, Lección 8, includes a section titled, "Comentar en la lectura en voz alta," which encourages students to share their notes during the read-aloud. Students participate in a collaborative discussion on updating their graphic organizers using new information they learned about Christopher Columbus and Juan Caboto. This activity supports critical thinking, active listening, and content synthesis.

6.A.2 Context and Student Background Knowledge

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

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

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

The grade 3 materials are designed to activate or supply background knowledge by making intentional connections to content learned in prior grade levels. The *Guía de programa e implementación* provides strategies for teachers to support this process in Spanish, including the use of the "Rotafolio de imágenes." This resource features image cards aligned to each unit, which help students in grades 3–5 connect past learning to new concepts. These visual aids enhance comprehension by bridging prior knowledge with upcoming content.

In Unidad 5, Lección 1, the "Conexiones principales" section instructs teachers to ask students what they know about cycles. The section includes suggested student responses about concepts from earlier grades, such as: day and night from the grade 1 unit, "Astronomía: la exploración del espacio;" the seasons from the kindergarten unit, "Las estaciones y el tiempo;" and life cycles of plants and animals from the kindergarten unit, "Plantas: ¿cómo crecen?" This approach helps reinforce prior learning and connects it to new instructional content.

In Unidad 3, "El cuerpo humano: sistemas y sentidos," the "Introducción a la unidad" section guides teachers to place students in small groups to select a body part and list what they already know about it. This collaborative activity encourages students to draw on existing knowledge. Later, students complete *Cuaderno de actividades*, "Página de actividades 1.1," which includes a chart to document their prior knowledge and guide learning about human body systems. These strategies support meaningful engagement with the unit's content.

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

Materials activate background knowledge in Spanish by making connections to grammar and conventions across units in grade 3. For example, in Unidad 7, students build on their background knowledge of dictionary usage from earlier units by learning to “determinarán palabras clave, repasarán

la función de las palabras de cada entrada y aprenderán sobre homógrafos," ("identify key words, review the functions of the words in each entry, and learn about homographs").

In addition, materials provide opportunities to make linguistic connections across units in grade 3. In Unidad 9, students build on knowledge of using suffixes to form abstract nouns learned in earlier units by learning about and applying two new suffixes: -ure and -iento.

In grade 3 the "Guía de programa e implementación" includes how materials activate or supply background knowledge in Spanish making connections across units within the grade levels. For example, grade 3 Unit 5 includes image cards "¡Rayos, truenos y centellas! La luz y el sonido" to help build science vocabulary knowledge.

6.A.2c – Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (T/S).

The grade 3 materials provide students with relevant context and background knowledge in Spanish to support engagement and comprehension. In Unidad 9, "La época colonial en los Estados Unidos," teachers introduce the topic by reading an introductory paragraph and presenting a related image. To spark curiosity and connect students to the historical content, the teacher asks, "How could you be time travelers?" This approach encourages students to actively imagine and explore the time period, deepening their connection to the material.

The grade 3 materials include opportunities to promote student engagement with the text through interactive, hands-on activities. *Guía del maestro*, Unidad 7, Lección 1, "Introducción a la unidad," recommends an activity called "Caza de artefactos." This involves setting up stations with images and artifacts from various Native American tribes. Students rotate through the stations in small groups, exploring and discussing the materials together. This activity builds essential background knowledge, preparing students to engage more meaningfully with the unit's texts.

In Unidad 8, Lección 1, the materials provide meaningful opportunities for student engagement by incorporating a globe to introduce the unit's content. In Lección 1, the sections "Conexiones esenciales" and "Introducción a la lección" include suggested questions for teachers to ask, aimed at activating prior knowledge and encouraging curiosity. The teacher presents a globe and prompts students with questions such as identifying the continent they live on and locating Europe. This interactive activity helps students build geographical context, which they will later use to support their understanding of the selected text on the first explorations of North America.

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

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

The grade 3 materials provide questions in Spanish that engage students with big ideas and themes. For example, in Unidad 9, "La época colonial en los Estados Unidos," Lección 4, students read a story about Jamestown and the Powhatan, learning about the Powhatan tribes who inhabited what is now Virginia. The materials engage students with the big idea through comprehension questions such as, "¿Sobre qué colonia escucharon más información en la lectura de hoy?," "¿En qué región estaba esta colonia?," and "¿Quién creen que fue más importante para la sobrevivencia de Jamestown, John Smith o Pocahontas y su gente?"

The grade 3 materials include questions in Spanish that require students to engage with themes of historical figures in music and their personal struggles. Unidad 10, "Jazz y más," includes a read-aloud about Celia Cruz. The materials include the questions, "¿Hay cosas familiares, como espacios particulares o actividades diarias, en sus vidas que extrañaría si las tuvieran que dejar atrás? ¿Creen que a Celia le importaban su familia y su hogar?"

In Unidad 3, "Ficción contemporánea: Cartas del cielo," students engage with complex tasks and questions in Spanish that encourage deep thinking about big ideas, topics, and themes. The learning objectives focus on describing fictional themes, identifying the author's purpose and message, and writing opinion statements supported by evidence. Through discussions and writing, students examine concepts like personal identity, cultural heritage, and intergenerational relationships. They also explore specific topics such as family dynamics, memory, and emotional growth, while analyzing themes like resilience and belonging.

6.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)

Questions are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons. Unidad 10 presents stories about different Jazz singers. In Lección 2, students read about Billie Holiday and how she inspired people with her unique singing style. Later in Lección 7, students learn about Celia Cruz, a latin singer that immigrated from Cuba. After reading both stories, the teacher asks students, "¿Qué características del jazz podrían identificar en la canción?" and "¿Qué músico de jazz, de los que hemos conocido en la unidad, necesitaban ayuda de otros músicos para llegar al éxito en el mundo del jazz?" The materials include connected themes within the unit, and embed tasks and questions that enable students to synthesize information across units.

In *Cuaderno de actividades*, Unidad 4, students build new understanding through "Página de actividades 1.1." Students reflect about what they have learned about light and draw it. Students later write an essay as an extended-response task to synthesize the information.

Each of the grade 3 units includes a "Conexiones esenciales" section in Lección 1, to help synthesize knowledge across units. The questions and tasks throughout and across units integrate the grade-level reading, writing, speaking, listening, and language TEKS to synthesize subject matter concepts, such as science and social studies. For example, Unidad 8, "Las primeras exploraciones de Norteamérica," and Unidad 9, "La época colonial en los Estados Unidos," integrate reading and writing tasks. Students write responses to literary and informational texts, using text evidence to support their responses. Students can build on the knowledge from previous units and grade levels about exploration and colonial America to make connections between the units. In addition, in Unidad 2, "Escamas, plumas y pelaje: la clasificación de los animales," students learn about five groups of vertebrates, why scientists classify animals, and the characteristics by which they make these determinations. Students use what they learned in the grade 1 unit, "Animales y sus hábitats: el mundo que compartimos," and the grade 2 unit, "Ciclos de la naturaleza: de nubes a gotas de lluvia," as they build their knowledge about vertebrates in grade 3, synthesizing information to create new ideas and learning.

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

The grade 3 materials are intentionally designed to provide students with extended learning time on connected knowledge-building topics and Spanish texts. For example, Unidad 7 provides a minimum of 13 instructional days focused on the regions and cultures of Native Americans. Unidad 8 offers at least 14 days of lessons, texts, and activities dedicated to the early explorations of North America. This extended engagement supports meaningful content development and reinforces student understanding through sustained study.

Unidad 9 focuses on the colonial era in the United States, covering foundational topics such as the establishment of Jamestown, the founding of Maryland and Georgia, and the pilgrims. Later in the unit, students explore the central colonies, Thanksgiving, and daily life during the colonial period. The unit spans 16 instructional days, including one day dedicated to assessment, allowing for in-depth exploration and comprehension of historical content.

Unidad 10 focuses on the history of jazz and spans 11 instructional days, including one day for final assessment. The unit begins with an introduction to the art of jazz, followed by lessons on the jazz age in the United States. By the end of the unit, students explore the differences between jazz of the past and contemporary jazz, promoting both historical understanding and cultural appreciation.

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

The grade 3 materials provide opportunities for students to apply their knowledge in real-life situations beyond the classroom. For example, in Unidad 9, students learn about the colonial era in the United States. After reading about the first English colony, Jamestown, the Powhatan, and the pilgrims, students apply their understanding by creating their own city. Students draw a map of their town, label important places, and give their city a name.

In Unidad 5, the materials include a hands-on activity, called "Crear un reloj solar," in which students build a sundial to observe how shadows change throughout the day. By placing a stick in direct sunlight and marking its shadow each hour with rocks, students create a timekeeping tool. Students revisit the sundial the next day to observe patterns and discuss how it functions and was historically used to tell time. The activity concludes with a comparison between sundials and modern clocks.

In Unidad 8, "Pausa 2," "Actividad de investigación," students connect information they learned about the history of exploration in the United States to current events in space exploration. Students investigate various sources of information, including the NASA website. Finally, students compose a written report of their research on space.

6.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
6.A.4a	All criteria for guidance met.	2/2
6.A.4b	All criteria for guidance met.	2/2
6.A.4c	All criteria for guidance met.	1/1
6.A.4d	All criteria for guidance met.	1/1
—	TOTAL	6/6

6.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 *Guía del maestro* includes lesson-specific vocabulary lists, titled "Vocabulario esencial," at the beginning of each unit to support instructional planning and vocabulary development.

The *Guía de programa e implementación* explains which types of words are tier 2 or 3 Spanish academic vocabulary. In Unidad 9, Lección 1, the tier 2 and 3 Spanish academic vocabulary in "Vocabulario esencial" are *contemplar*, *deambular*, *interferir*, *precipitarse*, *remanso*, and *vacilante*.

In Unidad 1, "Cuentos clásicos," lessons introduce academic terms like *comparar* and *describir*, alongside literary-specific words such as *narración* and *personaje*. Students learn these tier 2 and 3 Spanish academic vocabulary terms through reading and writing activities that build knowledge and reinforce understanding of literary elements.

In Unidad 3, "El cuerpo humano," students build a unit dictionary containing tier 2 and 3 Spanish academic vocabulary and content-specific terms, which they use in reading, discussion, and writing activities.

In Unidad 7, Lección 9, the "Vocabulario esencial" are *gotear*, *savia*, and *wigwam*.

6.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 3 materials include practice and application opportunities with appropriate content and language scaffolds and support for teachers to differentiate Spanish vocabulary development for all learners. In Unidad 1, Lección 15, students create a "Cuaderno de la unidad" to record definitions, sample

sentences, and practice vocabulary from texts such as "Alicia en el país de las maravillas" and "Las manchas del jaguar." Teachers introduce vocabulary with visual and textual supports such as "Las siguientes son palabras del vocabulario esencial . . ."

The grade 3 materials provide a variety of vocabulary practice activities such as matching definitions, exploring synonyms and antonyms, and maintaining a vocabulary journal. In Unidad 9, Lección 1, students focus on words with *b* and *v*, using grammar and pronunciation scaffolds to deepen understanding.

Unidad 7, Lección 3, introduces vocabulary words such as *ordenar*, *responsable*, and *paciencia*, with scaffolded support for various proficiency levels. Teachers provide response options for beginners to choose from, on-level students work with partners to create sentences, and advanced students generate sentences independently. The *Cuaderno de actividades* provides additional support in "Página de actividades 3.3," which includes root words and definitions at the top of the page to aid understanding.

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

The grade 3 materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. For example, in Unidad 9, "Pausa 1," students review the key unit vocabulary. The teacher presents students with a key concept from the unit or a vocabulary word, such as *cultivo comercial*. Students brainstorm everything that comes to mind when they hear the word, such as rice, indigo, tobacco, large crops, money, and plantations. Students record their answers on a poster board or the board for reference.

In Unidad 1, Lección 2, students learn Spanish academic vocabulary through an act and share activity. In the read-aloud, students hear the following statement: "Cuando todo estuvo listo para seguir viaje, Topo, cojo y abatido, volvió a ocupar su lugar en la popa del bote." Students repeat the word *abatido*. Then, using the word *abatido*, students answer the question, "¿Alguna vez se sintieron abatidos? ¿Por qué?" At the end, students show a partner how to act if they feel down, then share with the partner a time when they felt down. Students use the word *abatido* in complete sentences as they discuss.

In *Cuaderno de actividades*, Unidad 8, "Página de actividades 4.5," students use the "Homógrafos" table to write the definitions of the words in the context of the provided sentence. During the next lesson, "Página de actividades 5.1: Dictado," the teacher reads a homograph aloud, and students determine the implied meaning based on the context.

6.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)

To support vocabulary development, the materials utilize nonverbal teaching methods, including the use of images, to help students understand and retain key academic terms in Spanish. The grade 3 materials include colorful image cards in every unit to support student comprehension. For example, Unidad 5, "Tarjetas de imágenes," provides students with visuals that enhance their understanding of "¡Rayos, truenos y centellas! La luz y el sonido."

Unidad 9, "La época colonial en los Estados Unidos," includes "Tarjetas de imágenes" about the colonial period. The materials provide large, color posters of a regional map of the United States during the colonial era and a royal portrait gallery.

In Unidad 10, "Jazz y más," students visualize vocabulary using pictures and posters. Vocabulary for Unidad 10 includes *melodía*, *improvisar*, *género*, *evolucionó*, and *armonías*. Teachers use the "Tarjetas de imágenes 1A-1–1A-7."

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

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

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

6.B.1a – Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)

The grade 3 materials support instruction that enables students to ask and generate questions in Spanish for inquiry. For example, in Unidad 10, Lección 1, students generate questions about jazz music based on what they learned in a read-aloud. During this unit, students use a personal research notebook to collect questions, information, and materials for their Research Plan. In Unidad 11, Lección 4, students continue reading about jazz music and create questions for their research.

In paired and group activities throughout Unidades 1–4, students use sentence frames such as "¿Cómo crees que . . . ?" and "¿Qué pasaría si . . . ?" to formulate their own questions related to texts like "La historia de las mariposas" and "Los animales del bosque." These activities include teacher prompts and graphic organizers that allow students to organize their thoughts and questions.

In Unidad 10, Lección 5, the section "Prepararse para la investigación," contains information to support students with recording their questions, stating, "Señale a los estudiantes el espacio provisto para escribir sus preguntas de investigación, e indíqueles que harán preguntas para guiar su investigación." Students record their questions in an organizer in the *Cuaderno de actividades*.

6.B.1b – Materials support instruction for students to generate and follow a research plan. (S)

The grade 3 materials support instruction for students to generate and follow a research plan. For instance, in Unidad 10, students engage in research by exploring read-alouds, biographies, articles, and collaborative and independent sources. Students generate questions and organize information using tools like the "Tabla de SQA." Students also plan, research, and create informative texts for a project. Lessons focus on key research skills, including generating questions, collecting information, and writing.

The materials provide graphic organizers for students that include titles and guiding questions for the research process. Students choose their own topics and conduct their research independently. For example, Unidad 10, Lección 5, includes a "Plan de investigación" that reviews the five Research Plan steps, and provides instructions to guide students through the process.

Unidad 10, Lección 5, "Aplicación y prepararse para la investigación," provides guidance for teachers to support students to produce and follow a plan for their investigation. The guidance includes, "Explique a los estudiantes que harán preguntas antes de investigar, mientras investigan y después de investigar para reflexionar sobre cómo los dos músicos influyeron en el jazz o fueron influenciados por este o cómo se relacionan en general. Cuando su investigación esté completa, crearán una presentación interesante para compartir con la clase."

6.B.1c – K-1• Materials support students in identification of relevant sources based on their questions. (S)• Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)2-3• Materials require students to gather relevant information from a variety of sources. (S)• Materials provide guidance for students on differentiating between primary and secondary sources. (S)• Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

The grade 3 materials prompt students to collect relevant information from diverse sources and offer guidance on distinguishing between primary and secondary sources. In Unidad 10, Lección 3, students use their *Cuaderno de investigación* to collect and record facts from reliable sources. Additionally, the materials include a writing lesson on distinguishing between primary and secondary sources. In the "Escritura" section, teachers explain that primary sources provide key information, while secondary sources confirm or expand on that information.

Guía del maestro, Unidad 10, Lección 6, "Escritura y encontrar fuentes de información primarias y secundarias," provides explicit instruction on how to differentiate between primary and secondary resources. For example, for primary resources the guidance suggests "Explique que una fuente de información primaria es donde el investigador encuentra la mayor parte de su información clave." The guidance for secondary resources is, "Acláreles que las fuentes de información secundarias se usan para confirmar y ampliar la información que encontraron en la fuente, o fuentes, de información primaria."

7. Text Quality and Complexity

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

7.1 High-Quality Grade-Level Texts

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.1a	All criteria for guidance met.	1/1
7.1b	All criteria for guidance met.	1/1
7.1c	All criteria for guidance met.	4/4
7.1d	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.1a – Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity.

The grade 3 materials are written at grade level when evaluated using research-based measures of text complexity. The *Guía de programa e implementación* and "Recursos por nivel del programa" materials mention that the texts are at the appropriate level of complexity based on quantitative and qualitative analysis, and their relationship to student activities. For example, the materials state, "Los textos de lectura independiente han sido seleccionados o desarrollados usando como referencia el rango de textos basados en investigación de Lexile para la preparación universitaria y profesional." The "Complejidad de los textos" section states that while Language Arts read-alouds are written using Lexile levels at two grade levels above, selected independent readers are designed to be on grade-level and to support specific skills taught in lessons.

The core instructional texts are well-adapted Spanish versions of texts. For example, *Guía del maestro*, Unidad 9, Lección 1, includes the text, "La primera colonia inglesa." This text features more complex sentence structures and covers topics such as historical figures and events in a clear and understandable way. Visuals like graphs, charts, and diagrams help support and clarify the content and include subject-specific terms related to grade 3 science and history concepts.

7.1b – Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.

The grade 3 texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. For example, *Guía del maestro*, Unidad 9, Lección 3, "La fundación de Jamestown,"

presents a passage with detailed sentence structures. The topics are historical figures or events and include graphs, colorful photographs, charts, and diagrams to support and explain the text.

Stories such as *El mejor regalo* by Alma Flor Ada and *El secreto de la cueva* by F. Isabel Campoy are original works by respected Spanish-language authors, ensuring authenticity. Transadapted texts are not literal translations but are adapted to reflect Spanish language conventions, idioms, and cultural references, which is evident in the natural flow of dialogue, culturally relevant settings, and character names.

Unidad 7, "Libro de lectura," "Historias de los pueblos nativos americanos," includes Spanish texts that are authentic literature. For example, a student reader contains error-free text, colorful illustrations with captions, maps, bold-faced words that align with vocabulary taught in the unit, and a glossary.

7.1c – Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.

The grade 3 materials include traditional and contemporary authentic and transadapted Spanish texts across multiple content areas. For example, *Guía del maestro*, Unidad 1, Lección 6, includes a traditional text, *Aladino y la lámpara maravillosa*. Unidad 6, "Libro de lectura," contains a contemporary text, "Astronomía: Nuestro sistema solar y más allá."

In Unidad 1, "Libro de lectura," students encounter traditional folktales, fables, and legends, as well as contemporary stories and informational texts. Some stories are adaptations of classical works or are inspired by well-known literary traditions, while others are original works by contemporary Spanish-speaking authors. This mix ensures exposure to both traditional and modern literature.

7.1d – Texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. (S)

The "Libro de lectura" for each grade 3 unit features stories and informational texts that are age-appropriate, relatable, and designed to capture students' interest. Topics include family, friendship, community, nature, and personal growth. The stories often present real-life situations and challenges that students may encounter, making the content relevant and engaging.

The grade 3 texts include content that is relevant, engaging, and authentically reflects students' diverse backgrounds and experiences. For example, *Guía del maestro*, Unidad 10, Lección 7, includes a story, "Me llamo Celia, la vida de Celia Cruz," that focuses on a girl who was born in Havana, Cuba. She was an excellent student and learned about many subjects, but she loved music and art. The text engages students in the story of her life and how she left her home town in Cuba due to government changes and pursued her dreams.

In Unidad 10, Lección 3, the story, "Louis Armstrong, el inolvidable," is designed to interest students with topics related to humanity, equality, and a person's ability to overcome. Armstrong grew up poor, but he used his music to connect with his listeners and found a way to overcome his impoverished upbringing.

7.2 Interaction with Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.2a	All criteria for guidance met.	5/5
7.2b	All criteria for guidance met.	1/1
7.2c	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.2a – Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. (S)

The grade 3 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. In *Guía del maestro*, Unidad 8, Lección 7, students listen to a read-aloud while viewing supporting images and respond to grade-level texts orally and in writing. The teacher asks comprehension questions, such as "¿Fueron correctas sus predicciones sobre por qué hubo un cambio en la forma en que los españoles comenzaron a ver América del Norte? ¿Por qué o por qué no?" Later, students complete student-facing pages from the *Cuaderno de actividades*, such as Actividad 7.1, where students describe the Spanish missions in North America.

In Unidad 9, Lección 4, students critically respond orally and in writing to Spanish text during a lesson about Jamestown and The Powhatan. Throughout the lesson, the teacher shows picture cards to students and asks questions such as, "¿Cómo planeaba John Smith usar la comida con cuidado, o con moderación durante el invierno?" and "¿Cómo podría haber sido diferente la vida de Pocahontas en Europa en comparación con América?" The lesson concludes with students working independently on "Página de actividades 4.1" to answer questions about the text.

In Unidad 10, Lección 9, the teacher reads a story about Ray Charles and his music. Throughout the reading, the teacher shows picture cards, and the students justify their thinking by responding orally to questions such as, "¿Por qué piensan que su oído era tan bueno?" and "¿Qué sucedió en 1948, según el texto?" At the end of the lesson, students work on "Página de actividades 8.1" to review vocabulary words about Ray Charles.

7.2b – Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors’ purpose, structure, language, vocabulary, etc.). (S)

The *Guía del maestro* for each unit provides explicit lesson components that prompt students to discuss and analyze specific aspects of the Spanish texts. For example, each lesson includes questions and activities about the author's purpose, text structure (such as sequence, cause and effect, or compare and contrast), and language features. The materials guide teachers to facilitate discussions about why the author wrote the text, how the text is organized, and the meaning of key vocabulary and phrases.

In *Guía del maestro*, Unidad 10, Lección 9, students listen to the story "Ray Charles," and the teacher prompts them to discuss the author's purpose. The materials state, "¿Cuál es el propósito principal de la autora al escribir este libro?" "¿Qué información sobre Ray Charles incluyó el autor?" and "¿Qué más dice el autor de la lectura sobre Ray Charles?"

In Unidad 7, Lección 1, "Lectura en voz alta: la expansión por los continentes," students read with the purpose of determining the relationship between cause and effect during the read-aloud. The teacher guides students to stop and jot down the cause and effect from certain parts of the text on organizers in *Cuaderno de actividades*, Actividad 1.2.

7.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

The grade 3 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). The *Guía del maestro* for each unit provides structured opportunities in every lesson for students to practice a variety of reading skills. Lessons include prompts for students to generate and answer questions at different levels of complexity (literal, inferential, and evaluative), make and confirm predictions before and during reading, and draw inferences based on textual evidence. The materials guide teachers to facilitate activities where students analyze characters, events, and themes, evaluate the author's choices, and synthesize information across texts.

In *Guía del maestro*, Unidad 9, Lección 7, students read about James I. They learn that he was the father of King Charles I, and gave Maryland to Sir Calvert. Students participate in an activity where they travel to New England and then travel back in time to an earlier settlement date. Students work on "Página de actividades 7.2" to make predictions about what life was like for the people who came to New England compared to the settlers in the Southern region.

In Unidad 8, Lección 6, students listen to a read-aloud, and complete a graphic organizer with information and inferences from the text in the *Cuaderno de actividades*, "Página de actividades 6.3."

7.3 Supporting Access to Grade-Level Text

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.3a	All criteria for guidance met.	2/2
7.3b	All criteria for guidance met.	1/1
—	TOTAL	3/3

7.3a – Materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames, etc.). (T/S)

The grade 3 materials include teacher guidance and support, such as sentence stems, to ensure that all students can access grade-level authentic or transadapted Spanish texts while maintaining rigor. For example, in *Guía del maestro*, Unidad 9, Lección 1, students ask and answer questions about colonial life in the United States. The teacher supports students to ensure all can access grade-level texts by giving students question stems to use during the lesson, such as: "¿Qué pensaste cuando . . . ?" "¿Por qué lo pensaste . . . ?" "¿Cómo fue . . . ?" and "¿Cómo hicieron . . . ?" The lessons provide teacher guidance to ensure all students can access the texts through embedded supports. For example, in Unidad 10, Lección 1, the teacher guides students through the text, "¿Qué es el jazz?" The teacher supports students by asking questions such as, "¿Qué creen que quiso decir con eso?" "¿Qué otros instrumentos creen que se pueden tocar para hacer música de jazz?" and "¿Dónde pueden buscar las canciones de Scott Joplin y otros ejemplos de música ragtime?"

The materials include strategies for introducing and reinforcing vocabulary words in callouts called "Vocabulario clave." The materials include teacher guidance to reinforce language through supports such as visuals, gestures, and student-friendly definitions. The lessons also include sentence frames and think-aloud prompts, guiding teachers to model comprehension strategies and support students in constructing responses.

7.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (T)

The grade 3 materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. For example, in *Guía del maestro*, Unidad 10, Lección 1, students ask and answer questions about colonial life in the United States. Students read the story "América colonial" independently. After that, the teacher reads "Introducción a la

vida colonial en los Estados Unidos," and students answer comprehension questions. Students who demonstrate proficiency are asked extra questions such as, "¿Cómo creen que los mapas y la línea del tiempo cronológica nos ayudarán a entender las trece colonias?" and "¿Sobre qué región de las trece colonias están más interesados en aprender? ¿Por qué?" In Unidad 10, Lección 1, students begin by discussing what they know about jazz music and analyze the meanings of talent and creativity. The teacher prompts students to reflect on what comes to mind when they hear the word jazz. Then, the teacher presents and explains a photo of a sculpture located in Armstrong Park in New Orleans. Next, students think about the kind of music they enjoy and identify their favorite musicians or singers. Proficient students choose a favorite artist or music genre and describe in detail the music they enjoy most, or explain why they appreciate that artist.

In Unidad 7, Lección 12, "Introducción a la lectura," the teacher describes the characteristics of legends and myths. Next, students consider a set of questions relating to the characteristics of the genre such as, "Escenario: ¿Qué nos quiere mostrar el autor en la ilustración sobre el escenario? ¿Qué información adicional puede aprender el lector sobre el escenario al observar la ilustración? Personajes: ¿Qué nos quiere mostrar el artista en la ilustración sobre los personajes? ¿Qué información adicional puede aprender el lector sobre los personajes al mirar la ilustración? Estado de ánimo: ¿Cómo ayuda la ilustración a crear el estado de ánimo? ¿La ilustración es oscura o brillante?"

7.4 Analysis of Text Complexity

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.4a	All criteria for guidance met.	4/4
7.4b	All criteria for guidance met.	2/2
—	TOTAL	6/6

7.4a – Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text’s educational purpose and grade-level placement.

The *Guía de programa e implementación* and "Recursos por nivel del programa" materials provide detailed quantitative and qualitative analysis of grade-level text. For example, the materials are chosen based on Lexile level and linguistic characteristics. The materials state, "Los textos son seleccionados o desarrollados usando medidas cuantitativas, como las medidas del texto Lexile, que se basa en factores como la longitud de las oraciones y palabras, y frecuencia de palabras desconocidas para medir la dificultad del texto. Los textos también son seleccionados o desarrollados usando medidas cualitativas, como la estructura del texto, las características lingüísticas, las demandas del desarrollo del conocimiento y el propósito del texto."

The *Guía del maestro* includes a table titled "Medidas de complejidad del texto," which explains the quantitative and qualitative measures of texts within the materials. For example, the text "La primera colonia inglesa" has 1,226 words and detailed sentence structures. Topics include historical figures or events, and texts provide graphs, charts, or diagrams that support and explain the text.

The materials contain a table listing each core text and a rationale for its placement within the grade 3 materials. For example, "La expansión por los continentes" in Lección 1 has the following qualitative and quantitative measures to classify it as an appropriate grade 3 reader: "1,177 palabras. Las ilustraciones se usan con moderación, con más énfasis en la lectura del texto para la comprensión. El pasaje es más largo con estructuras de oraciones más detalladas. El texto incluye diferentes longitudes y estructuras de oraciones para crear un ritmo más atractivo."

7.4b – Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

The core texts in the grade 3 materials possess the appropriate level of complexity in Spanish for the grade, as determined by their quantitative and qualitative analysis and their relationship to student tasks. For example, in *Guía del maestro*, Unidad 9, Lección 12, the core text is a narrative story about the Quakers and the Lenni Lenape, a Native American tribe who lived in the area that became Pennsylvania

and who are known today as the Delaware Native Americans. The text comprises 919 words, and its themes feature historical figures and events presented in a clear and understandable manner. The quantitative analysis confirms that the text's vocabulary and sentence length are appropriate for grade 3 readers, while the qualitative analysis emphasizes its role in introducing simple factual information alongside the narrative.

In Unidad 2, Lección 4, the core text is a nonfiction article, "Animales de sangre caliente y sangre fría." The quantitative analysis confirms that the text's vocabulary and sentence length are suitable for grade 3 readers, while the qualitative analysis highlights its use of questions and prompts at the end of sections to encourage reflection.

Unidad 7, Lección 2, includes the core text, "Cambiando las formas de vida," which is quantitatively an appropriate length for a grade 3 read-aloud, at 1,028 words. Qualitatively, the nonfiction text presents themes that feature historical figures and events. Additionally, the text utilizes illustrations to support and clarify key details.

7.5 Read-Aloud, Shared Reading, and Independent Reading

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.5a	All criteria for guidance met.	6/6
7.5b	All criteria for guidance met.	1/1
7.5c	All criteria for guidance met.	4/4
—	TOTAL	11/11

7.5a – Texts designated for read-aloud and shared reading are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

The grade 3 texts are authentic or transadaptations, are at or above grade-level complexity, and are age appropriate. For example, *Guía del maestro*, Unidad 9, Lección 11, includes the shared reading text, "Jamestown y los Powhatan," which contains 2,159 words and is at grade-level difficulty or higher. The text presents multiple characters with different points of view and includes familiar and new vocabulary, with some words requiring context clues.

Unidad 2, Lección 5, includes the read-aloud, "Peces: aletas y branquias," which contains 2,216 words and is at or above grade-level complexity. The passage is longer, with more detailed sentence structures, and covers familiar topics by introducing new details and ideas. It also incorporates simple factual information alongside narration.

Unidad 9, Lección 12, contains a read-aloud, "Pensilvania y los cuáqueros," which is at or above grade level, with 1,782 words. In addition, the text features a variety of structures with appropriate scaffolds, including the inclusion of historical characters and themes presented in a simple and comprehensible manner. The read-aloud includes graphs, illustrations, and diagrams to support and enhance understanding of the text.

7.5b – Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. (S)

The grade 3 texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. For example, Unidad 8 focuses on "Al ritmo de mi gente," which reflects students' knowledge, is authentic, and has a range of complexity levels.

In *Destrezas fundamentales*, Unidad 9, students read "Samuel el héroe de la revolución," from the "Libro de lectura" and answer take-home comprehension questions. This text is at an appropriate level for grade 3 independent reading.

Throughout Unidad 7, students read accompanying chapters from the student-facing "Libro de lectura" titled, "Trabajadores en la comunidad."

7.5c – Materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

The grade 3 materials include a chart that shows the seven steps to implementing a successful independent reading program that includes reading independently for a sustained period of time. According to the graphic found in the "Recursos por nivel del programa: Guía de lectura independiente," the steps include creating routines, monitoring students' reading, facilitating reading conferences, maintaining parent communication, supporting students' goal-setting, and celebrating successes.

The materials include a plan for student independent reading and goal setting. For example, the "Recursos por nivel del programa," *Guía de lectura independiente*, includes a letter for families to help them understand why independent reading is an essential part of a student's education. The letter encourages students to read after school and discuss the book with their peers. The material also includes different reading logs for students to record the days of the week they read, along with their personal goals.

8. Evidence-Based Tasks and Responses

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

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

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

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

8.A.1a – Materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

In *Destrezas fundamentales: Guía del maestro*, Unidad 2, Lección 3, "Leer 'Las cavernas puentes naturales,'" students read and paraphrase the unit companion decodable reader. The teacher displays "Componente digital 3.1" during the think-pair-share time to support student discussions. Question stems from this display include, "Otra manera de decir esto es ___. En otras palabras ___. Eso significa que ___. Lo que el autor está diciendo es ___." Later, students answer questions using text evidence to support their thinking, such as, "Para inferir. ¿Cómo crees que se sentía Dae al decir que su corazón latió fuerte al ver la altura de los árboles? ¿Qué detalles en el texto apoyan tu opinión?"

In Unidad 8, Lección 9, "Leer 'Un día en el mercado,'" students read the accompanying decodable text and work with a partner to orally summarize the text using transition words such as *primero*, *luego*, *más tarde*, and *al final*. Next, students answer comprehension questions using text evidence to justify their thinking and support their claims, such as, "Evaluativa. ¿Por qué Juan David siente que el mercado de Cartagena es diferente al de Dallas? Asegúrate de respaldar tu respuesta con evidencia del texto."

Teacher guidance in Unidad 8, Lección 9, supports the use of text evidence. It includes a bulleted list of sentence frames to encourage students to use text evidence in the following task: "Verifique que los estudiantes usan evidencia del texto para contestar las preguntas. Si es necesario, ofrezca guías para responder las preguntas tales como: Los mercados son importantes porque ___ y ___. Juan David siente que el mercado de Cartagena es diferente al de Dallas porque ___. La oración ___ junto con la oración ___ nos hace entender el significado de la palabra *local* porque ___."

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

In *Destrezas fundamentales: Guía del maestro*, Unidad 7, Lección 9, students read "Ejército y fuerzas del orden" from the companion decodable text. Students use *Cuaderno de actividades*, Actividad 9.2, to answer comprehension questions about the story's key ideas and details, including Question 6, "Cómo ayudan los alguaciles y los policías a mantener la paz en sus comunidades? Da dos ejemplos del texto." Teachers also ask comprehension questions and guide students to provide evidence from the text, such as Question 2, "Evaluativa. Por qué crees que los alguaciles tienen muchas responsabilidades? Qué detalles del texto apoyan tu respuesta?"

In Unidad 9, Lección 3, the teacher guides the students to retell the important events in order from the text, as noted in Bullet 10, "Proporcione tiempo para que los estudiantes cuenten de nuevo lo que leyeron del capítulo." The teacher asks comprehension questions, guiding students to draw on information from the text, as in Question 4, "Para inferir. Cuál detalle del texto nos ayuda a inferir que Paul Revere era una persona respetada en el pueblo?"

The grade 3 materials include opportunities for students to retell the story using text evidence in *Cuaderno de actividades*, Actividad 3.1. Students complete the organizer using the labels *personajes y ambiente, al principio, luego, and al final* to plan the summary. Finally, students write a summary of the text following the instructions, "Usando la información del diagrama, vuelve a contar los eventos más importantes del capítulo 'La lucha por la tierra y la libertad.'"

8.A.1c – Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

The grade 3 materials include opportunities for students to compare sources such as in *Guía del maestro*, Unidad 7, Lección 3, "Audición y expresión oral Poesía." Students read two poems from *Cuaderno de actividades*, Actividad 3.2. The teacher poses questions as in Bullet 3, "Pregunte a los estudiantes qué notan acerca de estos dos textos. Pregunte '¿En qué se diferencia de otros textos que has leído o visto?'" and Bullet 14, "Cuando los estudiantes hayan terminado de contar líneas y estrofas, pídeles que volteen y hablen con su compañero acerca de en qué se diferencia este poema de 'Como es gota.'"

Students paraphrase and discuss key ideas in evidence from the text. For example, in *Cuaderno de actividades*, Unidad 7, "Página de actividades 5.2," students use text information from specific paragraphs

to determine and explain cause and effect relationships. Question 1 asks, "Escritura rápida: Usa palabras clave para describir la relación de causa y efecto del párrafo 2." Question 2 asks, "Escritura rápida: Usa palabras clave para describir la relación de causa y efecto del párrafo 5."

In *Guía del maestro*, Unidad 9, Lección 4, students retell the story of "Jamestown, Parte 2: cazando al estilo Powhatan." Students use "Página de actividades 4.3," "Registro de volver a contar," and answer the questions, "¿Quiénes son los personajes o animales de la historia? ¿Dónde ocurrió la historia? ¿Cuál es la dificultad en la historia? ¿Cuáles son los eventos?" Finally, students retell the story in their own words.

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

In the grade 3 *Guía del maestro*, Unidad 8, Lección 2, "Comentar la lectura en voz alta," the materials supply a variety of question types. Question 1 asks, "Literal. ¿Quiénes fueron los patrocinadores de Colón en su 'Empresa a las Indias'?" Question 2 asks, "Para inferir. ¿Cómo interactuó Colón con los taínos en el primer encuentro en la isla?" Question 4 asks, "Evaluativa. ¿Por qué era importante para Colón hallar una nueva ruta hasta lo que se conocía como las Indias Orientales?"

Cuaderno de actividades, Unidad 8, "Página de actividades 9.2," "Volver a leer sobre Jun Caboto," contains a matching activity where students match the definition to the vocabulary word after re-reading the selected text. The next page includes a cause and effect activity in which students determine either the missing cause or effect and fill in the blank boxes.

The Unidad 9, Lección 7, materials include an activity in which students listen to the story "La libertad de religión y el primer día de Acción de Gracias." Students use "Página de actividades 7.2" to make predictions. The materials provide different levels of questions, such as "Nivel emergente: ¿Los separatistas elegirían irse de Inglaterra? A nivel: En el futuro los puritanos___, Nivel avanzado: Los estudiantes escriben y crean sus propias preguntas."

8.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
8.A.2a	All criteria for guidance met.	2/2
8.A.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

8.A.2a – Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

The grade 3 materials include Spanish guidance for teachers to model the use of text evidence to construct text-based responses. For example, in *Guía del maestro*, Unidad 1, Lección 1, "Lectura del cuento de práctica: 'El principio,'" the teacher models how to read texts looking for answers to specific questions. Bullets 1 and 2 for Párrafo 1 provide the questions: "Diga a los estudiantes que van a leer el párrafo 1 para hallar la respuesta a la pregunta: '¿Cuándo y dónde transcurre el cuento?' Pida a un estudiante que lea el párrafo en voz alta mientras otros siguen la lectura. Cuando los estudiantes hayan terminado de leer, vuelva a formular la pregunta y pida que respondan."

In Unidad 7, Lección 2, "Lectura en voz alta: 'Cambiar el estilo de vida,' Pausa acerca de la ilustración," teachers guide students to analyze the text features, such as the illustration, to make claims about the information it presents. The guidance states, "Con toda la clase, complete la Sección 1 de la Página de actividades 2.2. (Información de la ilustración: la ilustración muestra nativos americanos cazando, cultivando o recolectando cosechas, y pavos.) Conexión con el texto: La ilustración muestra nativos americanos cazando, recolectando cosechas, y cultivando. Esto se relaciona con el texto 'muchos habitantes nativos adoptaron la agricultura mientras seguían practicando la caza, la pesca y la recolección.'"

The Unidad 7, Lección 2, sidebar support section "Apoyo a la enseñanza," contains guiding questions to support the teacher. The guidance states, "Guíe a los estudiantes por la ilustración preguntando: ¿Qué muestra la ilustración? ¿Qué información muestra la ilustración que ayuda a entender mejor el texto? ¿Cuáles son los elementos clave?"

8.A.2b – Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. (T)

The grade 3 materials include teacher guidance such as in the *Guía del maestro*, Unidad 9, Lección 1, "Lectura en voz alta practicar palabras: Establecido." Teachers guide a discussion to facilitate learning a vocabulary term for the lesson, following a bulleted list of guidance:

"La institución Smithsonian fue establecida en Washington, D.C., en 1846.

¿Has escuchado alguna vez de algo que ha sido establecido? ¿Has establecido algo alguna vez? Asegúrate de usar el verbo *establecido* cuando hables de ello. (Pregunte a dos o tres estudiantes. Si es necesario, guíe o parafrasee las respuestas de los estudiantes para hacer frases completas: 'Establecido cuando . . .' o 'Yo establecí un plan para . . .').

¿Cuál es la palabra de la que hemos estado hablando? ¿Qué parte de la oración es la palabra *establecida*?"

In Unidad 9, Lección 9, "Comentar la lectura," teachers guide students to use previous answers to questions from the text to facilitate a discussion. Students respond to additional questions such as, "¿Qué aprendieron sobre los peregrinos y por qué vinieron a las Américas? ¿Cómo cambiaron sus vidas cuando llegaron y que predicen que les sucedió después?"

The sidebar support, "Apoyo la enseñanza," in Unidad 9, Lección 9, includes teacher guidance with question stems to support discussion using appropriate syntax and structure. The materials state, "Incluya inicios de oración para que los estudiantes las utilicen en la discusión y que replanteen la pregunta. (P.ej: Los peregrinos vinieron de ___ y llegaron a las Américas queriendo una vida llena de ___)."

8.B Writing

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

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

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

8.B.1a – Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS.

In *Guía del maestro*, Unidad 1, Lección 2, "Escritura, Perspectiva," students read a fiction mentor text, "En la orilla del río." Using the mentor text, students work with a partner to rewrite the part of the story where Topo steals the swords. Teachers instruct students to write it from Rata's perspective, making sure to include details about the character's thoughts and emotions.

Unidad 8, Lección 4, "Escritura, Palabras de comparación y contraste," connects to TEKS 3.12.B. Students refer to the read-aloud mentor text, "El castillo de San Marcos," to write sentences that compare and contrast two things from a list generated by the group. The guidance from Bullet 14 states, "Haga que los estudiantes creen una segunda oración sobre la palabra en el lado derecho de su gráfica utilizando las palabras en contraste para mostrar que, al contrastar las dos cosas, estas son las características que tienen en común y las que difieren."

The grade 3 materials include opportunities for students to explain the basic parts of a narrative plot, as well as to create and categorize story ideas from the narrative text, "La primera colonia inglesa," in Unidad 9, Lección 2. The teacher asks students, "¿Qué saben de la escritura narrativa?" Then the teacher writes three categories on the board: "algo que de verdad pasó, algo que podría haber pasado y algo que podrá pasar en el futuro." Students work with a partner to brainstorm ideas from the three categories, write them down, and share with the class. The teacher describes key components that students should include when writing a narrative piece, and students use "Página de actividades 2.3" to compose their narrative.

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

The grade 3 materials include opportunities for students to compose literary texts. For instance, in *Guía del maestro*, Unidad 1, Lección 4, students work collaboratively to write an alternate ending to a story. The teacher asks the students to think what would happen if it had been summer instead of winter, or what Rata and Topo would have done if they had not gotten lost. Students then write their alternate ending.

The materials address TEKS 3.12.A in Unidad 5, Lección 11, "Escritura descriptiva." Students write a paragraph describing a sound without saying what the sound is. Next, students read others' paragraphs and try to guess what sound they described.

The materials address TEKS 3.12.A in Unidad 6, Lección 13, "Introducción al teatro del lector." Students read a nonfiction mentor text, "Nicolás Copérnico," and then collaborate with their peers to write a narration of the text in reader's theater format using *Cuaderno de actividades*, "Página de actividades 13.2."

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

The grade 3 materials include opportunities for students to compose informational texts. For instance, the materials address TEKS 3.12.B in *Guía del maestro*, Unidad 2, Lección 10, "Escritura, Red sobre las aves." Students research information about birds on the internet and complete an organizer with the information they learn. The teacher supports students to independently write words and thoughts to create complete responses. Later, in Unidad 3, Lección 1, "Boleto de salida," students answer questions about the reading, such as "¿Qué es un sistema?" and "¿Por qué el cuerpo humano se compara con una máquina compleja?"

In Unidad 2, Lección 13, students write an informative paragraph about the characteristics and classification of a vertebrate by clearly stating ideas, facts, and details. Students choose an animal from one of the five vertebrate groups they learned about in the reading selections. Students write an informative paragraph about the selected animal and explain why the animal is classified that way.

The materials address TEKS 3.12.B in *Cuaderno de actividades*, Unidad 8, "Página de actividades 4.3." Students write an informational text to compare a soccer ball and a football using transition words *de la misma manera* and *por el contrario*.

8.B.1d – [3rd grade only] Materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The grade 3 materials include opportunities for students to compose argumentative texts. For example, in the *Cuaderno de actividades*, Unidad 1, "Página de actividades" 10.4, 11.8, 12.4, and 13.3, students use the writing process to compose an argumentative paragraph stating the opinions of a character from the selected text.

The materials connect to TEKS 3.12.C and provide opportunities for students to compose Spanish argumentative texts related to the unit. For example, in *Guía del maestro*, Unidad 4, Lección 3, students formulate an opinion paragraph about the best type of government using the *Cuaderno de actividades*, "Página de actividades 3.4."

In Unidad 8, Lección 7, "Escritura, Respuesta corta de opinión," students respond in writing to opinion-based questions in Actividad 7.3, such as, "Escribe una sobre cómo crees que sería la vida en una misión. ¿Crees que te gustaría? ¿Por qué o por qué no?" To support students, teachers follow the guidance, "Recuerda a los estudiantes que expresen sus opiniones usando palabras como *yo siento, yo creo* y *yo pienso* en sus respuestas."

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

The grade 3 materials include opportunities to compose correspondence. For example, the materials connect to 3.12.D in *Guía del maestro*, Unidad 3, Lección 2, and the accompanying Actividad 2.1 in the *Cuaderno de actividades*. Students analyze Don Ratón's letter, editing and revising the correspondence as appropriate.

Students use correspondence format to respond to literature in Unidad 5, Lección 6. Students plan and write a letter to a friend explaining what they need help understanding from a recent chapter.

In Unidad 9, Lección 13, students synthesize information from the reading selection by planning and writing a letter, utilizing information from the text to add details. Teachers guide students to write as if they were Matthew, writing a letter to his father about life in Philadelphia. For example, the guidance states, "Imaginen que pasaron cuatro años y Matthew ahora tiene quince años y quiere escribirle una carta a su padre para contarle sobre su vida."

8.B.2 Writing Process

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

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

8.B.2a – Materials support students’ coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. (S)

Cuaderno de actividades, Unidad 1, provides structured writing tasks that guide students through the elements of the writing process in Spanish. For example, students plan their writing using graphic organizers, draft their ideas in provided spaces, revise their work based on specific questions or peer feedback, edit for spelling and grammar using checklists, and finally share or publish their writing in a class book or a display. The activity sequence reflects an age-appropriate progression in Spanish writing conventions, such as the use of accent marks, punctuation, and sentence structure.

The materials support students' coherent use of the writing process (planning, drafting, revising, conferring, editing, and publishing) in Spanish, with age-appropriate attention to Spanish-language conventions. For example, in Unidad 6, students use checklists and peer/teacher feedback forms to revise their drafts, focusing on improving clarity, coherence, and adherence to Spanish writing conventions. Editing activities target spelling, grammar, and punctuation specific to Spanish. The unit culminates with opportunities for students to share or publish their final pieces, such as presenting to the class or displaying their work, reinforcing the complete writing process in an authentic and age-appropriate manner.

The materials in "Artes de lenguaje y lectura" support students' coherent use of the writing process elements to compose text in Spanish. For example, in *Guía del maestro*, Unidad 10, Lección 7, students develop a research plan for their final presentation. Students choose and research a historically famous jazz musician and a musician from Texas who can play jazz or another musical genre. Students review and categorize their research, and then the teacher guides them to determine the key ideas for writing an essay. Next, students complete rounds of drafting, revising, and completing their essays, making sure it is structured and has a clear central idea and relevant details. Finally, students present their research to the class.

8.B.2b – Materials include teacher guidance to provide explicit (direct) instruction in Spanish to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

The grade 3 materials include teacher guidance to provide explicit (direct) instruction in Spanish to model each element of the writing process and to support students through conferencing and revising. For example, *Guía del maestro*, Unidad 4, Lección 5, "Escritura, Respuestas argumentativas," includes a bulleted list of teacher guidance to support students in planning to compose an extended argumentative response. The teacher guidance states, "Dígales a los estudiantes que una respuesta argumentativa clara y completamente desarrollada incluye un párrafo introductorio, tres razones con evidencia textual que las respalde y una conclusión." Later in Lección 6, teachers model a think-aloud to guide students in composing an introductory paragraph for the extended constructed response. The guidance states, "Pensar en voz alta: Primero, determinaré mi opinión. Mi opinión es que la vida diaria del patricio era mejor. Luego, crearé un plan para respaldar mi opinión. Propondré tres razones para explicar mi opinión basada en el texto. Una de mis razones del texto es que los patricios vivían en casas grandes."

The materials support students' coherent use of the writing process, with age-appropriate attention to Spanish-language conventions. For example, Unidad 4, Lección 9, "Escritura, criterios de evaluación de respuesta escrita extendida," includes teacher guidance to display the extended response rubric and model the editing process for students. The teacher guidance provides the script: "¿Es necesario que las oraciones tengan concordancia entre sujeto y verbo? (Sí, por ejemplo: Mi pez nadaba en su pecera. 'Mis peces nadaba en su pecera' no sería correcto). Comparta 2 o 3 oraciones más que muestren una concordancia correcta entre sujeto y verbo. Pregunte a los estudiantes cuál es la correcta."

In Unidad 4, Lección 10, "Mini Lección de revisión," teachers model the revision process based on the guidance, "Presente el texto redactado en el que la clase ha estado trabajando desde la lección 5. Discuta y modele las revisiones del borrador utilizando la lista de verificación proporcionada." In Lección 11, "Escritura," teachers guide students to publish their extended response opinion essays using the guidance, "Brinde apoyo a los estudiantes para que escriban palabras, pensamientos y respuestas completas de manera legible en cursiva, dejando espacios apropiados entre las palabras en todas las tareas de esta unidad."

8.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
8.B.3a	All criteria for guidance met.	3/3
8.B.3b	All criteria for guidance met.	4/4
8.B.3c	All criteria for guidance met.	6/6
—	TOTAL	13/13

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

The grade 3 materials offer instructions for educators to deliver direct teaching in Spanish on writing at the sentence level, emphasizing structure, syntax, and Spanish vocabulary. For example, *Guía del maestro*, Unidad 10, Lección 4, guides teachers to provide direct instruction to review simple and compound sentences in a paragraph and make necessary corrections to sentence structure and variation. The teacher demonstrates that a simple sentence will have a subject and a predicate. The predicate is the part of a sentence that is connected to a verb. The teacher guidance contains the following sample sentence, "Marcela se fue a la casa de su amiga," and says that "*Marcela*" is the subject and "*se fue a la casa de su amiga*" is the predicate.

Unidad 2, Lección 6, provides explicit instruction on sentence structure. In this lesson, students write compound sentences. The teacher explains, "Hoy, darán el primer paso para escribir diferentes tipos de oraciones aprendiendo a identificar oraciones compuestas. Las oraciones compuestas contienen más de una cláusula independiente. Explique que una cláusula independiente es la parte de la oración que tiene sujeto y predicado. Una cláusula independiente puede estar sola y funcionar como una oración." In the section, "Lenguaje: Gramática," teachers provide instruction on compound sentences. The teacher guidance states, "Diga a los estudiantes que esta es una oración compuesta porque tiene más de una cláusula independiente. Sabemos esto porque la oración tiene dos partes separadas, cada una con un sujeto y un predicado. Pregunte a los estudiantes cuál es el sujeto y el predicado de la primera cláusula o parte."

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

The grade 3 materials offer direction for educators to deliver structured and clear (direct) instruction in writing, beginning with the sentence level and progressing to full compositions, in alignment with the grade-level Spanish language arts TEKS. For example, *Guía del maestro*, Unidad 1, Lección 10, guides the teacher in instructing students on writing an opinion paragraph using a graphic organizer. The teacher guides students to write an introduction sentence using subject-verb agreement. In the following lesson, the teacher instructs students on how to add detailed sentences for the opinion paragraph. At the end, students write the conclusion sentences to publish their opinion paragraph.

In Unidad 4, Lección 7, the teacher guides students to write three paragraphs that include text evidence to support their opinion that patrician life is better. The teacher models how to write the first paragraph. Then, students work with a partner to write the second paragraph. Finally, at the end of the lesson, students write the third body paragraph independently.

Unidad 4, Lección 7, "Escritura, Primer párrafo," aligns with grade-level Spanish language arts TEKS 3.11.D.i. Teachers model using opinions to write an argumentative essay, focusing on the composition of sentences followed by multiple paragraphs. The teacher guidance for paragraph writing states, "Pida a los estudiantes que compartan las tres razones por las que la vida diaria de los patricios era mejor que la vida diaria de los plebeyos. Explique a los alumnos que cada una de estas razones constituirá un párrafo."

8.B.3c – Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. (S)

The grade 3 materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. For example, in *Cuaderno de actividades*, Unidad 4, "Página de actividades 2.3," students fill in sentence frames with the appropriate simple past tense conjugation of a verb. Later, in "Página de actividades 7.2," students independently write complete sentences using the imperfect preterite verb tense to tell about the story of Carlos and Daniel.

Guía del maestro, Unidad 9, Lección 9, provides a "Lista de verificación" for students to use to revise and edit their narrative writing. The list includes questions for students to self-reflect on incorporating an engaging sentence starter. For example, one of the questions from the writing list is, "¿Incluí un principio del cuento interesante?"

In Unidad 10, Lección 7, students edit and revise each section of their draft to improve their writing. Students use the "Mapa de ensayos de investigación" to ensure that the required information is included in each section, and their essay is grammatically correct.

8.B.4 Grade-Level Standard Spanish Conventions

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

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

8.B.4a – Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. (S)

The grade 3 materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language according to the grade-level Spanish language arts TEKS. For example, in *Destrezas fundamentales*, Unidad 3, Lección 1, students write the plural of words ending in the letter z by replacing the z with a c before adding -es. Students use "Componentes digitales 1.1" to change singular words ending in z to plural. Then, students use "Componentes digitales 1.2" to write sentences, identify the words with plurals, and explain which of these words follows the standard they are learning about the plural, and why.

In Unidad 9, Lección 7, students demonstrate and apply orthographic knowledge by marking accents appropriately when conjugating verbs in the simple present perfect tense. The teacher uses "Componentes digitales 7.1" to guide students to create sentences with the different versions of the verb *comer* in simple past perfect tense. At the end of the lesson, students work on "Página de actividades 7.1" with six sentences with conjugated, unaccented verbs.

The grade 3 materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS 3.11.D.ix. For example, in Unidad 8, Lección 2, "Escritura, Las palabras de transición," students learn to use commas in a series and after certain transition words such as *por ejemplo*. The teacher provides explicit instruction on when and how to use commas in these instances, and students practice in *Cuaderno de actividades*, "Página de actividades 2.2." Later in the unit in Lecciones 12 and 13, students compose an opinion essay using commas as needed.

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

The grade 3 materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. For example, in *Guía del maestro*, Unidad 2, Lección 11, students differentiate between and apply spelling rules to *palabras agudas, graves, and esdrújulas*. The teacher shows table PD.U2.L11.1, and students identify if the words are *agudas, graves, or esdrújulas*. Students determine in each case whether the word should have a written accent. The teacher then mixes up the words, and students fill out the table.

In Unidad 4, Lección 3, "Lenguaje gramática: Pasado simple de *ser, estar e ir*," the teacher explains the difference between the simple past tenses of *ser, estar* and *ir*. The teacher displays the projectable digital table (PD.U4.L3.1), and models how to write sentences with each type of verb. Students practice using the three verbs in *Cuaderno de actividades*, "Página de práctica 3.5."

In Unidad 4, Lección 12, "Lenguaje gramática: Pasado simple y pretérito imperfecto," the teacher explains the difference between the simple past tense and imperfect tense using projectable display PD.U4.L12.2. The teacher explains and models when to use each tense. Next, students practice using the appropriate verb tense based on the context of the sentence in *Cuaderno de actividades*, "Página de actividades 12.4."