

HMH Education Company

Spanish Language Arts and Reading, 3

HMH ¡Arriba la lectura! Texas Version 2 Grade 3

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798202118968	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	3	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	25 out of 25	100%
4. 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	24
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 materials include a scope and sequence outlining the TEKS and concepts taught in the course. For example, the digital version of the product includes a comprehensive scope and sequence chart titled "Correlaciones: Spanish Language Arts and Reading (SLAR) and English as a Second Language TEKS." This chart maps all TEKS alignments and lists the concepts taught throughout the instructional year.

Resource materials include a scope and sequence outlining the TEKS and concepts taught in the course. *Guía del maestro*, Module1 presents a weekly scope and sequence under the section "Vistazo a la semana, Week 2," outlining the specific concepts taught during that week.

Each module includes "Guías modificables de planificación semanal" that list the specific concepts and TEKS addressed in each lesson, such as Module10's guide under "Destrezas."

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 materials include a suggested pacing guide/calendar to support the effective implementation of various instructional calendars. For example, in Step 3: "Explore the Program," the "Implementation Guide" on the product website outlines a "Modified Yearly Plan for Grades 1–5" that accommodates instructional calendars of 165, 180, and 210 days.

The Implementation Guide, "Modified Yearly Plan for Grades 1–5," provides pacing recommendations for multiple instructional block lengths, including 90, 120, and 150 minutes, to help educators plan their daily schedules.

The implementation materials in the online educator platform include a suggested pacing/calendar to support effective implementation for various instructional calendars. The platform outlines pacing for a 180-day school year, with clear guidance on adapting the plan for shorter (165-day) or extended (210-day) school calendars.

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 *¡Arriba la lectura! Texas Grado 3* materials explain how concepts to be learned connect throughout the course, and include a document outlining the rationale for unit order. For example, in "Step 3: Explore the Program," the Implementation Guide for grade 3 states that "Topics connect across the grade levels so that children continue to grow their knowledge as they progress through the program." The materials describe the intentional purpose of each unit and its sequence.

The Implementation Guide includes a "Learning That Builds" section, which illustrates how concepts connect across grade levels. For example, in grade 2, the module "Hogar, dulce hogar" builds knowledge on animal habitats, showing how the topic has been introduced in earlier grades and will be further developed in future grades.

Each three-week module in the program is centered on a unifying topic that develops children's understanding over time. This thematic structure supports knowledge-building throughout the year.

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

The *Guía del maestro* includes protocols with corresponding guidance to support checking for understanding during lessons. For example, in Module 8, under the section "Vistazo a los textos de la lección, Radiografía del texto, Lenguaje," the *Guía del maestro* offers instructional language that supports real-time instructional decision-making and provides guidance for internalizing the lesson or unit as a whole.

The materials include protocols for lesson planning and provide corresponding guidance for unit or lesson internalization. In the "Bienvenidos al módulo" section, the materials preview the skills and routines for the unit, guiding the teacher to internalize the unit, identifying key standards, vocabulary, objectives, and assessments. Materials support planning and small-group differentiation, including in dual language settings.

The *Guía del maestro* includes instructional components such as vocabulary and guided reading support. For example, Module 1: ¡Qué personaje! provides resources to support reading groups and vocabulary development.

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

The *Guía del maestro* includes resources for instructional leaders to support teachers in implementing the designed materials. For example, in each module under the section "Presentación del módulo," a clearly defined "Materiales" section lists the items needed to teach the lessons.

The materials include guidance for leaders through resources such as "Supporting Your Teachers" and "Leader Start-Up." These materials provide detailed tools such as implementation checklists, materials lists, discussion questions, or data-analysis tools to support classroom observation and coaching fully.

The Look-Fors and Reflection Guide include the resources and guidance instructional leaders need to support teachers in implementing the materials as designed. A section titled "Supporting Teachers" within the "Teacher's Corner" provides essential implementation tools such as checklists, rubrics, or structured planning protocols.

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 materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to teach the unit concepts effectively. The materials feature a progression graphic on the product website, and the Implementation Guide sections "Learning That Builds" and "Connecting Concepts Across Grades" show how activities align with core concepts, academic vocabulary, and recurring themes across and within lessons and grade levels.

In the *Guía del maestro*, Module 5: Trabajo en equipo, the section "Bienvenidos al módulo—Vistazo a la semana" presents the vocabulary of the week, including essential ideas, critical vocabulary, and teaching vocabulary that directly support the unit's instructional goals.

The weekly overview clearly outlines the academic vocabulary needed for instruction. Additionally, the Implementation Guide includes a section titled "Connecting Concepts Across Grades," which shows how background knowledge and vocabulary build across modules and grade levels.

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 materials provide "Cartas para la familia (Family Letters)" to support families with suggestions on assisting their students' progress. The materials provide letters in English and Spanish for parents and caregivers, including activities reinforcing in-class learning for families to use at home. These family letters are available for each module.

For example, in the unit on teamwork, the English family letter includes strategies and activities for use at home that support student learning and development, such as activities that reinforce classroom learning, suggested questions to ask students, and fun, family-oriented tasks to engage everyone in the learning process.

The Spanish family letter in Module 3: ¡Que suene la libertad! outlines the thematic and content focus for the unit, including genres students will read and write. It includes suggestions for families, such as

discussing concept development using the "Knowledge Map," exploring nonfiction genre characteristics, and reinforcing key vocabulary such as *leal*, *soberanía*, *democracia*, and *cívico* in daily conversations.

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 materials include structured, detailed lesson plans with daily objectives, questions, tasks, materials, and instructional assessments required to meet the TEKS content and language standards. Each module in the *Guía del maestro* includes a section that outlines specific instructional routines designed to develop grade-level skills and engage students in critical thinking.

The *Guía del maestro* includes lesson plans with daily objectives, questions, tasks, materials, and instructional assessments required to meet the assigned content and language TEKS standards. For instance, Module 6: El comportamiento de los animales, Week 3, Lesson 11: Presentar las palabras, includes a clearly stated learning objective and is aligned to TEKS 3.3B.

All modules include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. The lesson plans provide necessary information for effective implementation of grade-level instruction, including daily learning objectives aligned to the TEKS.

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 materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively and the suggested timing for each lesson component. The guide provides detailed recommendations for daily instructional time: "Desarrollar los conocimientos y el lenguaje/vocabulario" (10–15 minutes), "Taller de lectura" (60–85 minutes), "Destrezas fundamentales" (15–30 minutes), "Comunicación" (15–30 minutes), and "Taller de escritura" (30–45 minutes).

The online educator platform includes a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively and the suggested timing for each lesson component. For example, the section "Opciones para el trabajo independiente y colaborativo" identifies the student

materials needed at the beginning of the lesson, such as printable pages from the "Graphic Organizer" and "Mi caja de herramientas lingüísticas: lectura independiente."

The materials provide suggested time allotments for direct instruction, guided and collaborative practice, and independent work to support lesson pacing whether as extended practice during class or as assignments to complete at home.

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

The "Product" student session titled "La princesa y el guisante" includes guidance on effectively using lesson materials for extended practice, extension, and enrichment. The materials support teachers in assigning online reading and writing activities through a digital learning platform that offers interactive literacy tasks to reinforce comprehension, vocabulary, and writing skills.

The *Guia del maestro*, Module 9, "Enseñanza en grupos pequeños, Aplicación independiente" includes guidance on the effective use of lesson materials for extended practice, extension, and enrichment. The materials include guidance for the use of independent or collaborative workstations "Centros de lectoescritura" during the reading workshop block, when students engage in additional reading, vocabulary, and writing practice while the teacher works with small groups. Practice pages and modules are provided each week to reinforce literacy skills.

The "Extensión lingüística" includes guidance on effectively using lesson materials for extended practice, extension, and enrichment. For instance, Module 8 provides optional enrichment activities for students to complete independently, such as "Ampliar la alfabetización académica," which supports vocabulary and academic language development outside of core instruction.

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 summative instructional assessments at the unit and lesson level that vary in types of tasks and questions. For example, the summative evaluation titled "¡Qué personaje!" evaluates students' mastery of key reading and grammar skills taught during the week. This printable assessment includes a range of item types aligned to the week's instructional focus.

The diagnostic evaluation titled "Evaluación del módulo: ¡Haz el cambio!" includes multiple-choice questions, multipart items, short constructed responses, and extended constructed responses. The modules also culminate in a summative investigation project, "Ceremonia de nominación de la persona del año," in which students research and present on influential figures who have made a positive impact within or outside their communities.

In Module 9, the teacher guide features the project-based formative assessment "Investigación de almuerzos saludables" under the section "Desarrollar los conocimientos y destrezas." These module assessments include text-dependent and non-text-dependent questions in various formats and extended writing tasks for ongoing feedback.

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

The materials in *Guía del maestro*, Module 3: Evaluación y supervisión del progreso include the definition and intended purpose for the types of instructional assessments included. The assessments provided are intended to guide daily instruction by identifying students' learning needs. In contrast, performance-

based assessments are designed to demonstrate students' progress toward mastering the skills taught throughout the module.

The materials include the definition and intended purpose in the digital teacher guide and platform under the "All Resources" tab and define the purpose of lesson-level assessments such as "Prueba corta de lectura: Pablo y su mangosta." These assessments are used to check students' comprehension of key texts and support instructional decision-making.

Guía del maestro materials in Module 6: El comportamiento de los animales include the definition and intended purpose and define the tool as a diagnostic assessment. The section on "Evaluación y supervisión del progreso" explains that diagnostic assessments are used to gather baseline data on students' foundational knowledge or proficiency to inform instruction and identify potential learning gaps early in the module.

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

The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. The digital "Libro del maestro" and the online education platform provide resources such as "Help for Teacher: Manage and Grade Writing Task Assignments," which support teachers in administering writing assessments with consistency and accuracy. These resources help ensure that instructional assessments are carried out as intended.

The online educator platform includes teacher guidance to ensure consistent and accurate administration of instructional assessments. The guiding documents, titled "Guías para la administración y calificación," support teachers in administering instructional assessments. These documents offer an overview of each assessment, outline the estimated time needed for each task, provide step-by-step administration procedures, and include information to help teachers understand the assessment components. For example, one guideline states: "Desde el comienzo de cada evaluación, guíe al estudiante en cada subconjunto de pruebas. Registre las respuestas en el Formulario de registro," ensuring standardized administration across examiners.

The "All Resources" section includes teacher guidance to ensure consistent and accurate administration of instructional assessments. In the "Evaluación" section, materials provide general and detailed instructions for administering various types of assessments. These include screening, diagnostic, and progress-monitoring assessments, offering structured support to ensure consistency in how assessments are administered across classrooms.

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

The assessments are aligned to the TEKS and objectives of the course, unit, or lesson. In "Evaluación del módulo: Module 9: Del campo a la mesa," the end-of-unit summative assessment identifies alignment with multiple third-grade TEKS, including standards such as 3.3.C affixes, 3.10.C author's use of print and graphic features, 3.9.D.i central idea with supporting evidence, 3.11.D editing drafts using conventions, and 3.3.B context clues for meaning. TEKS numbers are listed directly next to assessment items or within the rubrics, providing transparency and alignment with grade-level expectations.

Under the "All Resources Evaluación" and "Instructional Purpose," assessment resources for each module and week include a "View Details and Standards" tab. This TEKS alignment ensures that instructional assessments are purposefully connected to learning objectives.

In Version imprimible: Evaluación de la semana, weekly formative assessments, such as Module 9, are directly aligned to the reading and grammar TEKS for informational texts. This weekly diagnostic assessment's printable version ensures students are evaluated on lesson-specific objectives that reflect grade-level standards.

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

The "Instructional Assessments" include TEKS-aligned items at varying levels of complexity. Each assessment, including printable versions such as "Evaluación del Módulo 9," contains a range of item types that align with grade-level standards.

The summative assessment for Module 9 includes multiple-choice items that require students to use subheadings to locate information, determine the author's purpose, and analyze key details. The assessment also includes a short constructed response task in which students explain the difference between two concepts. These varied tasks reflect a range of cognitive demand and are aligned with G3 TEKS.

The "Evaluación" section of the digital "Libro del maestro" includes materials such as the short reading quiz, "Prueba corta de la lectura: Aventuras con las palabras," containing multiple-choice and constructed response items designed to assess students' understanding of grade-level TEKS. These questions vary in complexity and provide teachers with insight into student mastery of the 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.

Section "Evaluaciones para verificar el progreso: Formularios de registro globales," includes a form titled "Formulario de registro global." This document provides teachers with a structured way to input data from "Evaluaciones iniciales," such as the test date, the number of correct words per minute, and comprehension scores. It also includes a designated "Actions" column in which the teacher selects whether the student should move forward or needs reinforcement, enabling educators to tailor instruction based on assessment outcomes.

The material provides instructional assessments and scoring information for interpreting student performance. The "Formularios de registro globales" for grade 3 are a yearlong tool for collecting and analyzing progress monitoring data across eighteen different evaluations. Each row on the form corresponds to a specific evaluation event, with goal ranges clearly identified. The final column provides scoring information that guides teachers in interpreting student performance by indicating whether a student should continue at the current pace or receive additional support. This makes the form a valuable tool for making informed instructional decisions.

The instructional assessments and scoring information in the online educator platform guide the interpretation of student performance. The material also includes "Evaluaciones iniciales" that provide a longitudinal view of student progress housed within the *¡Arriba la lectura! Texas Grado 3* online educator platform under "Evaluación, Formularios de registro globales." These tools help teachers track student proficiency over time. Teachers can adjust instruction accordingly to ensure skill mastery by comparing initial results with later benchmarks.

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

The "Taller de lectura" provides guidance for the use of included tasks and activities to respond to student trends in performance on assessments. The *Guía del maestro* section "Grupos de apoyo de destrezas y estrategias" advises teachers to observe students during the mini-lesson to determine who may benefit from additional support or an extension activity targeting the daily reading skill. It

recommends grouping students based on evaluation data and instructional needs. The guide also suggests using the "Minilessons Flipchart" to reinforce reading comprehension skills.

The *Guía del maestro* provides guidance for using included tasks and activities to respond to student performance trends on assessment. The Module 2, Week 1, Lesson 4 materials offer clear instructional guidance for grouping students based on assessment data. For example, during "Enseñanza en grupos pequeños," the teacher is supported in planning and delivering targeted activities aligned with students' assessed needs in reading and comprehension.

The *Guía del maestro* provides guidance for using included tasks and activities to respond to student assessment performance trends. The Teacher Guide serves as a tool for improving specific areas of need identified through data. For instance, the guide recommends using differentiated lesson options and tailoring instruction with sessions aligned to the students' needs based on performance data.

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 "Resources" tab includes tools for teachers to track student progress and growth. The program provides progress monitoring charts that allow teachers to track the development of individual students over time. These charts support instructional decisions and timely interventions. For example, in the "Evaluaciones para verificar el progreso" section, teachers can use the "Formularios de registros globales" to record scores and identify student needs across multiple assessment points throughout the year.

The materials include tools for students to track their progress and development. The materials in "Editar II: Corrección entre compañeros" offer student-friendly trackers for self-monitoring performance. For instance, in Module 2: Usa tus palabras, students are encouraged to use a rubric from their "Cuaderno del escritor" to evaluate and revise their writing. The rubric guides them in self-assessment by prompting reflection on whether their draft meets the highest expectations across categories, aiming for four points in each.

The "Student Help Scores" tab includes tools for teachers to track student progress and growth for students to track their progress and development. The digital platform offers each student a personal account to access texts, complete assignments, and take assessments. Students can view their performance in the "Scores" tab, including assessment scores and a breakdown of correct and incorrect responses. This allows students to reflect on their results and monitor their growth throughout the year.

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 *¡Arriba la lectura! Texas Grado 3* materials include teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not yet mastered grade-level content and skills. For example, during Module 8, Week 3, Lesson 12, the teacher is guided to support students' thinking with scaffolded questions to activate prior knowledge and sentence stems to structure their responses. Students are prompted with "¿Cuál es la afirmación del autor? (El autor cree que la bombilla fue el mejor invento de Edison.)" Materials provide teachers suggestions such as "Ask students to underline the words that show the author's claim." Additional scaffolded questions help students identify the author's purpose and supporting evidence. Visual aids, like the "Cartel didáctico," are used to enhance comprehension. Students add sticky notes to the chart to document claims and evidence identified in the text *El mejor invento de Edison*.

The materials include teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not mastered grade-level content and skills. After each whole-group lesson, the Teacher Guide provides a small-group instruction section to support students who did not meet lesson expectations. For example, following a lesson on making and confirming predictions in Module 5: Trabajo en equipo, the "Opciones para la enseñanza" section provides scaffolded support for students who are "almost there," stating, "Point out details to help students make a prediction. Then, guide them in finding evidence in the text to confirm or revise their predictions."

The materials include teacher guidance for differentiated instruction, activities, and paired scaffolded lessons for students who have not yet mastered grade-level content and skills. For example, in Module 7, "Taller de lectura," the lesson structure includes various activities that allow the teacher to group

students based on their performance and provide targeted instructional support aligned to each student's needs.

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 *¡Arriba la lectura! Texas Grado 3* materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text, such as figurative language, idioms, and academic language. For example, in Module 1: ¡Qué personaje!, the teacher introduces figurative language using an "Anchor Chart" that displays different types of figurative language, including *símil*, *metáfora*, *hipérbole*, and *expresión idiomática*. The Anchor Chart "Semana 2, Lesson 10" includes visuals and examples to support student understanding. After pre-teaching these terms, students apply their knowledge by analyzing figurative language in the text *Hediondo y las ranas raras rarísimas*. During the "Aplicar al texto" section, embedded questions guide students in understanding figurative language, such as "¿Cuál es el primer símil de esta página? (*como un pato*), ¿Qué palabra te indica que es un símil? (*como*), ¿Es Hediondo realmente un pato? (no), Entonces, ¿por qué la autora hace que Webster use este símil para describir a Hediondo?"

In the digital "Libro del maestro," "Extensión lingüística: Ampliar el vocabulario académico," the materials provide structured opportunities for students to review academic and content-specific vocabulary with teacher guidance, ensuring students understand key terms before reading.

¡Arriba la lectura! Texas Grado 3 Module 9: Del campo a la mesa, "Presentar el vocabulario crítico" includes background knowledge, guiding questions, and rephrasing to support student comprehension of unfamiliar terms and concepts. Through interactive questions and real-world connections, the teacher guides students to explore words such as *tallo*, *lácteos*, *cuajada*, *agrio*, *escarlata*, and *árbol de mandarina*, ensuring students understand these academic terms before engaging with the text.

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 materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, in Module 5, "Opciones para el trabajo independiente y colaborativo," independent reading activities allow students to extend their knowledge and skills through carefully selected, content-rich thematic collections. These collections encourage students to engage with complex texts and build knowledge that connects to future learning.

The *¡Arriba la lectura!* online educator platform includes teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level

content and skills. For example, the "Centros de lectoescritura" include sidebar notes with differentiated extension questions and activities. In the Independent Reading Center, students are invited to extend their understanding by writing a postcard to a classmate suggesting that they help another student select a book, promoting peer collaboration and higher order thinking.

In *¡Arriba la lectura! Texas Grado 3* Module 4: Cuentos en escena, students can access additional readings and resources, including online magazines and text sets, that align with the unit themes. In the "Extensión lingüística" section, students can explore texts such as *La venda mágica*, *Dulce alivio*, *El mejor de la Selva Verde*, and *La gallinita dorada*, which deepen their language skills and foster appreciation for Spanish-speaking cultures around the world.

3.2 Instructional Methods

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

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

¡Arriba la lectura! Guía del maestro includes explicit direct prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. For example, in the online educator platform, Module 11, "Verbos que terminan en -ar, er, -ir," the materials provide step-by-step teacher guidance to model the concept of infinitives. The teacher is prompted to explain that an infinitive is the nonconjugated form of a verb, demonstrate the three verb endings using a chart, divide words into syllables, underline the endings, and read the words aloud while emphasizing the endings. Additional prompts guide teachers in displaying new examples and engaging students in classifying them, providing clear, direct modeling of the concept.

The product website includes explicit direct prompts and guidance to support the teacher in modeling and explaining the concepts to be learned and questioning strategies to engage students in deeper understanding. For example, in Module 7, "Presentar el vocabulario crítico," the materials provide teachers with guided practice questions to help students interact with new vocabulary. The prompts encourage the teacher to ask students questions that promote critical thinking, such as "¿Es más probable que un animal rebusque antes o después de comer? ¿Por qué?" and "¿Qué palabras usaría alguien cuando confiesa?" These guided questions support explicit instruction and help students deepen their understanding of the new concepts.

The *Guía del maestro*, Module 3: ¡Que suene la libertad! includes explicit direct prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. The teacher guides instruction into three steps; in Step 1, the teacher receives specific prompts for identifying the central idea. The materials guide the teacher to use an Anchor Chart as visual support, point out key images, and explicitly explain how authors use details to support the central idea. This structured approach provides teachers with clear, direct prompts to model the concept for students.

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

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, "Enseñar con rutinas de enseñanza, Module 9: Del campo a la mesa" of the *Guía del maestro* provides structured routines to promote student engagement, such as "Pensar-emparejarse-compartir," designed to support collaborative conversations and high-level reasoning. Additional recommended instructional strategies include choral reading, partner reading, echo reading, and structured discussions, giving teachers multiple approaches to facilitate lessons.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches, including "Think-Pair-Share," Graphic Organizers, and close reading strategies. In Module 8, the "Enseñar con rutinas de enseñanza" section explains how to implement different instructional strategies. For example, the "Conversación" routine encourages peer interaction and promotes positive feedback habits, while close reading (*lectura atenta*) emphasizes gradual, teacher-supported comprehension. The materials also outline instructional approaches such as choral reading, partner reading, and echo reading, providing teachers multiple strategies to meet diverse student needs.

Guidance for instructional approaches such as whole-class instruction, small-group rotations, collaborative centers, and project-based learning are also included in the materials. For example, in Module 9: Del campo a la mesa, the materials guide teachers through whole-class instruction in small-group rotations with options such as "Lectura guiada" and "Puente interlingüístico," mini-lessons from the "Tabletop Chart," and independent and collaborative center work. The module culminates with a research project, "Investigación acerca de almuerzos saludables," providing students with opportunities to apply their learning in real-world, engaging ways.

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 materials support multiple types of practice, such as guided, independent, and collaborative teacher guidance. Resources include recommended structures for whole, small, and individual groups to support effective implementation. For example, the Teacher Guide clearly outlines the recommended daily reading block structure in Module 2; the materials guide teachers to implement a sequence that includes "Minilección con toda la clase" (whole group), "Grupos pequeños y tiempo de trabajo independiente/colaborativo dirigido por el maestro" (small-group and independent/collaborative work), and "Concluir y compartir" (whole-group conclusion).

The *Guia del maestro* supports multiple types of practice, such as guided, independent, and collaborative guidance for teachers, recommending structures for whole, small, and individual groups to support effective implementation. For example, in Module 11, Lesson 6, students engage in whole-group guided practice to classify infinitives based on their *-ar*, *-er*, or *-ir* endings. The teacher reads words aloud and models sorting them by their endings. The materials then provide opportunities for independent practice through "Opciones para el trabajo independiente y colaborativo," and small-group collaborative work through literacy centers, such as the "Taller de escritura," focused on persuasive essay writing. Additionally, students participate in Readers Club to further apply their learning in a partnered, collaborative setting.

The *¡Arriba la lectura!* materials support multiple types of practice, such as guided, independent, and collaborative teacher guidance. Materials recommend structures for the whole group, small group, and individual to support effective implementation. For example, the materials provide clear instructional routines for teaching words with affixes. The routines are organized by practice type, including *práctica guiada* (whole group) and *aplicar* (independent practice). These recommended structures ensure teachers can effectively facilitate instruction and provide students with varied opportunities to engage with the content.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	1/1
3.3b	All criteria for guidance met.	8/8
3.3c	This guidance is not applicable to the program.	N/A
—	TOTAL	9/9

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

¡Arriba la lectura! materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs. For example, Module 9 of the digital "Libro del maestro" provides resources such as "Extensión lingüística," "Visualización activa," and "Videos de mentes curiosas" including *Del maíz a las palomitas*. Additionally, the "Libro del maestro" includes "Análisis lingüístico contrastivo" to support teachers in understanding the principles and essentials of language acquisition programs.

The *¡Arriba la lectura! Texas Grado 3* online educator platform includes implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs. For example, the "Guía de implementación: Lenguaje dual" PDF provides specific information about how the materials align with state-approved ESL and bilingual programs. This guide includes recommendations for using the materials within different instructional models to support multilingual learners on an online educator platform.

The *¡Arriba la lectura!* program website links to implementation guidance resource pages to support teachers in effectively using the materials in state-approved bilingual and ESL programs. Specifically, the "Sinópsis del programa" features "Dual Language Supports," which offers daily recommendations for building multilingual learners' metalinguistic awareness and metacognitive skills. This includes strategies for guiding students to make cross-language connections and deepen their understanding of Spanish through additional readings of authentic texts.

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 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, "Presentar el tema: Trabajo en equipo" provides structured support to build background knowledge through oral discourse using the prompts to guide students through an introduction to the module as they follow along in their *miLibro*.

"¡Haz el cambio!" also provides resources to help students connect new information to their prior knowledge through oral discussion and text-based tasks. Teachers use the *Compañero de enseñanza* to facilitate conversations around the text "¡Vamos a construir un parque!" with sample prompts and expected student responses. Discussion questions include "¿Quién es la audiencia del autor? ¿Qué detalles apoyan que el solar es feo y peligroso?" and the materials guide teachers to prompt students to underline or highlight text evidence, supporting comprehension and vocabulary development.

The *Guia del maestro* includes 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 *Compañero de enseñanza* provides discussion questions to guide students in building background knowledge and engaging in collaborative conversations. Questions such as "¿Qué trabajadores ayudan a convertir el trigo en pan?" and "¿Cómo saben los granjeros cuándo es hora de cosechar las zanahorias?" support oral discourse. After the discussion, students respond in writing using text evidence to support their answers, reinforcing comprehension and academic language development.

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

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

4. 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.

In grade 3, the Secuencia de instrucción, "Destrezas fundamentales" includes systematic, sequenced instruction in Spanish phonics. The scope and sequence outlines weekly instruction, beginning with CV and CVC syllables and progressing to more complex sound-spelling patterns. By the end of the year, students apply their knowledge to prefixes, suffixes, diphthongs, and hiatus. This progression supports intentional reading development.

The materials exemplify systematic and sequenced instruction of phonics sound-symbol correspondence skills through a structured progression that moves from simple to more complex applications. Students first decode words with basic prefixes and suffixes and then apply these skills to more challenging tasks such as reading affixes within cross-content passages in the Secuencia de instrucción, "Destrezas fundamentales" section. The materials intentionally introduce phonics skills to support students as they become fluent readers and writers.

The online educator platform includes systematic and sequenced instruction of phonics sound-symbol correspondence skills through explicit daily routines. For example, in "Fonética: Sílabas abiertas con patrón CV," students receive systematic, structured instruction on decoding open syllables following the CV pattern. This approach helps students develop a strong foundation in phonics through intentional daily practice.

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 include explicit (direct) and intentional ongoing practice opportunities for phonics sound-symbol correspondence skills, both in isolation and through decodable texts. At the start of each week, the weekly phonics and fluency skill is explicitly introduced, followed by the use of decodable texts and

corresponding planned lessons that reinforce these skills. The "Textos decodificables" intentionally and consistently provide students with opportunities to develop sound-symbol correspondence through isolated practice and within the context of reading. Additionally, students engage in independent practice and collaborative learning to strengthen the application of phonics skills.

The *Guía del maestro* includes explicit direct and intentional ongoing practice opportunities for phonics sound-symbol correspondence skills in isolation. For example, "Cuentos en escena, Decodificar: Sílabas cerradas con *m, n, y s*," whole-group lessons provide teacher-guided activities in which students practice phonics skills in isolation. Teachers follow scripts and guidance to model each skill and monitor student understanding. Students complete partner activities, such as "Aprende y demuestra," in which they identify and read words with closed syllables ending in *m, n*, or *s* and explain the decoding strategies they used to their partners to ensure accurate pronunciation.

The materials include explicit direct and intentional ongoing practice opportunities for phonics sound-symbol correspondence skills, both in isolation and through decodable texts, particularly during small-group instruction. For example, in Module 3: ¡Que suene la libertad!, the materials guide teachers to model decoding strategies for words containing *ca, que, qui, co, cu* and the letter *k*, using printable "Word Cards." In "Lesson 1, Ortografía: Palabras con *ca, que, qui, co, cu* y la letra *k*," students practice isolating the target sound, sorting the words by spelling pattern and decoding syllables such as *esquina* (*es-qui-na*), while identifying silent letters. The lesson extends to reading controlled decodable texts that align with the phonics pattern. During partner and group reading in literacy stations, students apply these skills, practice fluency, and receive teacher feedback to improve pacing and accuracy.

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 materials include explicit direct phonics instruction with teacher modeling to ensure concepts and skills are clearly communicated, reducing ambiguity and enhancing student understanding. For example, in "Decodificar: Sílabas con *c*, *s*, y *z*," the lesson instructs the teacher to display and read aloud the words *cena* and *ciclo*, underlining the syllables *ce-* and *ci-* to highlight that the letter *c* produces the /s/ sound when followed by *e* or *i*. The teacher then reminds students that when *c* is followed by *a*, *o*, or *u*, it produces the /k/ sound. The lesson continues with the teacher displaying and reading *sierra* and *cierra*, underlining the syllables *sie-* and *cie-*, and explicitly modeling how to blend the syllables. The teacher explains that although the words sound the same, they are spelled differently and have different meanings, emphasizing careful attention to spelling and context. The process is repeated with the words *rasa* and *raza*, reinforcing accurate decoding and comprehension.

The materials include explicit direct phonics instruction with teacher modeling to guide students through syllable division patterns and decoding unfamiliar words. For example, in *Guía del maestro* "Decodificar: Sílabas abiertas; patrón CV," the teacher explicitly reminds students that open syllables follow a consonant-vowel (CV) pattern, and recognizing this pattern helps decode unknown words. The teacher models this by writing *careta* on the board, dividing it into syllables (*ca-re-ta*), labeling consonants and vowels, and reading the word aloud with pauses after each syllable. Additional words such as *tomate*, *teléfono*, *cadena*, and *matojo* are used for guided practice, reinforcing the concept that open syllables can appear anywhere within a word. The lesson concludes with a partner activity where students read aloud and identify open syllables in words, providing opportunities for guided practice with teacher modeling.

Daily lessons include explicit direct phonics instruction with teacher modeling, offering step-by-step guidance to support decoding skills. For example, in Module 3: ¡Que suene la libertad!, Week 1, "Lesson 1: Decodificar: Sílabas *ca*, *que*, *qui*, *co*, *cu*, y la letra *k*," the teacher follows detailed instructions to model decoding words with the /k/ sound. The teacher displays a list of words, underlines the syllables containing the /k/ sound, and explicitly explains why these words have that sound: "Explique que el sonido /k/ se produce por la combinación de la letra *c* con las vocales *a*, *o*, *u*; por la combinación *qu* antes de las vocales *e*, *i*; y cuando la letra *k* está adelante de cualquier vocal. Señale que en la combinación *qu*

seguida de *e*, *i*, la *u* es muda." This detailed modeling ensures students understand the phonics concept before practicing independently.

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

The *Guía del maestro* includes opportunities for explicit direct guided instruction with guidance for immediate and corrective feedback. For example, in Module 10: Cuenta un cuento, the teacher uses specific, precise phrasing to guide student practice and application of new phonics skills. The lesson provides clear statements for the teacher to model correct pronunciation, such as "Recuerde a los estudiantes que las sílabas *que* y *qui* se pronuncian /ke/ y /ki/ porque la *u* es muda. De manera similar, las sílabas *gue* y *gui* se pronuncian /ge/ y /gi/. En estas sílabas la *g* produce el sonido /g/, no el sonido /j/." The teacher then models pronunciation with words such as *quince*, *queja*, *quíntuple*, and *cuelgue*, guiding students to divide words into syllables and apply the correct phonics patterns. The teacher provides immediate corrective feedback through questioning, such as "¿El sonido de la *g* se parece a *gato* o a *gente*? (*gato*) ¿Por qué? (La *u* es muda.)" This explicit modeling and immediate feedback support student understanding and application of new phonics skills.

The lessons include opportunities for explicit direct guided instruction with guidance for immediate and corrective feedback. For example, in Module 4: Cuentos en escena, Week 3, "Lesson 1: Decodificar: Sílabas trabadas con *r*," the materials provide a section titled "Corregir y encauzar" that lists specific ways teachers can support students who struggle with decoding, such as "Corrija el error. Recuerden que las sílabas trabadas con *r* contienen las combinaciones de consonantes *br*, *cr*, *dr*, *fr*, *gr*, *pr*, y *tr*." This guidance ensures that during guided practice, teachers can provide immediate, specific correction, reinforcing accurate decoding and pronunciation of targeted phonics patterns.

The daily lessons include opportunities for explicit direct guided instruction with guidance for immediate and corrective feedback. For example, in *Guía del maestro*, Module 3: ¡Que suene la libertad!, Lesson 1: "Decodificar: Sílabas *ca*, *que*, *qui*, *co*, *cu*, y la letra *k*," the teacher follows a structured routine for guided practice. In the "Corregir y encauzar" section, the teacher is prompted to provide immediate feedback by reminding students of the decoding rule: "Cuando vean las combinaciones *que* y *qui* recuerden *que* se leen con el sonido /k/ porque la *u* es muda." The lesson further models how to decode words like *queja*, supporting students as they apply the rule to decode *que-ja* with the correct /k/ sound. These consistent opportunities for guided instruction and immediate feedback help ensure the accurate application of phonics skills.

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

The lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Module 3: ¡Que suene la libertad!, "Decodificar:

Sílabas *ca, que, qui*," students engage in collaborative learning activities, including guided practice with the teacher and partner work. During partner activities, the teacher prompts, "Pida a los estudiantes que vuelvan a leer las líneas de combinar y leer en parejas." Independent practice follows, in which students read words and sentences on their own and complete the "Aprende y demuestra" activity in a small group, allowing them to apply the phonics skills independently after guided instruction.

Daily lessons include various opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in *Guía del maestro*, Module 3, Lesson 1: "Decodificar: Sílabas *ca, que, qui, co, cu*, y la letra *k*," the teacher models each syllable separately, followed by blending the syllables into words. After teacher-guided practice, students engage in collaborative learning by working with a partner to combine and read syllables using a structured worksheet. Students also complete an "Aprende y demuestra" independent practice sheet, applying the skills they have learned by reading and decoding words on their own.

In addition, in Module 11: Texto de no ficción, Week 1, Lesson 3: "Decodificar: Palabras con *k*," pairs of students collaborate to decode words from a provided table. The *Guía del maestro* lesson guides the teacher to model dividing words into syllables, underlining the syllable containing *k*, and reading the words aloud with emphasis on the /k/ sound. The teacher then instructs, "Pida a los estudiantes que trabajen en parejas para decodificar las palabras de la tabla," providing structured opportunities for collaborative learning. Independent practice opportunities are also included, reinforcing student application of phonics skills beyond teacher guidance.

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 materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in Module 3, Lesson 1: "Decodificar: Sílabas *ca, que, qui, co, cu*, y la letra *k*," follows consistent routines to introduce and review phonics skills using different modalities. In Step 1, the teacher presents the target skill; in Step 2, students engage in guided practice; and in Step 3, students apply their knowledge through independent activities. This same intentional manipulation routine is used consistently across the program in phonemic awareness and phonics activities, ensuring students have multiple opportunities to review and apply previously taught skills.

The materials include intentional cumulative phonics review and practice activities throughout the curriculum to ensure students do not fall behind and have multiple opportunities to reinforce previously taught skills. For example, in the Module 4 section "Cuentos en escena: Palabras esdrújulas," students engage in a review lesson in which no new phonics skills are introduced. Instead, the lesson reinforces the skill of identifying words accented on the third-to-last syllable. The teacher displays words such as *árboles*, reminds students that these words always carry a written accent, and explains how some words accented on the second-to-last syllable become *esdrújulas* in the plural form. This structured review provides intentional opportunities for students to practice and deepen their understanding of phonics skills previously taught.

The materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in the *Guía del maestro*, Module 9, Week 3, Lessons 11 and 13 include a reading routine that prompts the teacher to display a Word Chart and guide students to read words and identify diphthongs, specifically where a closed vowel *u* and an open vowel *a, e, o* are pronounced in the same syllable. This structured, cumulative review provides students with intentional practice applying previously taught phonics skills in new contexts to strengthen reading fluency and accuracy.

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

The *Guía del maestro* includes practice opportunities only in phonics skills that have been explicitly taught. For example, in Module 3: ¡Que suene la libertad!, Week 3, Lesson 1, students apply the focus skill for the lesson—identifying and correctly writing words stressed on the next-to-last syllable during independent practice. The activity "Aprende y demuestra" provides students with words that either require or do not require a written accent mark. All practice is directly connected to the phonics skill explicitly taught in the lesson or previously reviewed skills, ensuring students only apply concepts that have been explicitly introduced.

The materials include practice opportunities only in phonics skills that have been explicitly taught. For example, after students learn about *hiatos*, they work in small groups or with partners in Module 10: Cuenta un cuento, Week 1, Lesson 1 to complete "Aprende y demuestra." This independent practice requires students to identify and separate words with *hiatos* (hiatus) into syllables, reinforcing only the phonics skill that was explicitly taught during the lesson.

Additionally, in Module 5: Trabajo en equipo, Week 1, Lesson 1," the practice words focus solely on *sílabas trabadas con l*: blended syllables with *l*, directly aligned with the phonics skill taught in the lesson. This ensures that all student practice remains connected to content that has been explicitly introduced and previously reviewed.

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

The materials include decodable texts that incorporate the cumulative practice of taught phonics skills by including only previously introduced Spanish phonics concepts. For example, in Module 10, Week 1, Lesson 1, after an explicit lesson on *hiato* and the written accent, students practice classifying, reading, and writing words such as *baúl*, *acentúo*, and *decía*. The provided decodable texts ensure students apply phonics skills they have already been taught in a cumulative and scaffolded way.

The materials include decodable texts specifically designed for grade 3 that incorporate cumulative practice of taught phonics skills. For example, in the "All Resources" section "Textos decodificables," each phonics lesson includes two decodable texts that provide structured opportunities for students to practice applying phonics skills taught during current and previous lessons.

The decodable texts incorporate the cumulative practice of taught phonics skills by providing students with reading materials that reinforce only the phonics concepts explicitly taught in prior instruction. For example, in "Libro del maestro," Module 2, Week 2, following a lesson on sílabas *ga*, *gue*, *gui*, *go*, *gu*, students engage in reading a decodable text titled "Aventuras con las palabras," which provides targeted practice using these specific syllable patterns.

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

Guía del maestro Module 1: ¡Qué personaje! lessons include an instructional focus with opportunities for practice in isolation and decodable connected text. For example, in Week 3, Lesson 11: "Decodificar: Sílabas con *l, ll, y,*" after explicit instruction on sílabas con *l, ll, y,* students practice decoding words containing the */l/* and */ll/* sounds in isolation, such as *losas, abollar, vaya,* and *arroyo*. Students then apply these skills by reading decodable connected sentences such as "Un cayo es más pequeño que una isla," and "La valla está hecha con losas de piedra."

Lessons in the digital "Libro del maestro" have an instructional focus, providing opportunities for practice in isolation and decodable connected text through the use of decodable readers. For example, at the beginning of the decodable reader in Module 3, Lesson 1, "Ortografía: Palabras con *ca, que, qui, co, cu,* y la letra *k*" is a list of targeted words for students to practice in isolation before applying the skill while reading the decodable connected text.

The *Guía del maestro* includes an instructional focus with opportunities for practice in isolation and decodable connected text. For example, in Module 4: Cuentos en escena, Week 2, after explicit instruction on sílabas cerradas con *m, n y s,* students practice decoding words with these syllable patterns in isolation. Students then apply this learning by reading the connected decodable text "*Gigi y el anillo mágico,*" in which the targeted phonics patterns are reinforced in context.

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 materials in "Evaluaciones de diagnóstico" include various developmentally appropriate assessment tools. The section provides a diagnostic student inventory to assess foundational reading skills, such as print concepts and phonological awareness. For example, the "Inventario de conciencia fonológica" includes tasks in which students identify parts of a book, distinguish between letters and words, and manipulate syllables through deletion, blending, and segmenting. These diagnostic tools are age-appropriate and support early literacy development in grade three.

The digital "Libro del maestro" provides developmentally appropriate independent practice activities designed to reinforce and assess decoding skills. For example, in Module 4, "Lesson 1, Decodificar," students engage in guided and independent decoding practice that aligns with third-grade reading expectations and supports instructional decision-making.

The "Evaluación" section of the product website under "All Resources" offers the "Teacher as Audience" tools in various formats to measure student learning and inform the next instructional steps. For example, the platform includes "Formularios de registros globales and evaluaciones iniciales (S13)", which provide teachers with observation checklists and baseline evaluation forms to assess readiness and plan targeted instruction.

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

The materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. The grade 3 materials in the digital "Libro del maestro" provide teachers with evaluative tools such as "Evaluaciones 'preliminares'" and "Recomendaciones para la enseñanza basada en datos," which allow for systematic data collection to monitor student progress in phonics skills. These tools guide instructional decision-making and help identify areas where students need targeted support.

The digital program incorporates embedded, systematic observations within daily instruction to track students' development of phonics skills. For example, digital tools such as the "Tablero para formar palabras" allow students to engage in weekly word-building activities using structured syllable patterns (e.g., CV, VC, CVCV, CVCCV), helping teachers monitor gradual mastery from one- and two-syllable words to more complex multisyllabic words with sílabas trabadas and digraphs.

In Module 3: ¡Que suene la libertad!, Lesson 6, the "Decodificar" section offers embedded practice opportunities. In "Paso 3, Aplicar," students complete independent tasks "Aprende y demuestra" in small groups or pairs. These structured activities support teacher observation and formative assessment of phonics skill application in authentic contexts.

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

The online educator platform includes assessment opportunities across the school year aligned to progress monitoring tools. In grade 3, the materials provide a variety of assessment opportunities, including weekly assessments, "pruebas cortas de lectura," and end-of-unit assessments such as those in "Evaluación" resources, Module 7: ¡Haz el cambio! that are distributed throughout the year. These assessments are aligned with progress monitoring tools, enabling teachers to track student growth regularly and make informed instructional decisions based on each student's needs.

The "Navigation Guide 3 for Reviewers" spreadsheet includes assessment opportunities across the school year aligned to progress monitoring tools. The "Progress Monitoring Guide" offers frequent progress monitoring support by data-gathering tools such as "Formularios de registro globales," which help teachers "identificar las tendencias de los estudiantes en el salón de clases y modificar la enseñanza." These tools ensure that progress data can inform explicit instruction and timely intervention decisions.

The materials include assessment opportunities across the school year aligned to progress monitoring tools. A dedicated guidance document, "Recomendaciones para la enseñanza basada en los datos," outlines when and how specific assessments should be administered throughout the year. For grade 3, this document offers detailed instructional recommendations and specifies which progress monitoring tools to use to evaluate student growth and adjust interventions accordingly.

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 *¡Arriba la lectura! Texas Grado 3* materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The materials in the section "*Evaluaciones preliminar, diagnóstica y para verificar el progreso*" provide tools such as a table organized by targeted fluency skills—specifically correct words per minute (PCPM). This table includes performance ranges aligned to beginning-of-year, middle-of-year, and end-of-year diagnostic benchmarks for grade 3: 60–75 PCPM at the beginning, 72–86 at midyear, and 85–99 at year end. Teachers can use this information to interpret assessment results and support individualized instruction.

The "Ed Platform Growth Measure Reports and Growth Measure Reading Assessment" include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The digital platform offers a comprehensive online data-management system through the Reports tab. Teachers can review benchmark data, including GM Reading 2–12 adaptive assessment results. For struggling students, teachers can assign the "Foundational Literacy Assessment (FLA)" designed for K–2, to gather additional data on foundational skills. The system displays color-coded performance bands and Lexile levels to support targeted instruction and small-group planning.

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The "All Resources" program includes digital tools such as the "Formulario de registro global," in which teachers can document individual student performance in phonological awareness, recognition of high-frequency and multisyllabic words, and oral reading fluency. These forms allow teachers to monitor specific skills and tailor instruction accordingly.

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

The "Standards Reports" include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The digital platform includes a standards report feature

accessible under the Reports tab, which allows teachers to view cumulative class performance by standard and domain. The color-coded results show the percentage of students performing below, on, or above level. Teachers can hover over each color to identify specific students, create small groups based on shared needs, and assign aligned instructional resources. Reports can also be customized to view current and previous years' data, helping educators recognize trends and adjust instruction accordingly.

The *¡Arriba la lectura! Texas Grado 3* "Libro del maestro" includes data-management tools for tracking whole-class student progress to analyze patterns and needs of students. In the "Recomendaciones para la enseñanza basada en los datos" section, the teacher edition includes printable tools such as the "Formulario de registro global" and other progress monitoring assessments. These allow teachers to document and analyze class-wide data on foundational reading skills over time and use this information to make instructional decisions based on class trends.

The "Assessment Reports" include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The program's digital reporting tools, such as assessment dashboards and class performance summaries, enable teachers to review whole-class data. These reports provide insight into group progress and performance patterns, supporting data-driven instructional planning and interventions.

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

The digital "Libro del maestro" includes specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. In Module 7, "Evaluación y supervisión del progreso" recommends that teachers conduct weekly assessments, (evaluaciones semanales), to monitor students' understanding of key reading and writing skills introduced each week. Such frequent check-ins enable teachers to adjust instruction based on the developmental needs of their students.

The online educator platform includes specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The teacher resources provide explicit guidance on administering progress-monitoring assessments every two weeks. For example, the "Guías para la administración y calificación" suggests that teachers administer each assessment orally approximately every two weeks to track student growth and make informed instructional decisions.

The "Evaluaciones preliminar" section includes specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. When students perform "Below Target" on "Initial Assessments," the materials advise teachers to administer assessments from previous grade levels, starting with grade 2 "Oral Reading Fluency" tests. The guide in "Diagnóstico y para verificar el progreso: Recomendaciones para la enseñanza basada en los datos" directs teachers to use previous grade-level recommendations as needed, ensuring that progress monitoring is adapted to the student's current level of proficiency.

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

The *¡Arriba la lectura! Texas Grado 3* materials include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. For example, the online educator platform section "Evaluación: Recomendaciones para la enseñanza basada en los datos" resource provides teachers with detailed suggestions for enrichment. Progress monitoring results direct teachers to focus instruction on student needs and provide intensive teaching using tools such as the "Taller de destrezas fundamentales" and "Estudio de palabras."

The materials include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. Within each weekly lesson, the materials include embedded intervention tips in the "Enseñar gradualmente y ampliar" section of the Tier 1 lesson. These tips help teachers provide immediate, targeted support to small groups. For instance, Week 1, Lesson 2 in Module 5 recommends that teachers prompt students to generate and reflect on questions about the text to deepen comprehension and address skill gaps.

The materials include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The *Guía del maestro* provides structured guidance on facilitating small group instruction. A Module 7 visual illustrates how small-group instruction and independent practice follow the whole-group lesson. Teachers are supported in using student performance data to group students by reading level, foundational skill needs, or targeted strategy reinforcement.

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)

In *¡Arriba la lectura!* grade 3, the materials prompt the teacher to explicitly model how to use context clues to respond to a vocabulary question, supporting oral language development. For example, in Module 1, Lesson 3, during a vocabulary lesson, the teacher is guided to say in Spanish, "Use the first example to show how to use context clues to understand the meaning of the word *geologist*. The sentence says that Margot is a geologist . . . and there is a clue right in that sentence. It says, 'a scientist who studies rocks and other substances that make up the Earth.' Those words help me figure out what *geologist* means." This direct modeling helps students learn how to use contextual evidence to understand and explain academic vocabulary orally.

The *¡Arriba la lectura! Texas Grado 3* materials include explicit and systematic instruction on how to engage in collaborative conversations, supporting oracy skills. For example, in Module 1, Lesson 10: "Trabajar en colaboración," the teacher introduces students to the rules for working together in groups: "Turnarse para escuchar y hablar," "Hacer preguntas," and "Compartir información relevante." Students engage in guided planning for a group project on emergency preparedness, and the teacher supports their oral interaction with sentence stems for planning and communication. This structured coaching helps students practice clear, purposeful oral language in academic settings.

In *¡Arriba la lectura! Texas Grado 3* Module 2: Usa tus palabras, the materials provide a lesson in which the teacher models the use of formal oral language. The teacher demonstrates by expressing an opinion: "Te voy a decir qué me pareció este poema cómico después que lo lea," in Lesson 10. Students are then provided guided and independent practice opportunities to craft and present their own short speeches. Some students are instructed to use formal language for a classroom audience, while others use informal

language for a peer audience. This structured progression from modeling to independent application explicitly supports the development of oral expression and audience awareness.

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

The *¡Arriba la lectura!* grade 3 materials provide explicit instruction and practice for students to engage in both social and academic communication tailored to specific purposes and audiences. For example, in Module 2, Lesson 10, "Audición y expresión oral: Usar lenguaje formal e informal, Usa tus palabras," students participate in a lesson on formal and informal language. The teacher models the distinction by explaining that people speak differently depending on their audience and purpose: "Señale que los estudiantes usan lenguaje formal en el salón de clases cuando hacen una presentación o escriben un reporte . . . cuando hablan con sus amigos o su familia, usan lenguaje informal." Students are then given a structured task in which they select a topic and present a short speech. Half the class uses formal language for a school audience, while the other half uses informal language for a peer audience. This activity develops students' ability to express ideas clearly and appropriately in different contexts.

The *¡Arriba la lectura!* materials include academic communication tasks in which students use content-specific vocabulary when discussing grade-level topics. In Module 9, Lesson 1, students respond to the question "¿Cómo llegan los alimentos a la mesa?" using academic terms like *agricultura*, *recoger*, *nutrición*, and *labrar*. Posting this question encourages students to clearly communicate knowledge using precise, discipline-specific language with both peers and teachers, aligning to academic language development goals.

The *¡Arriba la lectura!* Texas grade 3 materials provide guided practice for students to engage in social communication with different audiences. In Module 2, Lesson 10, students rehearse and deliver short speeches in small groups. Half of the groups are directed to use formal language for a classroom audience, while the other half uses informal language for a peer audience. Teachers are prompted to support students in selecting appropriate vocabulary and sentence structure based on the audience and purpose of their speech. This reinforces students' ability to adapt language use across different social situations.

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)

In *¡Arriba la lectura!* grade 3, the materials include structured conversation protocols that promote collaborative peer discussions. The activities in "Vocabulario académico: Presentar el vocabulario crítico" provide authentic opportunities in Spanish for students to listen actively, ask questions, and share information based on grade-level texts. For example, in Lesson 2: "El comportamiento de los animales," students work in pairs with "Vocabulary Cards" and engage in a guided discussion using prompts such as

"¿Alguna vez has visto una larva? De ser así, ¿cómo era? Si no, ¿cómo imaginas que son las larvas? ¿Crees que observar una larva sería interesante? Explica tus ideas." The teacher facilitates the conversation, encouraging students to take turns and build on each other's ideas, fostering oral language development.

The *¡Arriba la lectura! Texas Grado 3* materials provide authentic opportunities for discussion and comprehension of informational texts. In Module 6, Module 3, Lesson 13, students read *T.J. El cachorro de tigre siberiano* and engage in the "Turn and Talk" routine to analyze the author's use of text features, such as a graph and a map. In "El comportamiento de los animales, Características del texto y elementos gráficos," students are prompted to read captions and discuss how they help convey meaning, as they are asked "¿Cuál es el propósito del autor al incluir este gráfico?" and "¿Qué aprendiste del mapa?" These structured interactions allow students to articulate their thinking and make sense of the content through peer discussion.

In Module 6 of *¡Arriba la lectura! Texas Grado 3*, students engage in comprehension-focused collaborative conversations after reading the text *Es el ciclo de la vida*. In the section "Compañero de enseñanza: Es el ciclo de la vida," students first reflect independently, then share responses using specific prompts: "Vuelve a leer la página 21. ¿Por qué dice el presentador que Dahlia lleva dos años 'luchando por sobrevivir'? ¿Cómo sobrevivió?" "¿Qué partes de *Es el ciclo de la vida* son parecidas a cosas que podrías ver o escuchar en un programa de televisión real?"

Students are coached on how to listen attentively and avoid repeating ideas already shared by peers. The teacher models how to reference details and encourages students to summarize, respond thoughtfully, and contribute meaningfully to the discussion.

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 *¡Arriba la lectura! Texas Grado 3 Guía del maestro* explicitly introduces letter-sound relationships in an order that supports application to basic encoding in Spanish. For example, in grade 3, Module 2: Usa tus palabras, Week 1, Lesson 3: "Sílabas abiertas con *d* y *t*," students are given a list of words containing the letters *d* and *t*. Teachers guide students through encoding activities such as reading the words aloud, dividing them into syllables, and sorting them by syllable count. Students then use the words to write original sentences and share them with peers. These activities support the application of decoding and encoding by making connections between sound patterns and word construction.

In the *¡Arriba la lectura! grade 3 Guía del maestro*, students also learn about hiatus and its implications for orthographic accents, deepening their understanding of Spanish spelling conventions. In Module 10: Cuenta un cuento, Week 3, Lesson 12, students study how diacritical marks clarify meaning in written language. The teacher uses sentence examples such as "¿Qué quieres comer? / Lo que sea" and "Es un regalo para mí / Mi carro está afuera" to illustrate the difference between tonic and atonic forms. Students then complete a printable grammar practice sheet and apply what they have learned by editing a text to correctly include accent marks. This progression supports accurate encoding of orthographic patterns in Spanish.

The *¡Arriba la lectura! Texas Grado 3* materials systematically build upon students' understanding of how letter-sound relationships function in Spanish. For example, Lesson 6 introduces "sílabas con *r* fuerte," spelled *r* or *rr*, while Module 7, Week 2 focuses on "*r* suave." The teacher explicitly reviews the phonemic difference between strong and soft *r* and models how to categorize words using a "Word Sort." For example, with the word *aire*, students are guided to recognize that the *r* appears after a vowel in the middle of the word and makes a soft /*r*/ sound, so it is spelled with a single *r*. Students then apply this knowledge independently, dividing additional words into syllables and identifying the type of *r* sound in each one to sort the words accordingly.

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 *¡Arriba la lectura! Texas Grado 3 Guía del maestro* includes explicit teacher guidance and anchor charts to support direct instruction in Spanish focused on connecting phonemes to letters within words, addressing common errors and misconceptions with diacritic accents. For example, in Module 5: Trabajo en equipo, Week 2, Lesson 8, the teacher uses the Anchor Chart "Mostrar y motivar: Decodificar 5.8a" to model the correct use of homophones that differ only by an accent. Words like *si/sí*, *te/té*, *tu/tú*, and *mas/más* are decoded and compared for meaning and spelling. The teacher explains that although the words sound the same, the accent changes meaning and grammatical function. This guidance ensures students receive direct feedback and instruction to avoid and correct common diacritical errors.

The *¡Arriba la lectura! Texas Grado 3 Guía del maestro* provides explicit instruction and structured practice activities in Spanish to help students develop and reinforce phoneme-letter connections. In Module 2, Week 2, students work with syllables *ga*, *gue*, *gui*, *go*, *gu* using a progression of activities. On Day 1, teachers present *Mostrar y motivar: Decodificar 2.6*, including sixteen isolated words and two connected sentences. Students also practice fluent reading using the decodable passage "La palabra escrita," reinforcing the target phonics skill in context. By Day 3, students review and extend their learning with a new set of words and sentences in "Decodificar 2.8." The materials offer cumulative practice of current and previously taught syllables, paired with teacher modeling and guidance to address typical decoding mistakes.

The *¡Arriba la lectura! grade 3 Guía del maestro* provides direct phonics instruction that is structured to connect phonemes to letters with feedback embedded in the instructional routine. For example, in Lesson 5: "Fonética y decodificación," students learn and practice syllables *sa*, *se*, *si*, *so*, *su* through isolated decoding tasks and connected text reading. The short decodable story about "Siso" supports students in recognizing syllable patterns within multisyllabic words. Instruction follows a gradual release model: "I do, we do, you do;" students engage in listening, reading, writing, and speaking activities across multiple formats. This scaffolding allows teachers to give immediate corrective feedback when students make phonics-related errors and ensures understanding of sound-symbol relationships in Spanish.

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 *¡Arriba la lectura! Texas Grado 3* materials include a variety of activities and resources in Spanish that support students in developing and reinforcing their understanding of letter-sound correspondence. In

Module 2: *Usa tus palabras*, students practice decoding one-syllable and multisyllabic words with the syllables *ga, gue, gui, go, gu*. Instruction is spread across the week and includes decodable word lists, sentences, and a fluency passage. On Day 1, the teacher presents *Mostrar y motivar: Decodificar 2.6*, in which students decode sixteen words in isolation and two connected sentences. Students also engage with the passage "*La palabra escrita*," which allows them to apply the week's phonics skills in an authentic connected text. On Day 3, *Decodificar 2.8* reinforces the same skill with a new set of words and sentences, some of which include syllables previously taught, supporting cumulative review across lessons.

The *¡Arriba la lectura!* grade 3 materials provide a gradual release model for instruction on syllables *sa, se, si, so, su* that includes various activities in Spanish. Students work with one-syllable and multisyllabic words through isolated decoding tasks and connected decodable text. In Lesson 5: "*Fonética y decodificación*," students name and complete syllables and read a short story about "Siso" to apply decoding strategies in context. The lesson provides listening, speaking, reading, and writing opportunities, supporting comprehensive literacy development and reinforcing letter-sound correspondence through cumulative review.

The *¡Arriba la lectura! Texas Grado 3* materials include targeted activities in Spanish to help students practice decoding multisyllabic words in isolation. In Module 3: *¡Que suene la libertad!* Week 3, Lesson 13, students learn to identify *palabras, graves*, or words with stress on the next-to-last syllable. The activity *Mostrar y motivar: Decodificar 3.13* provides structured word lists in the "*Combinar y leer*" lines. Students read the words aloud, then discuss pronunciation and syllabic structure with a partner. The teacher prompts students to analyze: "How many syllables does the word have?" and "Where is the stress?" Students reread the list and challenge each other to write the words correctly with or without written accents and divide them into syllables, reinforcing their understanding of syllabic structure and accent rules through focused practice.

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)

¡Arriba la lectura! Texas Grado 3 includes 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. The Secuencia de instrucción, "Destrezas fundamentales, Grados K a 6" resource outlines how foundational skills develop across grade levels, guiding teachers from spelling basic syllables in kindergarten to decoding multisyllabic words in grade 6. This sequence helps ensure that instruction builds upon students' prior knowledge in a coherent and developmentally appropriate way.

The grade 3 Module 4, Lesson 11 materials provide a structured routine aligned to TEKS 3.2B(xi) for teaching syllables formed by consonant blends with *r*, *sílabas trabadas con r*. Instruction begins with an explicit explanation of blends such as *br*, *cr*, *dr*, *fr*, *gr*, *pr*, and *tr*, helping students recognize that these form single syllables with the soft /r/ sound in Spanish. Students read and sort words like *sombrero*, *brisa*, *fresa*, and *profesora* into charts based on their consonant blends, reinforcing phonemic awareness and decoding. The lesson integrates fluency practice aligned to TEKS 3.1D and 3.4, in which students adjust reading rate and apply decoding strategies during guided and choral reading using multisyllabic words like *princesa*, *problema*, and *extraño*.

The materials in Module 2, Lesson 11 reflect a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations. Students begin the lesson "Decodificar: Sílabas con *b* y *v*" by decoding syllables with *b* and *v* before progressing to full words that contain those letters. Through structured teacher modeling and guided practice using tools such as *Mostrar y motivar: Decodificar 2.11*, students engage in reading aloud, identifying repeated sounds, and comparing spelling patterns. Partner discussions and practice ensure that students have multiple opportunities to decode words and reinforce how syllables are segmented and spelled.

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

The *¡Arriba la lectura! "Libro del maestro"* includes teacher guidance to provide explicit direct instruction for grade-level sound-spelling patterns through a structured oral language lesson on diphthongs with the vowel *u*. For example, in "Libro del maestro" Module 9, Lesson 13, the teacher begins by explaining that a diphthong is formed when the vowel *u* appears next to another vowel and both are pronounced in the same syllable: "*Cuando encontramos la u junto a otra vocal, tenemos un diptongo. Estas dos vocales se pronuncian en la misma sílaba.*" The lesson then guides the teacher to model word analysis using the word *recaudador*, breaking it into syllables step-by-step: "*Vamos a dividirla en sílabas: re-cau-da-dor.*"

The *¡Arriba la lectura! Guía del maestro* includes teacher guidance to provide explicit instruction for grade-level sound-spelling patterns focusing on open syllables with the consonants *d* and *t*. For example, in Module 2, Lesson 3, "Decodificar: Sílabas abiertas con *d* y *t*," teachers are supported with a clear script and routine to teach syllable division and sound recognition, such as "Recuerde a los estudiantes que la letra *d* tiene siempre el sonido /d/. Diga cada sílaba en voz alta. Subraye la *d*, *du-do-so*." Students practice with words such as *dudoso*, *anonadado*, and *indicada* to identify and pronounce target sound-spelling patterns.

The *¡Arriba la lectura! Texas Grado 3 Guía del maestro* includes teacher guidance to provide explicit direct instruction for grade-level sound-spelling patterns, specifically through a lesson on prefixes and suffixes aligned to SLAR TEKS 3.2A(ii), 3.2A(vi), and 3.3C. In Module 12, "Lesson 11: Ortografía: Repaso de prefijos y sufijos," teachers are provided with clear content and language objectives: "Aprender los patrones de ortografía de palabras con prefijos y sufijos. Deletrear palabras con prefijos y sufijos." The lesson connects to prior knowledge and uses modeled examples such as *reinventar* to illustrate how prefixes alter word meaning: "Veo que se ha agregado el prefijo *re-* a la palabra *inventar*. La palabra nueva significa 'volver a inventar.'"

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 *¡Arriba la lectura! Guía del maestro* includes a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, in Module 1, Lesson 11: "Decodificar: Sílabas con *l*, *ll*, *y*," students participate in whole-group phonics lessons in which the teacher explicitly introduces the target sounds /l/ and /ll/. The lesson includes Spanish-specific visual aids and letter formation practice. The materials prompt meaningful comparisons between Spanish graphemes and phonemes, such as "What difference do you notice between the word with *l* and the word with *ll*? Notice that even though there are graphic similarities, the /l/ sound is different from the /ll/ sound. Did you notice that *ll* and *y* have the same

sound?" These discussions are grounded in Spanish phonology and support student understanding through reading and oral language practice.

The *¡Arriba la lectura!* grade 3 Program Website includes various multimodal activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, under the All Resources, Instructional Purpose filter: "Destrezas Fundamentales," students can access a digital platform that offers guided and independent practice of previously taught phonics skills. For example, activities such as Tarjetas de sílabas y ortografía, tarjetas de fotos and syllable division stories provide engaging review opportunities while offering immediate feedback to support mastery over time.

¡Arriba la lectura! offers various activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. Module 5, Lesson 1, "Decodificar" focuses on "sílabas trabadas con /," as students engage with word lists containing syllables *bl*, *cl*, *fl*, *gl*, and *pl*. During independent practice in "Aprende y demuestra," students solve scrambled-word clues and spell the word correctly. They also sort Word Cards by initial sílaba trabada and read a fluency passage incorporating current and previously taught phonics patterns, reinforcing learning in context.

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)

The *¡Arriba la lectura!* Program Website provides various activities and/or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation, such as word lists, and in authentic Spanish decodable connected text that builds on previous instruction within sentences or decodable texts. Module 5, Lesson 1, "Ortografía: Sílabas trabadas con /" includes short decodable passages containing multisyllabic words with Spanish consonant blends with / such as *amplia*, *atletas*, and *emplea*, which students use to decode and encode within connected text. Students read these passages aloud in pairs, offering each other corrective feedback to support accuracy and fluency. For example, the teacher prompts: "Pida a los estudiantes que realicen en parejas o en grupos pequeños la rutina de lectura en parejas para leer el pasaje en voz alta. Verifique que los estudiantes lean con precisión y se autocorrijan." The text includes advanced words such as *contemplando*, *temblorosos*, *complacido*, and *bicicleta*, providing decoding and fluency development opportunities.

¡Arriba la lectura! provides various activities and/or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation, such as word lists, and in authentic Spanish decodable connected text that builds on previous instruction within sentences or

decodable texts. In grade 3, Module 4, Lesson 11, "Fonética y ortografía: Sílabas trabadas con *r*," students engage with activities that focus on sílabas trabadas with *r*. Students decode isolated word lists such as *cruza*, *deprisa*, *crater*, and *abrir* by dividing and blending syllables. They then apply their knowledge to sentence reading and a decodable passage, "Luisa, la mandona," reinforcing current and previously taught syllable patterns. Encoding practice includes dictating fourteen current-skill words and four review words, and an additional connected text activity in which students identify and correct spelling errors based on the taught syllable pattern.

In Module 1, Lesson 6, "Decodificar: Sílabas cerradas," grade 3 students explore the CVC closed syllable pattern through word analysis and sentence reading. For decoding in isolation, students read word lists such as *bastón*, *tambor*, *costar*, and *perder*, and identify closed syllables. In connected text, students read sentences such as "Los juegos del parque de diversiones atraían a muchos niños," locating closed syllables in context. Encoding is reinforced as students work in pairs to syllabicate, classify, and spell target words from the "Combinar y leer" activity, and write original sentences using CVC words such as *pan* and *pastel* to demonstrate understanding of sound-spelling relationships in authentic language use.

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 multi-syllabic words depending on syllable stress (sílabo tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

The Resources include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words depending on syllable stress (sílabo tónica), diphthongs, hiatus, *agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas* word types, and accent marks. The *Secuencia de instrucción*, "Destrezas fundamentales Grados K–6" provides a yearlong scope that explicitly lists phonics skills as they are taught across modules. For example, in Module 3, students are introduced to *palabras agudas* and *palabras graves*, followed by *palabras esdrújulas* in Module 4. Later in the year, the sequence continues with instruction on diphthongs in Module 9 and hiatus in Module 10. This progression supports students' ability to decode and encode multisyllabic words through structured and cumulative practice.

The digital *¡Arriba la lectura!* "Libro del maestro" includes a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words that aligns with the concepts of sílabo tónica, diphthongs, hiatus, and word types *agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas* along with accent marks. The *Secuencia de instrucción*, "Destrezas fundamentales" details the instructional trajectory: *palabras agudas* in Module 3, Week 2, *palabras graves* in Module 3, Week 3, and *palabras esdrújulas* in Week 1 of Module 4. The sequence continues with instruction on diphthongs, triphthongs, and hiatus, supporting a coherent and scaffolded development of foundational reading skills.

The *¡Arriba la lectura!* online educator platform *Secuencia de instrucción*, "Destrezas fundamentales," demonstrates a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multisyllabic words by teaching students to recognize sílabo tónica, diphthongs, hiatus, and word types such as *agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas*, including the correct use of accent

marks. For instance, students decode palabras agudas in Module 3, Week 2, followed by palabras graves in Week 3. This systematic progression ensures that each concept builds upon the previous, reinforcing student understanding of complex word structures.

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)

¡Arriba la lectura! includes teacher guidance to provide explicit, authentic Spanish instruction on syllable division principles when decoding multisyllabic words involving diphthongs and hiatus. For example, in Module 9, students classify words such as *autora* and *cueva* by identifying diphthongs formed with *u* and another vowel. In contrast, in another lesson, students examined diphthongs formed with *i* and *y*, such as *siento*, *peine*, and *rey*. The teacher models word syllabication and explains that diphthongs are pronounced in one syllable, while hiatus activity has students separating two strong vowels or a stressed weak vowel into different syllables, such as *panadería* and *Aarón*. These examples guide students in distinguishing syllable types and understanding their impact on pronunciation and spelling.

¡Arriba la lectura! includes direct instruction on how *sílabas tónicas* relates to word types such as *palabras graves* and *agudas*. In Module 3, students decode words such as *césped* and *dinero* to determine syllable stress and whether a written accent is required. In Module 6, teachers model identifying palabras agudas and determining accent mark rules based on word endings, as in *caminó*. This approach helps students connect pronunciation to written accents.

¡Arriba la lectura! guides teachers in helping students apply accent mark rules and syllable division patterns to decode and encode words in context. In Module 8, Lesson 13, students decode plural words such as *luces*, *jarrones*, and *carros* using syllable division. In Module 5, Lesson 8, homophones such as *té/te* and *tuvo/tubo* are used to reinforce the connections among syllable division, stress, and word meaning. These lessons provide opportunities to analyze how written accents change meaning and guide pronunciation.

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)

¡Arriba la lectura! includes a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode multisyllabic words, including instruction on word types, such as palabras esdrújulas. In Module 4, Lesson 1, students engage in a decoding activity in which they read words aloud, underline the accentuated syllable, and identify all words as being stressed on the third-to-last syllable

with a written accent. The teacher models this practice and guides pronunciation, helping students internalize patterns related to syllable stress and accent use. This instructional moment supports cumulative review of syllabic structure and word classification.

In Module 3, Lesson 6, students are explicitly taught the accentuation rules for palabras agudas and practice applying them through word identification and sorting tasks. Students read bolded words, match them to other palabras agudas with or without accent marks, and sort Word Cards accordingly. A fluency passage that integrates current and previously taught syllabic patterns supports cumulative review and reinforces decoding in context.

The materials provide multimodal resources in Spanish to help students review, practice, and reinforce decoding and encoding skills independently and collaboratively. For example, a digital activity on the student platform titled "Vocabulario generativo: Sufijos *-oso*, *-osa*, *-mente*" encourages students to form new words by modifying base words before adding suffixes. The instructions guide students to manipulate word endings and apply spelling rules, reinforcing morphological awareness and decoding strategies. This activity promotes repeated and varied exposure to word formation, contributing to cumulative language development.

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 *¡Arriba la lectura! Texas Grado 3* program website includes a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words using knowledge of syllable patterns and syllable division principles. The "Dictato" section of the "Sets de recursos de práctica semanal" includes targeted spelling practice with diphthongs and hiatus and can be implemented during direct, guided, or independent practice. For example, students complete "Dictado 9.6: Oraciones para dictado—Diptongos con *i*," "Dictado 9.11: Diptongos con *u*," and "Dictado 10.1: El hiato y el acento escrito," which allow students to apply their understanding of diphthongs and hiatus in isolation and the context of complete sentences.

¡Arriba la lectura! Texas Grado 3 includes various activities and/or resources for students to practice decoding and encoding multisyllabic words using knowledge of syllable patterns and syllable division principles, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction. In Module 10, during a lesson on hiatos, the teacher introduces vowel combinations and explains how to differentiate between diphthongs and hiatus. In "Cuenta un cuento, Lesson 1: Decodificar: Hiatos; Ortografía: El hiato y el acento escrito; Corrección 10.1," the students are guided to divide words into syllables to determine the type of vowel combination and then practice reading a list of

words fluently. Independent activities include identifying whether target words like *canoas* are diphthongs or hiatuses in context. Students complete a beginning-of-week and end-of-week dictado that consists of fourteen words with hiatus and four review words with diphthongs. They apply this knowledge in a correction task by identifying and fixing spelling errors in a paragraph.

The digital *¡Arriba la lectura! Texas Grado 3* "Libro del maestro" includes various activities and/or resources for students to decode and encode multisyllabic words in Spanish using syllable division principles in isolation and connected text. For instance, in Module 2, Lesson 6: "Decodificar: Sílabas *ga, gue, gui, go, gu,*" students work with a word list that includes multisyllabic words such as *vagabundo, genocidio, aguerrido, and aguilucho*. Students read the words aloud, underline syllables such as *ga, gue, gui, go, and gu,* and practice decoding by dividing the words into syllables. During guided practice, students read lines containing these syllables and discuss the representation of the soft /g/ sound. In the independent task "Aprende y demuestra," students locate and decode target words with the same syllable pattern. These activities support students' ability to apply syllable division principles in isolated word study and connected, decodable Spanish texts.

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 Resources section of the website includes a systematic and authentic Spanish sequence for introducing grade-level morphemes, such as the Spanish Language Arts and Reading (SLAR) TEKS outlines. The resource "Secuencia de instrucción, Destrezas fundamentales" provides an organized progression of morphological skills from kindergarten through grade 6. This sequence shows how instruction builds from early prefixes such as *re-* and *in-* to more complex inflectional endings and suffixes such as *-dad*, *-oso*, *-mente*, *-ero*, and *-or*. This scope and sequence supports educators in delivering targeted and developmentally appropriate instruction in morphology across grades.

The *¡Arriba la lectura!* grade 3 materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes through vocabulary instruction aligned to the Spanish TEKS. For example, Module 3, Lesson 4 explicitly introduces the suffixes *-oso/-osa*, *-nte*, and the prefix *dis-*. The students learn how these affixes alter the meaning of base words such as *cariñoso*, *burbujeante*, and *disfavor*, then apply that understanding to decode new words, make meaning predictions, and verify definitions using dictionaries. The lesson includes both guided and independent practice with morphological elements in context.

¡Arriba la lectura! Texas provides a systematic and authentic Spanish sequence for introducing grade-level morphemes, with explicit lessons that follow the progression outlined in the Spanish TEKS. In grade 3, Module 8, Lesson 6: "Decodificar: Prefijos *re-*, *in-*", students receive direct instruction on how prefixes *re-* and *in-* change the meaning of root words. Teachers model decoding strategies using examples in "Secuencia de instrucción, Destrezas fundamentales," such as *releer*, *reabrir*, and *teacher*, guiding students to identify prefixes, divide words into syllables, and understand semantic shifts. Instruction is focused, contextualized, and sequenced on related words to support mastery of morphological elements.

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)

The *¡Arriba la lectura! Guía del maestro* includes teacher guidance to provide explicit instruction authentic to Spanish and support the recognition of common morphemes and their meanings. In Module 1, *Marisol McDonald no combina*, teachers model uses prefixes such as *des-* and *in-* through direct word analysis of examples like *desentonan* and *inusual*, explaining how these affixes convey negation or opposition. In Lesson 4, students practice decoding and encoding by predicting and confirming meanings of words such as *descontento*, *incorrecto*, and *incapaz* using dictionaries and applying the words in context. This supports morphological awareness to enhance decoding, encoding, and reading comprehension.

The *Guía del maestro* provides teacher guidance for explicit instruction in using affixes, roots, and base words to support reading comprehension in Spanish. Module 12, Lesson 11, "Decodificar: Palabras con afijos" directs teachers to explain how prefixes such as *re-* and *in-* change the meanings of root words, using examples such as *recrear* and *incapaz*. The scripted guidance prompts teachers to underline roots, circle prefixes, and explain meaning shifts, reinforcing recognition of common morphemes. This structured approach strengthens students' decoding skills and comprehension through morphological analysis.

The *¡Arriba la lectura! Texas Grado 3 Guía del maestro* includes teacher guidance for explicit instruction authentic to Spanish using common morphemes' meanings, including affixes and base words, to support comprehension. For example, in Module 2, Lesson 10, "Vocabulario generativo: Prefijo *dis-*," teachers model word analysis of *disgust* and facilitate student prediction of meanings for words like *disfunción* and *disculpa*, followed by dictionary confirmation. Students apply morphological knowledge in reading, discussion, and writing tasks, including a Graphic Organizer and sentence completion with words formed using *dis-*. This instructional sequence builds decoding, vocabulary development, and comprehension through morphological understanding.

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 materials include various activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. In Module 9, Lesson 1, students receive explicit instruction on suffixes *-dad*, *-oso*, *-mente*, *-ero*, and *-or* through a guided decoding lesson. The lesson offers student-centered word study routines such as *Mostrar y motivar: Decodificar 9.1*, which prompts partner discussions around suffix identification and syllable patterns. Students then complete

"Aprende y demuestra" in small groups, enabling the teacher to differentiate based on students' needs without extensive prep time.

In Module 3, Lesson 10, students engage in a vocabulary activity using the suffixes *-ísimo/-ísima*. After completing sentence prompts in "Aprende y demuestra" in pairs, students write original sentences and read them to their partners. The activity includes immediate feedback, either teacher led or through comparison with a model, supporting students' morphological understanding in decoding and writing.

In Module 8, Week 2, Lesson 6, students practice decoding and encoding words using the prefixes *re-* and *in-*. The teacher-led lesson "Decodificar 8.6" introduces the prefixes, while "Aprende y demuestra" offers independent application opportunities as students complete sentences by modifying root words with the correct prefix. This activity reinforces the impact of affixes on meaning through contextual application.

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)

The *¡Arriba la lectura!* materials include various activities and resources authentic to Spanish for students to decode and encode words with morphemes in isolation, such as word lists, and in authentic Spanish decodable connected text that builds on previous instruction within sentences or decodable texts. In Module 9, Lesson 1, students review words with suffixes *-mente* and *-dad*, such as *capaz/capacidad* and *ágil/ágilmente*. Students practice decoding these morphemes by reading authentic, decodable Spanish sentences aloud, e.g., "Es su responsabilidad reparar las jaulas y mantener los corrales diariamente." The students complete cloze sentences using words with the target suffixes to support encoding and apply them in original short written responses.

In Module 8, students work with prefixes *re-* and *in-* across multiple formats. They decode these morphemes in isolation through word lists, in context using sentences, and in a connected decodable passage titled "Albert Einstein." For encoding, students complete a dictado activity with fourteen prefix-based words and four review words, and can also practice spelling through typing or handwriting tasks.

In Module 2, Lesson 13, students analyze suffixes like *-oso*, *-osa*, and *-mente* by examining isolated words such as *meloso*, *venenosa*, and *creativamente*, using prior knowledge to predict and verify suffix meanings using printed or digital dictionaries. Encoding is supported through sentence generation activities in which students write and share original sentences using the studied words. Connected text work appears in the "Aprende y demuestra" partner activity, in which students collaboratively complete exercises and create new contextual sentences aloud.

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 "Presentar el tema" section of the *Guía del maestro* offers guidance to help students determine the meanings of unfamiliar Spanish words with illustrations and texts, as well as guidance in using context according to grade-level Spanish language arts TEKS. For example, the materials provide a vocabulary routine using Vocabulary Cards at the beginning of Module 6: El comportamiento de los animales. Each card includes a target word: *eclosionar*, *universal*, or *período*, as well as a picture and the word in context, supporting students in using visual cues and text to determine the meaning of unfamiliar Spanish words.

In "Vocabulario académico: Presentar el lenguaje oral," the materials include Vocabulary Cards and provide structured opportunities for students to use illustrations and oral language to understand word meaning for TEKS 3.3B. During independent reading of *Cinco gallinas y una trama*, the teacher guides students to use context to determine word meaning for TEKS 3.6A, 3.6G, 3.7C, 3.9E. The "Conversación colaborativa" activity also prompts students to apply context and background knowledge to discuss new vocabulary, such as *larva*, building comprehension through peer interaction for TEKS 3.3B.

The digital version offers teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in using context according to grade-level Spanish language arts TEKS. For example, the materials guide teachers to use the accompanying illustration of an octopus curled inside a seashell to help students infer the meaning of the word *flexible*, combining visual and textual clues to build understanding.

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 *¡Arriba la lectura!* digital "Libro del maestro" includes 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. For example, "Repasar el vocabulario crítico" materials guide the teacher, step-by-step, to model how to use a printed or online thesaurus to find synonyms.

The "Repasar el vocabulario crítico" section of "Dual Language Settings" also provides guidance for teachers to explicitly explain the use of online dictionaries. The teacher is directed to remind students that they can use an online dictionary to find the meaning of unfamiliar words in Spanish. The materials state: "Recuerde a los estudiantes cuyo primer idioma es el inglés, que pueden usar un diccionario en línea para buscar el significado de las palabras que no conozcan. Pida a los estudiantes que trabajen en parejas para repasar el significado de las palabras en español que aprendieron en esta lección."

The "Sinópsis del programa" offers step-by-step instructions, such as "Navigate eBooks," for teachers and students to access and navigate eBooks as well as how to use search functions to locate relevant information. The Teacher Help platform explains that digital editions, referred to as "eBooks," "*miLibro*," or "magazines," include program content, a table of contents, and features such as audio, read-along highlighting, and annotations to support student use.

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 digital "Libro del maestro" includes activities and tasks in Spanish for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. For example, in "Decodificar: Contraste entre *que, qui* y *gue, gui*, sílabas *gue, gui*," the materials provide explicit activities in which students apply syllabication strategies. During "Aplicar: Práctica independiente," students work in small groups or with partners to complete "Aprende y demuestra," in which they are required to determine the correct syllabication of words using the printed resource.

In "Decodificar: Palabras de varias sílabas," students engage in guided and independent practice that explicitly focuses on determining syllabication and pronunciation. The "Práctica guiada" section instructs the teacher to prompt students to read lines aloud and discuss word syllabication, accentuation, and

formation of compound words. In "Paso 3, Aplicar: Práctica independiente," students complete "Aprende y demuestra," forming, writing, and dividing compound words into syllables.

The digital "Libro del maestro" includes activities and tasks in Spanish for students to use print and digital resources for determining word meaning, pronunciation, and syllabication, such as "Presentar el team," in which provided Vocabulary Cards include a word, an image, the word in context, and explicit guidance for pronunciation and syllabication. For instance, the word *extensión* is divided as *ex-ten-sión*, emphasizing the final syllable. The materials guide students to apply phonics rules to pronounce the word while recognizing its syllabication correctly.

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 digital "Libro 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 Module 5, Lessones 1–5, Centros de lectoescritura/Estación digital, provide demonstrations and examples of fluent reading through Spanish audio recordings that model proper intonation, pacing, and expression. The teacher materials also include guidance on how to model appropriate and inappropriate phrasing to support student understanding.

The *Guía del maestro* also offers lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context in Spanish with suggestions for teacher feedback. In Module 12, Texto literario, Week 2, Lesson 6, "Fluidez, Precisión y autocorrección," teachers explicitly model fluent reading for students. The teacher projects Página imprimible fluidez 12.6 for whole-group discussion and demonstrates how to read the passage accurately while using self-correction strategies. After the demonstration, teachers monitor students' reading for accuracy and self-correction, providing feedback as needed.

The *Guía del maestro*, "Taller de destrezas fundamentales" and "Estudio de palabras" include 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, the "Fluidez de la lectura oral: Sesiones de enseñanza" resource provides scripted teacher guidance for modeling fluent reading. In Lesson 2: "Precisión relacionar palabras en el texto," teachers explain to students that fluent readers read word by word, phrase by phrase, and sentence by sentence at a natural, consistent pace. The teacher models fluency by reading phrases aloud and guiding students to repeat each phrase, supporting modeling and student practice of fluent reading.

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 *¡Arriba la lectura! Texas Grado 3 Guía del maestro* includes embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. For example, in Module 3, Week 3, Lesson 11, the teacher models decoding using word lists organized by phonics patterns. During *Mostrar y motivar: Decodificar 3.11*, the teacher guides students to read isolated words and "Combinar y leer" lines aloud, providing feedback as needed. Students then engage in partner practice to reread the words, identify stress placement, apply correct written accents, and separate words into syllables, reinforcing decoding and fluency through authentic Spanish word lists and sentences.

The materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. For example, the program provides Spanish read-alouds that model proper pronunciation, intonation, and rhythm. In Module 2, students listen to "Pablo y su mangosta," which emphasizes the sounds and rhythm of words in Spanish poetry, reinforcing decoding and fluency through authentic, connected text.

The *Guía del maestro* includes embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in lessons such as Module 6, Week 1, Lesson 1, "Decodificar: Sílabas con c, s y z," in which the teacher introduces word lists organized by phonics pattern, followed by decodable sentences for students to practice fluent reading. The lesson also includes a longer decodable connected text that reinforces the targeted phonics skill, providing multiple opportunities for students to apply decoding strategies within meaningful Spanish texts.

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)

¡Arriba la lectura! Texas Grado 3 includes practice activities and tasks in Spanish to develop word reading fluency in various settings—independently, with partners, with teacher facilitation, and in small groups. For example, in Module 3, Week 1, students participate in independent fluency drills with decodable word lists and passages, partner-based reading for peer modeling, and teacher-guided small group practice focused on phrasing and accuracy. The teacher models reading syllables in the PDF "Textos decodificables: Sesiones de Enseñanza, sílabas con *ca, que, qui, co, y cu*," and provides guided practice with a word list. Students then apply these skills by reading the decodable text *El Lincoln Memorial* independently or with a partner, followed by a group discussion to check comprehension.

The *Guía del maestro* also includes practice activities and tasks in Spanish to develop word reading fluency in various settings. For example, in Module 1, Week 3, Lesson 11, the guided practice section

prompts students to work with a partner to read a list of target words, followed by independent practice to reinforce fluency and decoding.

The digital "Libro del maestro" provides practice activities and tasks in Spanish to develop word reading fluency in a variety of settings as well. For example, students engage in independent timed readings of decodable word lists, partner phrase practice using Word Cards, and small-group instruction in which the teacher provides immediate feedback on decoding accuracy and fluency, supporting skill development across multiple settings.

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

¡Arriba la lectura! Texas Grado 3 includes various authentic Spanish-connected texts for the building of accuracy, fluency, prosody, and comprehension. For example, students engage in repeated readings of the same authentic text across several days to enhance these skills. In Module 9, Lesson 2–5, students work with the same book, *Y eso, ¿cómo llegó a tu lonchera?*, across multiple lessons, providing repeated opportunities to build accuracy, fluency, and comprehension through authentic Spanish text.

In the *Guía del maestro*, Module 1, Week 1, Lesson 1, "Fluidez: Precisión y autocorrección," students practice with an authentic Spanish text designed to develop smooth, accurate reading at an appropriate pace. The teacher distributes *Página imprimible: Fluidez 1.1*, projects it for the class, and models fluent reading with accuracy and self-corrective techniques, reinforcing fluency development within a connected Spanish text.

The materials include a wide range of genres and formats in authentic Spanish-connected texts to support reading development. The "miLibro Implementation Guide" PDF for grades 1–5 provides authentic Spanish texts with varied punctuation, dialogue, and formatting to support proper intonation, expression, and pacing. Additionally, "lecturas iniciales" for grades K–2 include decodable texts originally written in Spanish to support mastery of new and previously learned phonics elements. Authentic Spanish poems by Alma Flor Ada, F. Isabel Campoy, and other notable Hispanic poets further promote fluency, prosody, and comprehension through rich, culturally relevant texts.

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 *¡Arriba la lectura! Texas Grado 3* "Ayudante de caligrafía, cartel didáctico" includes 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, the materials provide students with the "Auxiliar de caligrafía en cursiva" Anchor Chart to guide handwriting development. The chart explains that in cursive writing, the letters of each word are connected, and reminds students to think about the size and shape of each letter. It encourages students to carefully and correctly form each letter and practice connecting them with appropriate spacing, stating, "¡Escribir en cursiva es más rápido que en letra de imprenta!"

The "Taller de escritura," *Guía del maestro*, "Caligrafía" in "Resources" provides explicit direct instruction in Spanish on the teaching of handwriting skills, guiding the teacher in explaining handwriting strokes, letter formation, and correct writing position. The resource includes the Anchor Chart "Auxiliar de caligrafía en cursiva."

The "Destrezas fundamentales" section of the digital "Libro del maestro" includes "Modelo de caligrafías: Mayúsculas," which offers direct, grade-appropriate instruction in Spanish for teachers to model correct handwriting strokes and letter formation for uppercase letters.

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 *¡Arriba la lectura! Texas Grado 3* "Centros de lectoescritura: Ortografía y caligrafía" includes frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, during independent station time, students practice writing the weekly spelling words with explicit directions that encourage cursive

handwriting. After completing the task, a checklist guides students to review their handwriting by posing the questions "¿Mis letras tocan la línea?" and "¿Usé trazos apropiados al conectar las letras en cursiva?"

The digital "Libro del maestro" includes frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. For example, the "Set de recursos de práctica semanal" provides students with ongoing opportunities to practice cursive handwriting in Spanish as part of their weekly routine.

Additionally, in "Ortografía: Palabras con *r fuerte (r, rr)*," students practice handwriting through the activity "Caligrafía/Uso del teclado." The *Guía del maestro* offers a script with specific instructions to practice handwriting skills, enabling students to develop handwriting skills in Spanish through meaningful, grade-appropriate practice.

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 *¡Arriba la lectura! Texas Grado 3* materials are designed to build knowledge based in the field of science; for example, the scope and sequence in "For Reviewers: Implementation Guide" includes objectives related to animal behavior in Module 6: "El comportamiento de los animales, which builds on prior knowledge from grade 2's Module 9: "Hábitat, dulce hogar." This example demonstrates the materials' intentional vertical alignment within science content across grade levels.

The materials are designed to build knowledge based in the fields of history, literature, and the arts as well. The Implementation Guide "Learning Builds" section for grade 3 clearly labels each unit with a legend identifying its content focus, such as science or social studies, demonstrating intentional integration of content areas. This unit structure helps students build background knowledge through literacy instruction grounded in disciplinary content.

In the "Libro del maestro," "Explorar el compañero de enseñanza," teacher materials prompt students to explore key themes in US history. In one unit, students are asked, "How do historic places, documents, and symbols represent our nation?" supporting knowledge-building in civics and American history.

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

The *¡Arriba la lectura! Texas Grado 3* "Learning That Builds" section provides resources, including a scope and sequence, to demonstrate the approach to knowledge-building across grade levels. The "Implementation Guide" shows how topics are intentionally connected across grade levels to support

cumulative learning. For example, the grade 3 unit on animals builds on content from kindergarten through grade 2—in which students explore animal habitats—and lays the foundation for continued learning about animals in later grades.

In the grade 3 digital "Implementation Guidance" and "Connecting Concepts Across Grades" sections, teacher materials include implementation guidance that outlines how concepts such as animal behaviors and environments are connected from early elementary through upper grades.

The materials provide resources to demonstrate the approach to knowledge-building within grade levels, such as the "Sinópsis del programa: Secuencia de instrucción," in which students are introduced to the objective of writing a letter in Module 2 and revisit the same skill in Module 5, allowing for recursive practice and deepening of understanding within the same academic year.

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 *¡Arriba la lectura! Texas Grado 3* units are designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 10, "Guías modificables de planificación semanal," units are centered on "Cuento imaginativo," in which students read across multiple genres and engage with different Spanish texts tied to the central topic. For example, across Lessons 1–4, students read and analyze "*Por qué contamos*" and "*Cuando el gigante despertó*," and explore opinion writing based on "*Cuenta un cuento*."

The section "Sinopsis del programa: Secuencia de instrucción" is structured around a central theme explored over three or more weeks using carefully selected texts, media, and culminating projects. For example, Module 1: ¡Qué personaje! focuses on the traits and roles of story characters through connected literary texts.

The website is designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 8: ¡Imagina! ¡Inventa!, students begin by reading Thomas Edison's biography and then explore his inventions' broader impact. The unit is designed to span three weeks, providing opportunities for deep engagement with historical texts and related ideas.

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

The *¡Arriba la lectura! Texas Grado 3* lessons are connected by anchoring Spanish texts or text sets designed to build connected student background knowledge over time. For example, in the Module 9 lesson "Del campo a la mesa," students engage with a Spanish set of connected texts and media that build background knowledge about the origins of food. Through a focus on informative texts, students learn to identify text structures, main ideas, and graphic elements to support comprehension of

unfamiliar texts. The module also incorporates multimedia such as videos to support language development and deepen understanding of how food travels from the field to the table.

In the "Sinópsis del programa: Secuencia de instrucción" section, lessons are connected by intentionally anchoring Spanish texts or text sets designed to build connected student background knowledge over time. Each module includes thematically linked texts highlighted in the "Vistazo a la semana" section; in Module 13, Week 3, for example, students revisit and analyze traditional stories such as "La saga de Pecos Bill," "Compay Mono y Comay Jicotea," and "Tío Conejo y Tío Lobo." These Spanish texts allow students to make meaningful connections across the genre of traditional tales.

In the *Guía del maestro*, lessons are connected by intentionally anchoring Spanish texts or text sets designed to build connected student background knowledge over time. Module 7, "Enseñar con colecciones temáticas," centers on building a strong community. The lessons are anchored in Spanish text sets that introduce students to individuals or groups who have contributed to community development, intentionally building knowledge around civic responsibility and social contributions.

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

The *¡Arriba la lectura! Texas Grado 3* materials provide Spanish grammar, vocabulary, discussion, and writing activities connected to the lesson's knowledge-building topic. For example, in the *Guía del maestro*, "Desarrollar los conocimientos y las destrezas; Destrezas esenciales Module 2: Usa tus palabras," students work with spelling patterns such as "palabras con *d* y *t* en sílabas abiertas" to support their understanding of writing a friendly letter. This task is integrated into the lesson's theme. Vocabulary and spelling are linked to the comprehension activities of the "Taller de lectura" section.

The materials provide Spanish grammar, vocabulary, discussion, and writing activities connected to the lesson's knowledge-building topic. For instance, in Module 3, *Compañero de enseñanza*, students explore US history. They are prompted to the activity "Conversación en parejas" to discuss in Spanish why James Madison is referred to as the "Father of the Constitution." This discussion is directly tied to the module's topic and texts, reinforcing content knowledge and Spanish oral language skills.

The materials provide Spanish grammar, vocabulary, discussion, and writing activities connected to the lesson's knowledge-building topic. Each module includes a "Taller de lectura y vocabulario" that provides structured opportunities for practicing vocabulary, grammar, and writing aligned to the module theme. For example, Module 3 includes Power Words, Reader's Vocabulary, and instruction on metacognitive strategies and literary elements to support students' understanding of the unit's central historical theme.

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 *¡Arriba la lectura! Texas Grado 3* materials activate or supply background knowledge by connecting to previously learned content from prior grade levels. For example, in Module 6: El comportamiento de los animales, the activation focuses on students' personal experiences to connect to prior academic content. In the "Activar los conocimientos previos" section of the *Guía del maestro*, students are prompted to share what they already know about how animals survive and reference or build upon content from earlier grade levels.

Each module includes a section titled "Desarrollar los conocimientos y las destrezas," which presents vocabulary and background-building strategies. These materials aim to activate or supply background knowledge to make connections to previously learned content from prior grade levels. For example, in Module 3, the vocabulary list includes *leal*, *soberanía*, *democracia*, and *cívico* to connect prior academic concepts or previous grade-level content.

The *¡Arriba la lectura! Texas Grado 3* materials activate background knowledge by connecting to previously learned content from prior grade levels through tools like the Anchor Chart in the "Learning That Builds" section of the Implementation Guide. This visual representation outlines the vertical alignment of topics across grade levels and helps teachers understand how content knowledge is designed to grow over time.

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

The *¡Arriba la lectura! Texas Grado 3* materials supply background knowledge in Spanish by making connections across units within a grade level by guiding students to synthesize their learning and relate it to broader contexts. For example, Module 1, students build a *red de conocimientos* or "knowledge network" throughout the module. At the end of the unit, they synthesize their learning about the topic and make connections to their personal lives, society, and other texts.

The materials activate background knowledge in Spanish by making connections across units within a grade level, as demonstrated in Module 10: Cuenta un cuento. In the *Guía del maestro* under "Observa y anota, ficción: Una y otra vez," teachers are prompted to remind students that authors sometimes use repetition of events, images, and words to help readers better understand characters, themes, or symbols. This instructional move builds on narrative structures introduced earlier in the year and deepens literary understanding.

The materials activate background knowledge in Spanish by making connections across units within a grade level by integrating cross-curricular topics that support content learning. For example, in Module 8: ¡Imagina! ¡Inventa! students read informational and biographical texts about twentieth-century inventions and Thomas Edison. They build scientific knowledge through these texts while developing literacy skills such as identifying main ideas, analyzing graphic elements such as timelines and captioned photographs, and recognizing text structures such as comparison and contrast.

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 *¡Arriba la lectura! Grado 3* materials provide students with relevant and targeted context or background knowledge in Spanish to enhance each student's engagement with the text by offering multiple linguistic supports prior to reading. For example, in Module 2, Week 2 of the *Guía del maestro* under "Vistazo a los textos de la lección" and "Hacer conexiones," students are introduced to a wide range of vocabulary such as the prefix *dis-* in *disconforme* and *discontinuo*, foundational syllabic patterns such as *ga, gue, gui, go, gu*, and grammar instruction to support understanding of the module's theme. These language-building activities are designed to build the background students need to write a letter and comprehend related texts.

In Module 8, students explore the impact of Thomas Edison's inventions by reading the opinion piece "El mejor invento de Edison." The materials provide visual context via photographs of Edison and his inventions including the Kinetograph, phonograph, and light bulb in the digital version of the student book. These resources help students understand the significance of the content while supporting their comprehension of the Spanish text.

The Module 6: El comportamiento de los animales materials include a video in Spanish that illustrates how animals use behaviors to survive, explaining, for instance, how slow movement benefits sea turtles and bees use a "dance" to communicate the location of flowers. These engaging and accessible visuals support comprehension of the module's key concepts.

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 questions and tasks in *¡Arriba la lectura! Texas Grado 3* are designed in Spanish and require students to engage with big ideas, topics, and themes. Module 9, a unit focused on food and its origins, begins with a structured whole-group discussion in Spanish about the informational text "Del campo a la mesa." The students read the text, discuss their ideas with a partner, and then write responses to questions such as "¿Cuál es la idea más importante del párrafo 1?" Students are also encouraged to summarize key ideas from each spread, supporting comprehension of the larger theme about food sources and systems.

In Module 3, students explore the values and ideals of the United States through multiple genres, including informational and narrative nonfiction. Students read about the Constitution and answer questions such as why the balance of power benefits the US government and why the Constitution is important for youth. When reading about the Statue of Liberty, students cite text evidence explaining its symbolic significance. As a culminating task, students synthesize their learning in an informational article describing a national symbol, place, or document using evidence from texts read throughout the module.

In Module 5 of *¡Arriba la lectura! Texas Grado 3*, which focuses on teamwork, students read and interact with various texts and media to deepen their understanding of collaboration. As part of developing language knowledge, they view a video and respond to the guiding question "¿Qué aprendemos de los deportes sobre el trabajo en equipo?" This task connects the theme to students' personal experiences and fosters reflection on how teamwork is demonstrated in real life.

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)

The questions and tasks in the *Compañero de enseñanza* are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. At the end of Module 7: ¡Haz el cambio!—a unit focused on how individuals can create change in their local and global

communities—students engage in a culminating task where they reflect on and synthesize what they have learned. In "Conclusión del módulo: Sintetizar el conocimiento" students are asked to answer questions such as "¿Qué aprendiste acerca de las maneras en que las personas pueden hacer un cambio en la comunidad local o global?", "¿Qué nueva información aprendiste que te resultó sorprendente?", and "¿De qué manera las lecturas de este módulo cambiaron tu manera de pensar o te aportaron nuevas formas de mirar las cosas?" Students use knowledge built across multiple texts and lessons to write a report supported with textual evidence for the school, explaining how people can make an impact.

The *¡Arriba la lectura! Texas grado 3* questions and tasks in the digital "Libro del maestro" are designed in Spanish, and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Students engage with essential questions that require the integration of ideas across multiple texts. In Module 1 the essential question is "¿Por qué son interesantes los personajes de los cuentos?", while Module 4 asks "¿Por qué algunos cuentos se narran mejor si se representan en el escenario?" These questions guide students to synthesize information from diverse genres and formats, encouraging critical thinking and cross-textual connections.

The questions and tasks in *¡Arriba la lectura! Guía del maestro* are designed in Spanish, and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Module 3: ¡Que suene la libertad! materials include structured activities that prompt synthesis throughout the unit. At the beginning, students are introduced to the concept using *Mostrar y motivar: Mapa de conocimientos 3.1*. As students read each text, they continue adding ideas to the Knowledge Map in *miLibro*. Teachers guide students to revisit and discuss additions at the end of each week using *Mostrar y motivar: Mapas de conocimientos 3.5, 3.10 o 3.14*. Finally, students reflect on their learning, make personal and societal connections, and synthesize their knowledge across the texts.

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

The *¡Arriba la lectura! Texas Grado 3* units are designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 10, "Guías modificables de planificación semanal," units are centered on "Cuento imaginativo," in which students read across multiple genres and engage with different Spanish texts tied to the central topic. For example, across Lessons 1–4, students read and analyze "*Por qué contamos*" and "*Cuando el gigante despertó*," and explore opinion writing based on "*Cuenta un cuento*."

The section "Sinopsis del programa: Secuencia de instrucción" is structured around a central theme explored over three or more weeks using carefully selected texts, media, and culminating projects. For example, Module 1: ¡Qué personaje! focuses on the traits and roles of story characters through connected literary texts.

The website is designed for students to spend extended time on connected knowledge-building topics and Spanish texts. In Module 8: ¡Imagina! ¡Inventa!, students begin by reading Thomas Edison's biography and then explore his inventions' broader impact. The unit is designed to span three weeks, providing opportunities for deep engagement with historical texts and related ideas.

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

The *¡Arriba la lectura! Texas Grado 3* materials provide opportunities to apply new understanding of the topic to contexts beyond the classroom. In Module 8: ¡Imagina! ¡Inventa!, students are encouraged to connect learning to the real world through a writing task in the "Cuaderno del escritor." In the section "Crear un plan de investigación," students brainstorm inventions of interest, explain why these inventions are meaningful to them, and select one to research further. This activity enables students to apply their understanding of innovation to a self-selected, real-world context that reflects their interests.

In Module 10: Cuenta un cuento, "Proyecto de investigación," students engage with stories and poems that explore cultural heritage and oral traditions. Throughout the module, students collaborate in groups to research various forms of poetry and compile a book showcasing different poetic structures and rhyme schemes. This culminating activity connects literary knowledge with cultural preservation and creative expression outside traditional academic tasks.

In *¡Arriba la lectura! Texas Grado 3*, Module 5, "Proyecto de investigación," students participate in a three-week inquiry project focused on collaboration. As part of the project, students are tasked with inventing a group-based activity, such as a new team sport or a cooperative board game. This project allows students to transfer their learning about teamwork into creating real-life group activities, reinforcing the importance of collaboration in and beyond the classroom.

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 *¡Arriba la lectura! Texas Grado 3* materials include a yearlong scope and sequence for building Tiers 2 and 3 Spanish academic vocabularies in intentional knowledge-building. In Module 2: Usa tus palabras, the section "Palabras acerca de cómo usar las palabras" in *miLibro* introduces Tier 2 academic vocabulary such as *expresar*, *transmitir*, *crónica*, and *creativo*. These words are presented in a chart with their definitions and context sentences. Students are prompted to reflect on which words they already know and which are new, supporting intentional vocabulary development linked to the module's essential ideas.

In Module 3, students are introduced to Tier 2 words used across content areas such as *inspiró*, *presentaron*, *arenosas*, and *bienestar*, as well as Tier 3 vocabulary explicitly tied to the study of national symbols, documents, and places. These include *delegados*, *nacional*, *independencia*, *declaraban*, *monumento*, and *escultor*. This vocabulary in section "Secuencia de instrucción, vocabulario crítico" is intentionally sequenced to build background knowledge and deepen understanding of complex social studies content.

Each grade 3 "Vocabulario académico módulo: Repasar las palabras poderosas" includes lessons focused on "power words" that support vocabulary reinforcement through structured activities. For example, in Module 4, Lesson 4, students read questions containing academic vocabulary aloud, engage in pair discussions, and act out vocabulary words. These scaffolded practices help reinforce Tier 2 vocabulary through repetition and application in various formats.

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 *¡Arriba la lectura! Texas Grado 3* materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. For example, in Module 7 "Presentar el tema: Enfoque en los conocimientos: Líderes comunitarios," students are provided with language scaffolds to support vocabulary development. The teacher reviews the meaning of the word *compañerismo* and reminds students to use strategies to determine word meanings. Students are then encouraged to participate in a structured conversation about community leaders using the target vocabulary.

Module 9, a unit on habitats, introduces vocabulary words such as *ecosistema*, *especie*, and *hábitat* as well as power words including *adaptarse*, *bandada*, and *preservar*. Content scaffolds include matching vocabulary to visuals, while language scaffolds support oral language development through structured partner conversations. Students explain where to write, describe, and comment using the vocabulary, while teachers listen and provide corrective feedback as needed.

In Module 6, vocabulary words such as *eclosionar*, *universal*, *período*, and *crecimiento* are introduced through the "Palabras acerca del comportamiento de los animales" section in *miLibro*. Content scaffolds include activities in which students add the target vocabulary to their "Red de vocabulario," visually organizing new terms to support retention and usage in context.

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

The *¡Arriba la lectura! Texas Grado 3* materials include tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Module 1 students explore texts and media focused on bold and unique characters. Students use academic vocabulary throughout the module, such as *individualidad*, *único*, *característica*, and *personalidad*. Students reread their responses in the "Prepárate para leer" section and collaborate with a partner to create a vocabulary word list. In small-group discussions, they respond to text-based questions about the story "Eugenia Mal Genio, Humor Marciano" using evidence from the reading. Finally, students apply vocabulary in a writing task by composing an email to their grandparents describing events from the story and their reflections. They are encouraged to use essential vocabulary in their writing.

The *miLibro* section includes tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. After reading an informational text about the invention of bicycles in Module 8, students are assigned a writing task to create a short magazine article. The activity "Escribir un artículo de revista" prompts them to use key academic vocabulary encountered in the text related to bicycles, reinforcing both comprehension and vocabulary application through authentic writing practice.

The *¡Arriba la lectura! Texas Grado 3* materials include tasks designed to engage students in the purposeful use of key Spanish academic vocabulary. In Module 7, Lesson 15: "Vocabulario académico: Vocabulario acumulativo," students build a vocabulary web that incorporates academic words from the module. Students illustrate each word and share their visuals with a partner. The activity includes teacher guidance for expanding the vocabulary web by adding synonyms, antonyms, or related details. This interactive structure supports vocabulary retention and oral language development through peer comparison and reflection.

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)

The materials include nonverbal teaching techniques to support students in acquiring key Spanish academic vocabulary, such as using images and visualization. In Module 10, the materials introduce vocabulary words such as *mito*, *folclore*, and *relatar* by pairing them with visual aids that represent each term. Additionally, a Knowledge Map Graphic Organizer is provided to help students connect vocabulary to the broader theme of the unit, exploring why people share stories.

The *¡Arriba la lectura!*, "Libro del maestro" digital materials include nonverbal teaching techniques to support students in acquiring key Spanish academic vocabularies, such as using images and visualization. The grade 3 Module 9, Lesson 1 material presents a video titled "From Corn to Popcorn" as part of the "Del campo a la mesa" unit. This video reinforces vocabulary related to agriculture and food production by encouraging students to visualize academic terms in action.

The *¡Arriba la lectura! Guía del maestro* includes nonverbal teaching techniques to support students in acquiring key Spanish academic vocabularies, such as using images and visualization. The Module 4 "Pregunta esencial" introduces academic vocabulary through a visual aid—a video titled *Mentes curiosas*—used at the beginning of the unit. This video helps activate background knowledge and supports vocabulary understanding through visual context.

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 materials support instruction for students to ask and generate questions in Spanish for inquiry. For example, in *Guía del maestro*, Module 9, Week 1, Lesson 5, "Investigación y alfabetización en medios: Planificar y reunir información," the materials provide explicit guidance for students to ask open-ended, clarifying, probing, and reflective questions to guide their research. The teacher models how to develop a research question connected to the essential question "¿Cómo llega la comida a tu mesa?" and supports students as they brainstorm and select their own questions to investigate, ensuring active engagement in the inquiry process.

In the *Compañero de enseñanza*, Module 4, Week 1, Lesson 1, students read "La saga de Pecos Bill" and are prompted with questions such as "¿Por qué sorprenden las acciones de Bill al vaquero?" "¿Qué le dice el vaquero a Bill que sorprende a Bill?" and "¿Cómo cambiaría la información sobre los vaqueros en esta obra de teatro si se tratara de un texto informativo?" These text-dependent questions promote critical thinking and support students in generating further questions for inquiry.

The *Guía del maestro* supports instruction for students to ask and generate questions in Spanish for inquiry by providing teacher resources that explicitly develop questioning skills. For example, during a lesson on generating and answering questions, students learn that asking questions before, during, and after reading or watching a video helps them better understand the information. The teacher explains, "Hacer y contestar preguntas les ayuda a convertirse en mejores espectadores porque están pensando acerca de lo que están viendo," which encourages students to actively engage with content by asking questions throughout the learning process.

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

The *Compañero de enseñanza* supports instruction for students to generate and follow a research plan by embedding probing questions in the text that guide students to think critically and ask their own

questions for further exploration. For example, in Module 4, Week 1, Lesson 1, during the reading of "La saga de Pecos Bill," students engage with text-dependent questions such as "¿Por qué sorprenden las acciones de Bill al vaquero?", "¿Qué le dice el vaquero a Bill que sorprende a Bill?", and "¿Cómo cambiaría la información sobre los vaqueros en esta obra de teatro si se tratara de un texto informativo?" These questions prompt students to deepen their understanding and serve as a foundation for generating additional questions to guide inquiry.

The *Guía del maestro* supports instruction for students to generate and follow a research plan by providing teacher guidance on how to help students select a topic and develop research questions. For example, in Module 1, Lesson 14, the *Guía del maestro* explains that to create a research plan, students must first select a topic of interest and then generate questions that will guide their investigation. This ensures that students have a structured approach to beginning the research process.

The digital "Libro del maestro" supports instruction for students to generate and follow a research plan by providing structured steps and printable resources to record information and guide students through the research process. For example, in Module 3, Lesson 15, students work on a project to create a brochure about national symbols. Over several weeks, they generate ideas, research, record information and present the results of their research, providing a clear structure for following a research plan.

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 materials require students to gather relevant information from a variety of sources and provide guidance for students on differentiating between primary and secondary sources. For example, in Module 8, "Informe de investigación 8.4a," students engage with the resource "Evaluar fuentes y tomar notas," which includes guiding questions such as "¿Es la fuente una fuente primaria o secundaria?" This engagement helps students actively practice distinguishing between primary and secondary sources as they evaluate information.

The digital "Libro del maestro" includes activities and tasks that require students to differentiate between primary and secondary sources while gathering information from various sources. For example, in Module 8, Proyecto de investigación, students identify appropriate research sources beyond the *miLibro* readings, such as online and print encyclopedias, reinforcing the expectation to locate and use varied, reliable sources for research.

The *Guía del maestro* requires students to gather relevant information from various print and digital sources. For example, in Module 1, Week 3, Lesson 14, students generate a research plan and gather information from resources such as computers with internet access, books, and informational articles. This structured approach ensures students use a range of sources to support their research process.

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.

In the *¡Arriba la lectura!* "Libro del maestro," "Un día en la carretera" is a core instructional text within the realistic fiction genre. The text in *Biblioteca: Elegir y enseñar* is written in authentic Spanish and supported by instructional tools. It has a Lexile level of 500L and a Guided Reading Level of O, both research-based measures that confirm the text's appropriateness for third-grade students. The content, themes, vocabulary, and structure reflect grade-level expectations, making it a strong example of an authentic Spanish text that meets the criteria for use as a core instructional resource.

The *¡Arriba la lectura! Texas Grado 3* materials include core texts that are either authentic Spanish texts or appropriate transadaptations, written at grade level and aligned with research-based text complexity measures. In Module 10, the linguistic extension lesson features "La gran carrera" by Márgara Averbach, an authentic Spanish text that retells an Iroquois legend. Written originally in Spanish, the text includes grade-level language, sentence structures, and academic vocabulary. Scaffolded questions support comprehension and genre analysis, guiding students to analyze plot, characters, text structure, and illustrations. This ensures that students engage deeply with grade-level literary content that is culturally and linguistically appropriate.

The instructional materials in *¡Arriba la lectura!* include a variety of informational and literary core texts that fall within the appropriate complexity band and are authentic Spanish or transadapted appropriately. For example, in Module 10, Lesson 1, the legend "Cuando el gigante despertó" introduces students to texts that explain natural phenomena through storytelling. The text includes academic vocabulary and sentence structures appropriate for third-grade readers. Scaffolded questions such as "¿Qué cuento de fantasía podría explicar por qué hay nubes en el cielo?" guide students to engage in

critical thinking about genre, vocabulary, and content. The instructional supports further ensure students comprehend the text's main ideas and key details, supporting their understanding of legends as a literary form.

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

The *¡Arriba la lectura!* online educator platform, *Guía del maestro*, includes Spanish texts that are authentic, well crafted, and of publishable quality. For example, in Module 6: El comportamiento de los animales, "Vistazo a los textos de la lección," students engage with the informational text "Congelada viva." This nonfiction text introduces students to a frog species with unique adaptations to survive in cold weather, reflecting high-quality scientific writing appropriate to the discipline. The text features rich academic vocabulary and includes purposeful text features such as photographs and captions that support comprehension. These elements demonstrate that the informational texts are accurate and designed for effective student engagement in Spanish.

¡Arriba la lectura! literary texts in the *miLibro* materials are of quality and feature-rich characterization that supports vocabulary development and cultural awareness. For example, in Module 2, students read *Querido primo: Una carta para mi primo*, a text that centers a bilingual narrator who expresses joy, curiosity, and empathy toward his cousin living in Mexico. The story highlights the bicultural identity of the protagonist and includes descriptive language that enriches vocabulary and reflects authentic experiences. Sentences such as "¡Qué alegría! Acabo de recibir una carta de mi primo, Carlitos . . . Desde mi ventana puedo ver un puente y coches que pasan zumbando . . ." showcase well-crafted, culturally relevant writing.

The *¡Arriba la lectura! Texas grado 3* materials include the informational text "Premios de narices," featured in *miLibro, Libro 2* of Module 6, another example of an authentic and publishable text. It presents accurate and engaging information about different animal noses in language accessible to third-grade students. The content is clear, error free, and age appropriate, making it an effective and high-quality resource for building scientific knowledge in Spanish.

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

The *miLibro* section of *¡Arriba la lectura!* includes classical literature transadapted to Spanish with attention to grade-level sentence structure, grammar, and vocabulary. For example, in Module 1: ¡Qué personaje!, students read *Marisol McDonald no combina*, a story originally written by Monica Brown and transadapted into Spanish by Adriana Dominguez. The text maintains literary quality while using accessible Spanish appropriate for third-grade readers.

¡Arriba la lectura! Texas grado 3, miLibro, Libro 1 includes contemporary and diverse Spanish texts promoting biliteracy and cultural identity. *Marisol McDonald no combina* highlights the experience of a bicultural, bilingual girl who embraces her individuality. This contemporary story, transadapted by a Spanish-speaking author, helps students explore themes of self-acceptance and cultural uniqueness while developing skills such as identifying themes.

The *¡Arriba la lectura! Texas grado 3* materials feature a range of traditional and classical texts that are authentic or appropriately transadapted into Spanish. For instance, *Biblioteca: texto de enfoque, castillos en el aire* offers a collection of five fables from around the world that reflect traditional storytelling with clear moral lessons. Additionally, the biographical text "*Roberto Clemente: orgullo de los Piratas de Pittsburgh*" introduces students to the life of the Puerto Rican baseball legend, blending classical biography with cultural significance. These texts support comprehension and cultural awareness across content areas.

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

¡Arriba la lectura! Texas grado 3, miLibro, includes Spanish texts that are relevant, engaging, and reflect students' diverse backgrounds. For example, in Module 1, students read *Marisol McDonald no combina*, a story transadapted into Spanish by bilingual author Adriana Dominguez. The main character, Marisol, is of Peruvian and Scottish heritage and navigates her identity through a bicultural lens. The story brings awareness to biliteracy and encourages students to celebrate individuality. Used to teach the theme of embracing differences, this text authentically reflects the lived experiences of bilingual and multicultural students.

¡Arriba la lectura! Texas Grado 3, Guía del maestro, Module 7 includes a linguistic extension session that presents a diverse set of texts across multiple genres: realistic fiction "*Basu Rita*," informational "*Reciclaje en la escuela*," narrative "*El pastor y la estrella*," and poetry "*No lo olvides, no*." These selections are designed to expand language development and foster appreciation for global Hispanic cultures. The "Extensión lingüística" includes relevant topics such as environmental sustainability and cultural tradition. The module authentically engages students from various backgrounds, promoting social awareness and linguistic growth.

¡Arriba la lectura! Texas Grado 3, "Vistazo a los textos de la lección," includes highly engaging texts reflecting students' natural curiosity about the world. In Module 6, students read *T. J. El cachorro de tigre siberiano* by Anne Whitehead Nagda. This nonfiction story follows a baby Siberian tiger, T. J., who is raised with the support of zookeepers Cindy and Sheila. The story taps into students' interest in animals while exploring care, adaptation, and survival themes. It provides an engaging entry point for discussing empathy and scientific observation.

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 *¡Arriba la lectura!* grade 3 materials include opportunities for students to listen to, think about, and critically respond to grade-level transadapted Spanish texts. For example, during the read-aloud lesson "El elefante en la luna según Sir Herbert Spoon" in Module 1, Lesson 2, students engage with a humorous and imaginative story that prompts comprehension and critical thinking. Guided questions such as "¿Qué crees que hay dentro del pañuelo de Cecil?" and "¿Por qué crees que Sir Herbert dice 'Tenemos un problemilla'?" encourage students to make predictions, reflect on plot developments, and justify their responses using evidence from the text. Students share and revise their thinking through oral discussion, and the questions are structured to support written reflection.

In Module 2, "Extensión lingüística: Vistazo rápido," students explore the informational text *Colores misteriosos* by Jezabel Janáriz, which connects colors to emotions. The lesson includes interactive activities, such as a circle discussion in which students pass around a "Color Card" and identify details recalled from the text. This structure provides an engaging way for students to process and express understanding orally while reinforcing comprehension of informational features such as visuals and main ideas.

The *¡Arriba la lectura!* Module 3: ¡Que suene la libertad! *miLibro* materials include transadapted Spanish texts with written response opportunities that require students to apply and justify their understanding. After reading the text "La Constitución de los EE. UU." for instance, students answer prompts such as "1. ¿Por qué se le llama a James Madison el 'Padre de la Constitución'?" and "2. ¿Por qué el equilibrio de poder 'es una buena idea para el gobierno de los EE. UU.'?" These questions ask students to cite specific textual evidence and demonstrate reasoning in writing, encouraging critical reflection on informational content.

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)

¡Arriba la lectura! Texas grado 3 materials include opportunities for students to discuss the structure of grade-level Spanish texts. For example, in Module 3, Week 1, Lesson 4, students analyze the informational text "La Constitución de los EE. UU." by Norman Pearl. The teacher details how text structure reflects the organization of information, and students are prompted to identify sequencing clues such as dates and transitions. Using guided questions, students work in pairs to determine whether the author used sequence, cause and effect, or problem and solution and to justify their responses with textual evidence. Students add sticky notes to a "Structure Anchor Chart" to further identify examples.

The materials provide opportunities for students to discuss the application of literary elements such as plot and character in grade-level Spanish drama texts. In Module 4: Cuentos en escena, students read "Dos oseznos" and analyze elements of drama such as setting, conflict, and character traits. Activity continues in *Compañero de enseñanza Libro 1* and includes questions such as "¿Qué ocurre con el ambiente cuando los oseznos se quedan dormidos?" to guide students to think critically about how the environment changes between scenes. Students are also asked to complete a character study using evidence from the play, comparing Gusano Medidor to other characters and analyzing his traits, actions, and problem-solving approach.

The *¡Arriba la lectura!* materials include opportunities for students to discuss the author's purpose in grade-level Spanish texts; in Module 6, Lesson 3 for example, students read *El ciclo de la vida* and are guided through a discussion to determine whether the author's goal is to inform or persuade. They evaluate whether the content is realistic or fictional and analyze why the story is presented like a television show. Sentence stems scaffold the discussion: "La razón de la autora para escribir es ___ y ___. Lo sé porque presenta ___ y también personajes y un ambiente ___." These supports help students interpret the author's purpose using textual evidence.

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 *¡Arriba la lectura!* grade 3 materials include opportunities in each lesson for students to engage with grade-level text in a variety of reading skills such as inferencing, analyzing, and evaluating. For example, in the "Hacer infercias" lesson of Module 8, Lesson 2, *Compañero de enseñanza Libro 2*, students are prompted to use text and illustrations to infer meaning. Guided questions such as "¿Qué tipo de actividades son las que se muestran en las ilustraciones?" and "¿Por qué el autor incluye estas imágenes?" require students to evaluate visual details and connect them to the text. Later, students

analyze how the drawings depict the busy environment at Menlo Park and make inferences about the lab's purpose and the people who worked there. The lesson also prompts students to annotate the text to support their reasoning.

In *¡Arriba la lectura! Texas Grado 3*, Module 7, students continue to build inferencing skills using the informational text *La isla energía*. After reading in Lesson 8, students are guided to make and explain inferences using sentence stems such as "Puedo inferir que ____" and "Una clave del texto es ____". These structured sentence frames support deeper comprehension by prompting students to cite text evidence and connect it to their background knowledge. Students then engage in collaborative discussions to confirm or refine their inferences based on peer feedback. This lesson sequence offers clear opportunities to practice inferencing, analyzing, and evaluating.

The folktale *Compay Mono y Comay Jicotea*, adapted by Joe Hayes, provides opportunities for students to engage in various reading skills with grade-level text in *¡Arriba la lectura!*. As students read in Module 10, Lessons 11–15, "*Vistazo a los textos de la lección*," they practice recounting the story, identifying the author's purpose and audience, and analyzing how the characters' actions influence the plot and resolution. Students evaluate character decisions and distinguish between message and theme. These tasks foster inferencing, analyzing, and synthesizing key reading behaviors outlined in the lesson objectives.

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)

¡Arriba la lectura! includes teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor. In Module 1, Lesson 2, teachers are supported with sentence frames and targeted questions to guide students in making and confirming predictions. For example, students complete frames in *Compañero de enseñanza, Libro 1*, such as "Yo predigo que Marisol ____" and cite supporting text evidence. Teachers prompt students to reflect using questions such as "¿Qué es lo que probablemente quiere decir Marisol cuando dice que 'todo en mí desentona'?" and guide students to use illustration details to confirm predictions. These scaffolds help organize student thinking and ensure comprehension of grade-level content.

The materials provide teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor; in Module 2, Lesson 3, for example, the *Compañero de enseñanza* supports vocabulary acquisition and understanding of point of view while reading *Querido primo*. The teachers are guided to ask questions such as "¿A qué juegan Carlitos y sus amigos?" and prompt students to cite evidence from the text and illustrations to infer the meaning of new vocabulary such as *papalote*. To support comprehension of point of view, teachers ask, "¿Quién es el narrador de este cuento?" and direct students to highlight first-person pronouns such as *yo* and *mi*. These scaffolded supports help all students access the language and structure of complex texts.

The *¡Arriba la lectura! "Libro del maestro"* includes teacher guidance and support to ensure that all students can access grade-level, authentic, or transadapted Spanish texts while maintaining rigor. In Module 1, Lesson 11, "*La ardilla temerosa*" by Mélanie Watt provides scaffolded instruction in vocabulary explanations, think-alouds, and sentence frames. Teachers use blue "Leer para comprender" and pink "Observa y anota" prompts to guide comprehension and help students make inferences. The resource includes explanations of idiomatic expressions and inference sentence frames such as "El texto dice que _____. Yo sé que _____. Mi inferencia es que _____." Additionally, teacher guidance supports small-group instruction and offers printable Graphic Organizers to foster the independent application of skills.

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 materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. For example, in Module 3, Week 3, Lesson 12, the section "Opciones para la enseñanza" in the *Guía del maestro* offers an opportunity for students to engage in deeper analysis of an informational text following a lesson on the central idea. The guidance prompts teachers to "Pida a los estudiantes que expliquen cómo usaron la evidencia del texto para identificar una idea principal que no aparece expresada directamente en el texto," encouraging students to identify the central idea and justify it using specific text evidence, deepening their textual analysis.

¡Arriba la lectura! provides opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts by supporting them in transferring inferencing skills to independent reading. After reading *La ardilla temerosa* in Module 1, Lesson 11, students use a Graphic Organizer to apply inference strategies to a new book of their choice. The teachers help students combine textual evidence with background knowledge to draw their own conclusions. The scaffolded questions—such as "¿Qué conocimientos previos o experiencia tienes acerca del tema?", "¿Qué evidencia del texto entrega el autor acerca del tema?," and "¿Cómo combinaste lo que sabes con lo que leíste para llegar a tu inferencia?"—help proficient students deepen their understanding and demonstrate higher order thinking.

¡Arriba la lectura! provides opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts through performance tasks that emphasize consequences and reasoning. In Module 7, students analyze the consequences of a character's actions after reading *Basu Rita*, a realistic fiction story by Ayaris Ribeiro. The materials prompt students to "Escribe sobre lo que leíste" by referring to illustrations in *Aventuras Revistas Student Magazine* and analyzing Rita's bad habits and their outcomes. The task requires students to record their analysis and support their ideas with text evidence, promoting deep reflection on character behavior and cause-and-effect relationships.

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 *¡Arriba la lectura! miLibro* section includes quantitative and qualitative analysis of each Spanish core text, along with a rationale for its educational purpose and grade-level placement. In Module 3, Lesson 11, the text *¿Por qué es verde la Estatua de la Libertad?* has a Lexile level of 600L and a guided reading level of O, making it appropriate for third-grade students. The qualitative analysis highlights clear informational structures, such as headings, photos, and explanations, that support the comprehension of science concepts such as oxidation. The rationale aligns the text with grade-level science and literacy standards, aiming to build students' scientific literacy.

The *¡Arriba la lectura! "Vistazo a los textos de la lección"* provides quantitative and qualitative analysis of Spanish core texts, along with a rationale for their grade-level placement. In grade 3, *Una bolsa de plástico* by Miranda Paul is identified as a biography with appropriate text complexity. The lesson focuses on identifying biographical features, analyzing text structures, and exploring the benefits of recycling. The rationale supports its use for grade 3 due to moderate complexity, cultural references, and themes of environmental responsibility.

¡Arriba la lectura! Module 3 includes quantitative and qualitative analyses of each Spanish core text, along with a rationale for grade-level placement. *La Constitución de los EE. UU.* by Norman Pearl has a Lexile level of 620L, a guided reading level of O, and moderate complexity, making it suitable for readers in grade 3. The qualitative analysis highlights its focus on civic concepts, main idea identification, sequencing, and the use of graphic elements to support comprehension. The rationale aligns the text with grade 3 social studies and reading standards, emphasizing vocabulary development and informational writing.

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 *¡Arriba la lectura! "Vistazo a los textos de la lección"* provides core texts that have the appropriate level of complexity in Spanish for the grade, according to their quantitative and qualitative analysis and relationship to student tasks. A core text in Module 4, Week 3, Robert D. San Souci's *Dos Osseños* is a play

based on a folktale. The qualitative analysis notes that the tasks prompt students to identify the message and explain how it differs from the theme, while engaging with elements of drama such as dialogue, characters, setting, and scenes. These tasks are closely aligned with the text and scaffold students' understanding of literary structure, offering an appropriate yet meaningful challenge for third-grade readers.

In *¡Arriba la lectura!* Module 3, Lesson 11, the core text *¿Por qué es verde la Estatua de la Libertad?* is a nonfiction narrative with a Lexile level of 590L and guided reading level N. The materials confirm that this core text has the appropriate level of complexity in Spanish for the grade according to its quantitative and qualitative analysis and relationship to student tasks. The qualitative review highlights the text's historical accuracy and opportunities for critical thinking. Tasks ask students to analyze facts and details, use annotations, revisit prereading reflections, and prepare responses that reflect comprehension and engagement with vocabulary related to geography and US history, reinforcing language and content objectives.

Module 1, Lesson 3's narrative text *Marisol McDonald no cambio* is identified as having low complexity due to its simple chronological structure and familiar language. Core texts such as this one have the appropriate level of complexity in Spanish for the grade, as determined by their quantitative and qualitative analysis and relationship to student tasks. The tasks engage students in predicting, identifying characters, analyzing the influence of setting, and exploring point of view in alignment with the text's social-emotional themes. These activities support comprehension while ensuring the challenge remains developmentally appropriate for third-grade students.

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 materials designated for read-aloud texts 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 *¡Arriba la lectura!* grade 3 materials for read-aloud and shared reading include a diverse range of structures and genres, such as drama, myth, informational, and opinion texts. For example, in Module 4, literary texts such as the "*La amiga del rey león*" (informative), "*¡Eso es entretenimiento!*" (opinion/argumentative), and "*La Saga de Pecos Bill*" (drama) demonstrate the program's commitment to offering students a rich genre variety within thematic collections.

The *¡Arriba la lectura!* shared reading text *T.J. El cachorro de tigre siberiano* in Module 6, Lesson 13 is an authentic, age-appropriate informational text with a Lexile level of 730L. The lesson provides scaffolding through teacher prompts that guide students in identifying and analyzing graphic features such as photographs, illustrations, and graphs, as well as how these features support comprehension, such as comparing growth patterns in tigers. Vocabulary such as *gruñía*, *acariciaba*, and *abalanzaba* reflects grade-level complexity while engaging students with high-interest content.

¡Arriba la lectura! read-aloud "Cómo funciona un mercado libre" in Module 9 is a transadaptation that introduces economic concepts through short, structured sections. The text uses domain-specific, age-appropriate vocabulary such as *ganancia*, *ingreso*, and *escasez*, and provides scaffolded questions that support critical thinking, such as analyzing the effects of scarcity or comparing supply and demand. This instructional design ensures linguistic and cognitive accessibility while maintaining rigor and conceptual depth.

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)

¡Arriba la lectura! provides authentic independent reading texts and appropriate transadaptations with a range of complexity levels for students to practice reading independently. The materials include *Biblioteca al alcance del estudiante*, a collection of independent reading texts that feature original Spanish texts as well as high-quality transadaptations. For example, *Lily y su bolso de plástico morado* by Kevin Henkes, a Spanish adaptation of *Lilly's Purple Plastic Purse*, has a Lexile level of 550L and is considered to have light complexity according to the *Guía de conversaciones del club de lectura*. Students are supported in identifying key ideas, such as Lily's reaction when her teacher takes her purse away, and are exposed to academic vocabulary such as *antiguado* and *de penitencia*, and figurative terms such as "*le dio un vuelco el estómago*," all of which support independent reading development.

In Module 4, Lesson 5, students are offered a range of independent reading options from the *Biblioteca al alcance del estudiante* that span genres and complexity levels appropriate for grade 3. Texts include *Roberto Clemente: Orgullo de las Piratas de Pittsburgh*, *Weslandia*, *Cruzar el Bok Chitto: Un cuento Choctaw de amistad y libertad*, *La guerra de la limonada*, *¿Y si todos hicieran lo mismo?*, *En noviembre*, and *Cinco gallinas y una trama*. These selections encompass narrative nonfiction, realistic fiction, and persuasive texts, allowing students to explore content related to history, social responsibility, and creativity. The varied text structures and themes promote student choice based on reading level and interest, encouraging fluency, vocabulary acquisition, and comprehension during independent reading.

¡Arriba la lectura! provides independent reading texts at Lexile levels from approximately 560L to 900L that are authentic and appropriate transadaptations with a range of complexity levels so students can practice reading on their own, ensuring accessibility for developing Spanish readers. These texts offer an appropriate balance of fiction and nonfiction and range from simple narratives to selections with more complex ideas and language. For example, the text "*Una telaraña pegajosa*" recounts a boy's encounter with a spiderweb and uses dialogue and informational elements to help readers learn about spiders. The range in complexity and content supports students' development as independent readers through meaningful practice in fluency, comprehension, and vocabulary.

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)

Module 4, Lesson 5 in *¡Arriba la lectura!* includes a clear plan for students to choose high-quality Spanish texts and read independently for sustained periods, with structures for planning and accountability. Students access *the Biblioteca al alcance del estudiante*, which offers age-appropriate texts such as *Roberto Clemente: Orgullo de las Piratas de Pittsburgh*, *Weslandia*, and *La guerra de la limonada*, providing options

across genres and reading levels. Graphic Organizers such as "Organizador gráfico de lectura 25 y 26," which prompts students to identify and analyze figurative language, support comprehension. Students track their progress with reading logs, and teachers monitor understanding through written responses, discussions, or conferences.

The *¡Arriba la lectura!* The digital library further supports sustained independent reading by including focused comprehension prompts tied to high-quality Spanish texts. For example, "Los cuatro vientos" provides questions at the end of the story to build comprehension and maintain engagement during independent reading. Prompts such as "¿Qué animal trae lluvia y neblina al mundo?" and "¿Qué animal representa el Viento del Sur? ¿Por qué?" guide students to think critically about the text. This structure fosters sustained reading and supports students in achieving independent reading goals.

In *¡Arriba la lectura! Texas Grado 3*, Module 7, students set monthly reading goals and track their progress using tools such as "Registro de lectura" and "Lectura independiente de ficción o no ficción." As part of the independent reading plan, students reflect on key ideas, participate in peer discussions, and write short book reviews. Teachers support accountability through individual conferences focused on reading habits and goals. These practices foster a student-driven, purposeful approach to independent reading.

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)

The 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. For example, in Module 3, Lesson 12, after reading *¿Por qué es verde la Estatua de la Libertad?*, students are asked, "¿Qué oración podría expresar la idea principal del párrafo 32?", "¿Qué evidencia del texto apoya la idea de que la Estatua de la Libertad era importante para los recién llegados?", and "¿Qué relación hay entre los detalles sobre Ellis Island y las ideas principales sobre la Estatua de la Libertad?" These questions require students to determine the central idea and support their responses using text evidence.

In Module 2, Lesson 2, "Lectura compartida, minilección," the *Compañero de enseñanza* includes the following prompts regarding the book *Querido primo*: "Repasa las páginas 120 y 121. ¿Por qué explica Charlie lo que es el metro en su carta?" and "Vuelve a leer las páginas 124 a 127. ¿Qué suele hacer Carlitos después de la escuela? ¿En qué se parece la vida de los dos primos? ¿En qué se diferencia? Da ejemplos para apoyar tu respuesta." These prompts require students to return to the text and cite examples, fostering comprehension and analytical thinking through textual evidence.

In Module 1, Lesson 12, students read *La ardilla temerosa* and answer questions from the *Compañero de enseñanza*. Students are prompted to reread pages of *miLibro* and decide whether Scaredy Squirrel is the narrator, using clues such as the use of third-person pronouns *he* and *his*. A follow-up question guides students to identify words a first-person narrator would use: *yo* and *mi*. These tasks require students to analyze the point of view and justify their conclusions using textual evidence.

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)

¡Arriba la lectura! includes text-dependent questions and Spanish tasks requiring students to use text evidence when evaluating language, key ideas, and the author's craft in high-quality texts. For example, in Module 5, Lesson 2, students read *Corredoras rivales* and analyze character development through prompts such as "¿Por qué le resulta incómodo a Amy hablar con Madison?" and "¿Qué lección aprende Amy de Madison que la ayuda a hacer el mejor tiempo de su vida?" These questions prompt students to cite specific moments in the story to explain character motivation and emotional growth. Students also evaluate figurative language and idiomatic expressions such as "*maripositas en el estómago*" and "*mano a mano*," deepening their understanding of the author's word choice and how it enhances meaning.

¡Arriba la lectura! provides tasks in Spanish that guide students in evaluating the structure of texts using textual evidence. In Module 5, Lesson 13 on *Hermanos al bate*, students identify how events are sequenced and illustrations support the text structure. For instance, students are asked to reread *miLibro* and explain how the events are presented sequentially and supported by illustrations. Additional prompts require students to analyze how the author's structural choices, such as the use of chronological order and visual elements, contribute to the overall purpose of the text.

Students use text evidence in *¡Arriba la lectura!* to evaluate key ideas and supporting details in Spanish texts. During the reading of *Por siempre Thomas: cómo Thomas Edison cambió nuestra vida* in Module 8, Lesson 4, students are given prompts such as "¿Por qué pensaba Edison que sus fracasos eran importantes?" and "¿Qué detalles del texto explican por qué todo el país quería honrar a Edison el día de sus funerales?" These questions require students to return to specific pages of the text to justify their answers and deepen their understanding of the central ideas and the author's message. The tasks reinforce students' ability to locate and analyze key details that support comprehension of complex informational texts.

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)

¡Arriba la lectura! Texas grado 3 includes questions and tasks designed in Spanish that require students to support their claims and justify their thinking through various strategies, such as discussing key ideas and citing evidence from the text. For example, in Module 6, Lesson 7, "Premios de narices," students engage in collaborative conversations using prompts such as "¿Qué premio ganan los perros y los osos? ¿Por qué ganan ese premio?" and "¿En qué se diferencian las narices de los animales de las narices de las personas?" These questions require students to paraphrase and summarize key details from the text to

explain their thinking. In *Compañero de enseñanza Libro 2*, the students are guided to take notes and ensure mutual understanding during group discussions, fostering independent analytical thinking and text-based reasoning.

¡Arriba la lectura! provides tasks designed in Spanish that prompt students to support their ideas through comparisons and connections to text. In Module 2, Lesson 3, students read a realistic fiction story about two cousins living in different countries who write letters to each other. After reading, students are asked in *Compañero de enseñanza Libro 1* to imagine they are part of a pen pal program and write a letter comparing their life to Carlitos's or Charlie's life, using vocabulary from the text and supporting their writing with evidence. This task encourages students to justify their thinking by comparing sources, discussing key ideas, and incorporating relevant vocabulary in Spanish to demonstrate understanding.

¡Arriba la lectura! Texas grado 3 gives students opportunities to justify their thinking and support their claims through Spanish tasks involving group discussion and careful text analysis. In Module 6, *miLibro Libro 2*, students revisit key pages to compare and discuss the functions of animal noses and how they differ from those of humans. Prompts such as "¿Qué tiene de inusual la nariz estrellada del topo?" and "¿En qué se diferencian las narices de los animales de las narices de las personas?" require students to summarize information, cite evidence, and clarify ideas collaboratively. These tasks are designed to build students' ability to paraphrase and analyze key ideas in Spanish texts.

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)

The *¡Arriba la lectura! Texas grado 3* questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to analyze text. After reading the narrative nonfiction title *La creadora de banderas* in Module 3, *Compañero de enseñanza Libro 1*, students engage in a retelling activity that requires them to recall and summarize key narrative elements, including characters, setting, conflict, and resolution. To support their analysis and comprehension, students answer questions such as ¿Qué te ayudan a comprender las ilustraciones sobre el trabajo de crear banderas?, ¿Qué detalles de la preparación para el ataque británico son sorprendentes? ¿Por qué?, and ¿Qué detalles demuestran lo que siente Caroline por la bandera durante los acontecimientos principales de la selección? These questions prompt students to make inferences and support their retelling with specific textual details.

¡Arriba la lectura! provides questions and tasks in Spanish that vary in cognitive complexity to support students in analyzing informational text features and the author's craft. For example, in *miLibro, La Constitución de los EE. UU.* from Module 3, students first respond to low-complexity identification questions such as "¿Cuáles son las características del texto en estas dos páginas?" and "¿Cuáles son los elementos gráficos?" before moving on to more complex analysis with "¿Por qué incluyó el autor el

mapa?", which draws on prior knowledge and encourages evaluation of the author's choices. Finally, higher level interpretive questions such as "¿Cómo les ayudan los símbolos de cada lugar a comprender el mapa?" and "¿Por qué ha incluido el autor estos elementos?" prompt students to examine the author's purpose and evaluate how visual elements enhance understanding. These scaffolded questions provide ample opportunities for students to engage in text analysis in Spanish across various cognitive levels.

The digital *¡Arriba la lectura! Texas Grado 3*, "Libro del maestro" questions and tasks are designed in Spanish and at different levels of cognitive complexity, allowing students to analyze and synthesize information from informational texts. In Module 7, students read *El reciclaje en la escuela* and respond to comprehension questions that guide them through multiple levels of analysis. For example, they begin by analyzing the author's craft with "¿Por qué la autora utiliza preguntas para introducir los temas sobre los que escribe?" Students then synthesize across texts by comparing this selection to *Basu Rita*, evaluating how both texts convey the importance of waste collection. Students also analyze vocabulary in context, focusing on domain-specific words such as *residuos orgánicos*, with the teacher modeling how to use surrounding clues for meaning. Finally, students apply their understanding by collaborating to write a comparative paragraph about how each text presents the topic of recycling, using evidence from both sources.

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)

¡Arriba la lectura! includes 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. In Module 8, Lesson 15, the *Compañero de enseñanza* supports teachers in modeling how to break down a writing prompt and use text evidence to respond to the question "¿Qué se necesita para crear un invento exitoso?" The teacher guides students to think aloud and highlight key parts of the prompt, explaining the need to revisit the texts to find specific inventor traits to support the claim. This explicit modeling helps students learn how to develop opinion essays with relevant textual support.

Additionally, in Module 8, Lesson 8 of the *¡Arriba la lectura! Guía del maestro*, teachers model how to make and confirm predictions using the narrative poem "La artesana de las nubes." The Anchor Chart "Hacer y confirmar predicciones" guides predictions before, during, and after reading, while students are prompted to annotate their ideas in *miLibro* using specific text evidence. This routine helps students revise initial predictions and justify their understanding with direct support from the text.

In Module 5, Lesson 4 of *¡Arriba la lectura!*, teachers are directed to use the *Compañero de enseñanza* and "Aprende y demuestra" to guide students in analyzing the theme and message of *Las competencias de fútbol* by Jake Maddox. The materials provide sentence stems and close reading prompts to help students identify and explain textual evidence supporting their interpretation. Teachers model clearly distinguishing themes from messages using complete, evidence-supported responses.

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)

¡Arriba la lectura! provides structured opportunities for teachers to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. In Module 4, Lesson 14, teachers revisit vocabulario crítico such as *declaraban*, *dotados*, *escultor*, and *monumento*, and guide students to use these in original sentences, including offering synonyms or antonyms. Students participate in interactive

activities, such as acting out vocabulary words and explaining their meaning using academic language such as "Él estaba actuando como un escultor . . ." These teacher-supported routines promote structured oral expression using content-specific vocabulary in context.

¡Arriba la lectura! Lesson 12, "Propósito del autor," includes guidance for teachers in Spanish to lead structured, evidence-based discussions grounded in academic syntax. In Module 11, teachers use guided questions and sentence frames to gather and evaluate text evidence to identify an author's purpose. For example, during the *El mejor invento de Edison* reading, teachers are prompted to model academic thinking aloud: "Me doy cuenta inmediatamente del propósito del autor porque . . ." These strategies support students in constructing claims based on textual evidence and express their reasoning using formal Spanish structures.

The *¡Arriba la lectura! Compañero de enseñanza* for Lesson 13 provides structured opportunities for teachers to model academic thinking and promote evidence-based discussion using Spanish syntax. In Module 3, while exploring the text *¿Por qué es verde la Estatua de la Libertad?*, teachers are guided to "Ensar en voz alta" and use sentence starters such as "El texto dice que . . ." to model the process of asking clarifying questions and drawing conclusions from evidence. This includes thinking aloud about conflicting or confusing text elements and forming inferences grounded in textual details. Such routines foster a classroom culture of analytical reading and thoughtful academic discourse.

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.

¡Arriba la lectura! includes authentic Spanish mentor texts that serve as models for students to compose various texts according to grade-level Spanish TEKS. In Module 7, Lesson 7, students read *Una bolsa de plástico* by Miranda Paul, a biography that introduces the structure and characteristics of informational texts. Students analyze how recycling impacts communities and are guided to apply this understanding by writing a newspaper article. The lesson includes teacher prompts and student-facing resources in *miLibro* that support the planning and drafting process.

The *¡Arriba la lectura!* materials include authentic or transadapted Spanish mentor texts that model writing across genres, including descriptive essays. In Module 3, "Taller de escritura," students read "Los lugares de mi corazón" by Patricia MacLachlan and use it as a model to compose a descriptive essay focused on how places leave lasting impressions. Students are prompted to use vivid details, examples, and facts to describe a meaningful place. The lesson's structure guides them through identifying focus statements and elaborating on their personal experiences using academic Spanish.

¡Arriba la lectura! features authentic Spanish mentor texts that support student composition aligned with the Spanish TEKS by modeling effective use of imagery. In Module 6, "Taller de escritura," Lessons 1–4 the teacher uses the poem "En noviembre" to highlight how word choice can convey sensory details about the season. Students observe how the author's language evokes November's sights, smells, and sounds, then analyze which features align with informational writing. These observations inform their expository writing as they plan and draft using modeled techniques.

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)

¡Arriba la lectura! includes opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Module 2, students read the poem "Pablo y su mangosta," and then write a paragraph explaining the stanza's rhyme scheme. They identify rhyming words, exchange their writing with a peer for review, and compose a short, rhymed note in response. This lesson allows students to apply genre-specific poetic elements while writing for a peer audience.

A second example of exercises in which students compose a literary text in Spanish occurs in Module 1, when students write a personal narrative for a class anthology titled *Personajes para recordar*. The task requires students to reflect on how a character from a story helped them solve a personal problem, using evidence and narrative structure. A checklist supports students in applying genre elements such as character introduction, emotional reflection, and clear sequencing.

In *¡Arriba la lectura!* Module 5, students read *¡No alimentes a los geckos!* and compose a persuasive letter about friendship. They discuss the purpose of persuasion, use webs to organize supporting ideas, and set goals to strengthen their writing. The task emphasizes persuasive techniques and audience awareness, as students tailor their writing to convince a specific recipient.

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 *¡Arriba la lectura! Guía del maestro* includes opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. For example, in Module 6, Lesson 4, students write an informational text about an animal that uses special skills to survive outdoors year-round. To support this work, in Lesson 6, the students use a structured Graphic Organizer with sections for a hook, central idea, supporting details, and a conclusion. This scaffolded tool helps students apply key features of informational writing, such as clear organization, topic development, and purpose-driven structure before publishing.

¡Arriba la lectura! Texas grado 3 includes opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. In Module 11, Lessons 3 and 4, the "Taller de escritura" guides students in writing persuasive essays. Students analyze an issue from multiple viewpoints, use evidence from shared readings such as *Lily y su bolso de plástico morado*, and identify their topic, audience, and purpose. They then craft opinion statements and support them with organized reasons using the "Cuaderno del escritor." These writing

tasks offer explicit instruction and planning support, helping students compose persuasive texts with a clear audience focus and genre-appropriate tone and structure.

In Module 8 of *¡Arriba la lectura!*, students read the informational text *A saltos por el camino* and then write a magazine article about bicycles from the past. The students are guided to use facts from the text, describe how each design solved a previous problem, and apply a clear organizational structure. The task in Lesson 7, *miLibro*, asks students to compose informational texts with a problem-solution structure and vocabulary appropriate to the topic and audience.

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 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. Module 11 of *¡Arriba la lectura!* provides explicit instruction on persuasive writing through the "Taller de escritura." Students are introduced to argumentative elements using the "E6 Anchor Chart." The students are guided to define a strong opinion, identify their audience, such as the school principal, and determine their purpose to persuade. Using their "Cuaderno del escritor," students plan their reasons, evidence, and counterarguments, and organize their ideas into a logical argumentative structure.

In *¡Arriba la lectura!* Module 7, Week 1, Lesson 4, students engage in writing activities connected to the biography *El agricultor Will Allen y la mesa de cultivos*. Through guided practice, students analyze text structure, then collaborate to write a short paragraph identifying a problem and its solution. This writing activity builds the foundation for argumentative thinking by encouraging students to support their ideas with evidence and to revise collaboratively for clarity and purpose.

In Module 7, students further develop their argumentative writing skills by writing a report to their principal about starting and maintaining a school garden. The materials include opportunities for students to compose argumentative texts in Spanish for authentic purposes and audiences, while applying genre-specific characteristics and craft. Students use a writing checklist to ensure their report includes a clear claim, supporting reasons, relevant text-based evidence, transitional phrases, and a closing statement. The task prompts students to draw on *El agricultor Will Allen y la mesa de cultivos* knowledge, applying real-world problem-solving and persuasive communication to a community-based scenario.

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

The materials include opportunities throughout the year for students to compose correspondence in Spanish with genre-specific characteristics and craft. In Module 5, Lesson 7 of *¡Arriba la lectura!*, students

watch the video "Las espectaculares Morenas del Caribe," an informative and inspiring narrative about Cuba's women's volleyball team. After viewing the video, the students are prompted to write an email response from *miLibro*, guided by the *Compañero de enseñanza*. Students plan and draft their messages using the Writing Response routine, incorporating sound and visual elements they identified from the video. The students also share their emails in small groups, demonstrating genre-specific characteristics of correspondence, such as audience awareness and organized structure.

In Module 5 of the *¡Arriba la lectura!* Product Website, students write a persuasive letter from the perspective of a student welcoming a new peer to their school, with the goal of gaining the new student's friendship. The prompt guides students to support their position with thoughtful reasons and details. The activity requires students to apply characteristics of persuasive correspondence, including a clear purpose, an appropriate tone, and audience-specific language.

In Module 8, students write a friendly letter to the author and illustrator of *Por siempre Thomas*, describing how the illustrations helped them understand Thomas Edison's inventions. The task emphasizes key correspondence features such as a greeting and closing, and asks students to provide specific examples and explanations supporting their understanding of how visual elements aid comprehension.

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)

The *¡Arriba la lectura!* materials support students' coherent use of the writing process elements—planning, drafting, revising, editing, and sharing—to compose persuasive texts in Spanish with age-appropriate conventions. In "Taller de escritura," *Guía del maestro* for Module 11, students write a persuasive essay using a structured approach. Supporting resources include the *Cuaderno del escritor*, which guides students through goal setting, topic selection, brainstorming for audience and purpose, organizing supporting reasons with evidence, and reflecting on their writing. Additional tools such as *Mostrar y motivar: Ensayo persuasivo 11* provide modeled texts, sentence-combining practice, and peer revision/editing activities to reinforce Spanish writing conventions.

Module 11 provides scaffolded instruction across all stages of the writing process—planning, drafting, revising, conferring, editing, and publishing—to support students in producing persuasive essays in Spanish. The prewriting lessons in Module 11, Lesson 2 focus on identifying topic, audience, and purpose, while drafting lessons emphasize structuring ideas and developing arguments. Students revise for sentence fluency and logical reasoning, participate in writing conferences to receive feedback, and then edit for grammar and clarity. The final stage involves publishing and sharing their work, reflecting authentic writing experiences in developmentally appropriate Spanish.

The *¡Arriba la lectura!* materials support students' use of planning and drafting elements of the writing process with a clear progression in Spanish-language writing conventions. In Module 1, students are encouraged to write personal narratives with vivid details, first-person perspective, and clear story structure during the drafting phase. Through *Mostrar y motivar 1.3*, students answer guided questions to ensure they include essential elements in their writing, such as a strong opening and an organized sequence of events. These supports ensure students engage in developmentally appropriate narrative writing in authentic Spanish.

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)

¡Arriba la lectura! materials include teacher guidance to provide explicit instruction in Spanish to model each element of the writing process—planning, drafting, revising, editing, and sharing—to support students during the writing process through conferencing and revising. In Module 1, the "Taller de escritura" offers step-by-step support: Students generate and organize ideas about a personal summer experience in Lessons 5 and 6; draft personal narratives with modeled examples in Lessons 7–9; revise by adding specific nouns and adjectives in Lessons 10 and 12; and engage in teacher-student writing conferences to strengthen their work in Lesson 11. Students also practice peer editing for grammar and clarity in Lesson 13 and share polished final drafts with an audience Lessons 14 and 15, reinforcing purpose and pride in writing.

In Module 12, the materials guide teachers to provide explicit direct instruction in Spanish by modeling each element of the writing process. In the drafting stage of the *ensayo biográfico*, teachers use *Mostrar y motivar* 12.3 and 12.4 to help students understand how to structure a biography and develop a central idea. For example, the teacher uses a think-aloud strategy to model how to write a topic sentence about Ellen Ochoa, identifying why she is considered a heroine and emphasizing the importance of including specific traits and challenges. This instruction supports students in making meaningful connections between their ideas and writing structure while reinforcing conventions of Spanish-language composition.

The Module 3 materials offer comprehensive teacher guidance in Spanish to explicitly model the whole writing process—planning, drafting, revising, conferencing, editing, and publishing. Teachers guide students in the planning stage by helping them create visual models of their writing topics, such as sketching a special place. During drafting, teachers model how to write engaging topic sentences using *Mostrar y motivar* 3.4. In revising, they demonstrate how to add specificity and sensory details to strengthen writing. Teachers also support student growth through writing conferences, encouraging the use of tools like dictionaries and notes. In the editing stage, the students are guided to check grammar, punctuation, and capitalization. Finally, students share their final drafts and teachers model how to present ideas clearly and confidently, ensuring all stages are rooted in authentic Spanish writing conventions.

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)

¡Arriba la lectura! guides teachers to provide explicit instruction in Spanish on sentence-level writing, focusing on structure. For example, in "Taller de escritura," "Minilecciones de gramática, Lesson 5.2.5, the teacher is guided to model how to combine short, choppy sentences into one fluid compound sentence using appropriate punctuation. In "Motivar y aplicar," the materials state: "Pida a los estudiantes que trabajen con un compañero para revisar estas oraciones cortas para formar una oración más fluida . . .", followed by an example. The teacher is also prompted to have students complete *Página imprimible: gramática 5.2.5* and edit a draft to reinforce the correct use of commas in compound sentences and series.

The materials include guidance for teachers to provide explicit instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. In "Taller de escritura," *Guía del maestro*, Lesson 4.2.2a on *adjetivos comparativos y superlativos*, the objective is for students to accurately use comparative and superlative forms such as *más . . . que*, *menos . . . que*, *tan . . . como*, and *el/la más . . . de . . .* in spoken and written language. The "Mostrar y motivar: Gramática 4.2.2a" resource includes modeled examples using these structures in context. The teachers are guided to explicitly highlight sentence structure and the correct placement of vocabulary, supporting student understanding of syntax while enriching their descriptive language.

¡Arriba la lectura! Module 3 focuses on words with the /k/ sound spelled with *ca*, *que*, *qui*, *co*, *cu*, and *k*. The teachers are guided to introduce words orally, review their meanings, and model how to divide them into syllables (*cho-co-la-te*, *es-qui-na*, *ca-ri-ño*), supporting sentence structure through syllabic analysis. To address syntax, the materials include a dictation exercise in which students write complete sentences using target words, providing practice in applying correct grammar and sentence construction. For vocabulary, the teacher is prompted to help students sort and categorize words by spelling pattern and meaning, reinforcing appropriate word usage.

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)

¡Arriba la lectura! Texas Grado 3 includes 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. In Module 1, "Taller de escritura," *Guía del maestro*, "El sujeto de la oración simple, Hacer el borrador I–III," students are taught to identify the subject in simple sentences such as "Nuestro equipo ganó el partido de fútbol". The students practice writing their simple sentences and identifying the subject in each. Later, in the writing section of the module, the students apply this foundational knowledge to draft and complete a personal narrative describing a summer event across multiple paragraphs.

The *¡Arriba la lectura! Texas Grado 3 Libro del maestro* provides guidance for teachers to deliver explicit and systematic instruction that supports students moving from sentence-level writing to full compositions. In Module 1, the "Centro de escritura" and "Taller de escritura" guide teachers through modeled routines to help students brainstorm, plan, draft, revise, and publish narratives. Structured phonics lessons on sílabas abiertas, et al., provide direct instruction on decoding, sentence construction, and vocabulary usage within context, reinforcing sentence-level writing. Students then extend their learning by creating complete sentences and engaging in peer review activities that support composition development.

The materials provide structured and explicit instruction in writing beginning at the sentence level and progressing to paragraph construction in alignment with grade-level TEKS. For example, in Module 1, Lesson 10, students are introduced to the four types of sentences: *enunciativas*, *interrogativas*, *imperativas*, and *exclamativa*; students are then guided to revise writing by incorporating sentence variety. The "Taller de escritura," *Página imprimible: gramática 1.2.5* encourages students to create interesting, cohesive paragraphs by combining sentence fragments and applying proper verb conjugation. This instruction culminates in students independently writing a paragraph about a robot using all four sentence types.

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 *¡Arriba la lectura! Texas Grado 3* materials include systematic and explicit direct opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. In "Taller de escritura," *Guía del maestro*, Lessones 1.6.2 and 1.6.3 guide students in forming complex sentences using subordinating conjunctions such as *porque*, *aunque*, and *hasta que*. Teachers model how to identify independent and dependent clauses and use think-alouds to explain sentence construction.

Students then practice identifying, writing, revising, and editing sentences, including adding commas and ensuring complete ideas.

In Module 3, Week 2, Lesson 9, students write autobiographies from the perspective of Caroline Pickersgill using textual evidence to convey emotions. Students are prompted to write logically sequenced sentences, revise for tone and character voice, and ensure their writing includes complete ideas and emotional depth. The structure encourages sentence-level editing to strengthen both content and clarity.

In "Taller de escritura," *Guía del maestro*, Module 4, students draft stories about people who have made a difference in their communities, using prompts and guided questions to organize ideas and structure sentences. Teachers use Anchor Charts to teach how to add descriptive details and revise with a focus on narrative elements. Sentence-level editing is reinforced through explicit instruction on correctly punctuating dialogue using *el guion largo*.

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 *¡Arriba la lectura!* Digital Platform includes opportunities for practice and application both in and out of the context of Spanish academic language conventions, such as using verbs in sentences and short paragraphs, and correct capitalization and punctuation according to the grade-level Spanish Language Arts TEKS. For example, in "Gramática: secuencia de instrucción," Module 5, Lesson 6, students are explicitly taught to identify and apply action verbs. The teacher is guided to complete activities 1–6 in *Mostrar y motivar: Gramática 3.1.1b*, then direct students to collaboratively analyze the function of each verb, followed by independent practice using *Página imprimible: Gramática 3.1.1*. Students also apply grammar knowledge by editing a draft to identify and revise action verbs.

¡Arriba la lectura! provides opportunities for students to practice and apply Spanish academic language conventions such as subject-verb agreement and coordinating conjunctions in isolated and integrated writing activities, as outlined in the grade-level TEKS. For instance, in Module 1, "Taller de escritura," Lesson 1.3.1 introduces the structure of simple and compound sentences by modeling how coordinating conjunctions link ideas. Students then apply this knowledge through scaffolded activities, such as identifying run-on sentences and revising them with appropriate conjunctions *y*, *pero*, *o*. Further, in *Lesson 1.3.5*, the students return to their drafts, identify related simple sentences, and revise them into compound sentences through peer collaboration and teacher facilitation.

The *¡Arriba la lectura!* materials include opportunities for students to practice and apply Spanish academic language conventions such as the correct use of adjectives and comparative structures in context. In "Minilección de gramática 4.1.3a–c," students are introduced to specific sentence frames using *más + adjetivo + que*, *menos + adjetivo + que*, and *tan + adjetivo + como* to compare characteristics of people, places, and things. Teachers model examples such as "Julián es más alto que Pedro," and the students engage in guided and independent practice to complete similar comparisons using structured prompts.

Students then refine their understanding of grammar elements such as article-noun agreement and apply them in their writing.

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 *¡Arriba la lectura!* materials include systematic opportunities to practice and apply Spanish grammar, punctuation, and usage, both in and out of context. For example, in "Taller de escritura," *Guía del maestro*, "Minilecciones de gramática" Lessons 5.2.1 and 5.2.5, students are taught how to use commas in a series. Teachers model usage with sentences such as "Ella pasa su tiempo leyendo, bordando, y estudiando" and guide students through identifying lists of three or more items. Students practice revising sentences with correct comma placement and apply their understanding by writing and peer-editing letters that include series and introductory words.

The materials provide systematic opportunities for students to learn and apply the use of quotation marks in Spanish, both in and out of context. Module 9, Lesson 12 instructs students to use quotation marks to indicate exact speech and capitalize the first word of a quote. Students identify, rewrite, and punctuate sentences such as "Pedro dijo: 'Necesito ayuda con mi proyecto'," and complete printable worksheets, correcting sentences with missing punctuation. Finally, students apply their knowledge by editing short text drafts containing direct quotations.

¡Arriba la lectura! Texas Grado 3 provides systematic practice and application of Spanish punctuation conventions, such as commas and indentation, in isolated exercises and connected writing. In *Minilecciones de gramática*, Module 9, Lesson 9, students review the use of serial commas and proper indentation at the beginning of paragraphs, collaborating to revise sentences such as "Sus actividades favoritas son leer escuchar música y ver películas" into properly punctuated forms. Students then complete printables and edit text drafts to reinforce correct punctuation and paragraph formatting.