

Publisher Name	Program Name
Savas Learning Company, LLC	<i>Texas miVision Lectura</i>
Subject	Grade Level
Spanish Language Arts and Reading	2

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	434 / 441

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	45 / 52
2. Progress Monitoring	28 / 28
3. Support for All Learners	30 / 30
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	131 / 131
6. Knowledge Coherence	54 / 54
7. Text Quality and Complexity	38 / 38
8. Evidence-Based Tasks and Responses	72 / 72

Strengths

- **1.2 Unit-Level Design:** Materials include comprehensive unit overviews with background content knowledge and academic vocabulary, along with family support suggestions in both Spanish and English.
- **1.3 Lesson-Level Design:** Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, and guidance for extended practice.
- **2.1 Instructional Assessments:** Materials include a variety of instructional assessments at the unit and lesson levels, with defined purposes, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at varying levels of complexity.
- **2.2 Data Analysis and Progress Monitoring:** Materials include instructional assessments with scoring guidance, provide strategies for

responding to student performance trends, and offer tools for students to track their own progress and growth.

- **3.1 Differentiation and Scaffolds:** Materials include teacher guidance for differentiated instruction, scaffolded lessons for students below proficiency, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students who have demonstrated proficiency.
- **3.2 Instructional Methods:** Materials include prompts and guidance for explicit modeling and communication of concepts, recommendations for effective lesson delivery using various instructional approaches, and support for multiple types of practice with guidance on implementation structures.
- **3.3 Support for Emergent Bilingual Students:** Materials include implementation guidance for state-approved bilingual/ESL programs, embedded teacher support for developing academic vocabulary and comprehension, and opportunities for metalinguistic transfer in dual language immersion programs.
- **4.1 Explicit (Direct) and Systematic Phonics Instruction:** Materials include systematic, sequenced phonics instruction, daily opportunities for explicit practice, phonics skills practiced in isolation and through decodable texts, and cumulative review of previously taught skills.
- **4.2 Daily Instructional Sequence and Routines:** Materials include daily lessons

with explicit instruction and teacher modeling, opportunities for guided instruction with immediate corrective feedback, and varied opportunities for collaborative learning and independent practice.

- **4.3 Ongoing Practice Opportunities:** Materials include intentional cumulative review and practice activities, focusing on explicitly taught phonics skills, with decodable texts incorporating cumulative practice and opportunities for practice in both isolation and connected text.
- **4.4 Assessment:** Materials include a variety of developmentally appropriate assessment tools with clear directions for accurate administration, progress monitoring tools that measure students' acquisition of grade-level phonics skills, and assessment opportunities aligned to these tools throughout the school year.
- **4.5 Progress Monitoring and Student Support:** Materials include data-management tools for tracking individual and whole-class progress, with specific guidance on determining progress monitoring frequency and accelerating learning based on data to reach mastery of concepts.
- **5.B.1 Oral Language Development:** Materials include explicit and systematic instructional guidance on developing oral language through various methods, opportunities for social and academic communication, and authentic opportunities in Spanish for active listening, discussion, and idea-sharing.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships in Spanish, provide guidance for explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce decoding skills in both isolated and connected text.
- 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and encoding both in isolation and connected text.
- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words, provide explicit instruction guidance in Spanish on syllable division principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.
- 5.E.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, provide explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.
- 5.F.1 Vocabulary Development: Materials support students in determining the meaning of unfamiliar Spanish words through illustrations, texts, and context; provide guidance for explicit instruction on the use of print and digital resources; and include activities for students to use these resources to determine word meanings and pronunciations.
- 5.G.1 Reading Fluency: Materials include lessons, activities, and tasks for modeling and practicing fluent reading skills in Spanish with teacher feedback, embedded practice with authentic word lists and decodable texts, and practice activities in various settings to build accuracy, fluency, prosody, and comprehension.
- 5.H.1 Handwriting Development: Materials include explicit instruction in Spanish on teaching handwriting skills appropriate for each grade level and provide frequent opportunities, resources, and activities for students to authentically practice and develop these skills.
- 6.A.1 Connected Knowledge-Building Units and Lessons: Materials include units designed to build knowledge in science, history, literature, and the arts, with a connected scope and sequence across grade levels, extended time on knowledge-building topics, and lessons anchored by Spanish texts that integrate grammar, vocabulary, discussion, and writing activities.
- 6.A.2 Context and Student Background Knowledge: Materials activate or supply

background knowledge by connecting to previously learned content, making connections across units within a grade level, and providing relevant context in Spanish to enhance student engagement with the text.

- 6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks: Materials include questions and tasks designed in Spanish that require students to engage with big ideas, synthesize knowledge across texts, and complete culminating tasks that demonstrate their understanding of unit topics, with opportunities to apply new understanding beyond the classroom.
- 6.A.4 Key Academic Vocabulary and Grade-Level Concepts: Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary, with practice opportunities, scaffolds for differentiation, tasks for purposeful vocabulary use, and nonverbal techniques like images and visualization to support vocabulary acquisition.
- 6.B.1 Recursive Inquiry Process: Materials support instruction for students to ask and generate questions in Spanish, create and follow a research plan, gather relevant information from various sources, and differentiate between primary and secondary sources through guided activities and tasks.
- 7.1 High-Quality Grade-Level Texts: Materials include text types and genres required by the grade-level Spanish language arts TEKS, with core texts that are authentic or appropriate transadaptations written at grade level, well-crafted, and of publishable quality, encompassing traditional, contemporary, classical, and diverse texts that reflect students' backgrounds and experiences.
- 7.2 Interaction with Grade-Level Text: Materials include opportunities in each lesson for students to interact with, listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts; discuss specific aspects of the texts; and engage in a variety of reading skills such as questioning, predicting, inferencing, analyzing, evaluating, and synthesizing.
- 7.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and embedded scaffolds to ensure all students can access grade-level authentic or transadapted Spanish texts while maintaining rigor, and provide opportunities for proficient students to engage in additional text analysis.
- 7.4 Analysis of Text Complexity: Materials include quantitative and qualitative analysis of each Spanish core text, with a rationale for its educational purpose and grade-level placement, ensuring that core texts have the appropriate level of complexity for the grade according to their analysis and relationship to student tasks.
- 7.5 Read-Aloud, Shared Reading, and Independent Reading: Materials include authentic or transadapted texts for read-aloud and shared reading that are at or above grade-level complexity with

appropriate scaffolds, independent reading texts with a range of complexity levels, and a plan for students to self-select high-quality Spanish texts, read independently, and achieve reading goals.

- 8.A.1 Use of Text Evidence: Materials include text-dependent questions and tasks in Spanish that require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims, while evaluating language, key ideas, and text structure through various strategies at different levels of cognitive complexity.
- 8.A.2 Teacher Guidance for the Use of Text Evidence: Materials include guidance for teachers in Spanish on effectively modeling the use of text evidence to generate evidence-based claims and construct text-based responses, and on structuring opportunities for students to engage in evidence-based discussions using Spanish academic vocabulary and syntax.
- 8.B.1 Genre Characteristics and Craft to Compose Multiple Texts: Materials include authentic or transadapted Spanish mentor texts as models, and provide opportunities for students to compose literary, informational, argumentative (3rd grade only), and correspondence texts in Spanish for multiple purposes and audiences, each with genre-specific characteristics and craft.
- 8.B.2 Writing Process: Materials support students' coherent use of the writing process elements—planning, drafting, revising, conferring, editing, and sharing/publishing—to compose texts in Spanish with age-appropriate conventions, and provide guidance for teachers to explicitly model and support each element of the writing process through instruction, conferencing, and revising.
- 8.B.3 Explicit (Direct) and Systematic Writing Instruction: Materials include guidance for teachers to provide explicit instruction in Spanish on sentence-level writing, focusing on structure, syntax, and vocabulary, and offer systematic instruction that progresses from sentence-level writing to full compositions, with opportunities for students to engage in increasingly complex writing, revising, and editing.
- 8.B.4 Grade-Level Standard Spanish Conventions: Materials include opportunities for practice and application of Spanish academic language conventions, such as sentence structure, verb tenses, and grammar, both in and out of context, and provide systematic practice for writing grammatically correct sentences and paragraphs with proper capitalization and punctuation according to grade-level Spanish TEKS.

Challenges

- 1.1 Course-Level Design: Materials do not include suggested pacing, explanations

for the rationale of unit order, or resources to support administrators and instructional coaches.

Summary

Texas MiVision Lectura is a Spanish phonics and Spanish language arts K–5 program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, fluency, vocabulary, and comprehension into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designated to enhance family engagement, such as take-home flyers with activities they can perform at home that align with each lesson plan, extension activities, and teacher resources.

Campus and district instructional leaders should consider the following:

- The program provides daily explicit instruction in phonological awareness, phonics, and word study, which are critical components of reading success outlined in state literacy standards. This systematic approach ensures students develop a strong foundation in essential reading skills.
- The program incorporates evidence-based reading and writing instruction, aligning with state requirements for effective literacy programs. It utilizes a consistent five-day routine for vocabulary and comprehension, allowing for deep engagement with excellent literature.

Intentional Instructional Design

1.1	Course-Level Design	7/14
1.1a	Materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course.	4/4
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).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	0/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. Materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials do not include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for lesson and unit internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

Materials include a scope-and-sequence outlining the TEKS, concepts, and knowledge taught in the course.

- The grade 2 "Teacher Guide" Units 1-5 include a set scope and sequence outlining the TEKS, concepts, and knowledge. The "Teacher Guide," Unit 1, in the section "*Contenido y secuencia*," a scope and sequence outline the concepts and knowledge taught in the course, such as "*conciencia fonológica*" in the section "*Destrezas fundamentales*." The scope and sequence include directionality when reading, understanding spaces between letters, and words, identifying and differentiating between lower and upper case, and use of *diéresis*.
- The materials include a scope and sequence outline of the TEKS, concepts, and knowledge taught in the course. The "*Correlación con los TEKS*" document outlines the TEKS alongside with the unit, week, TE page number, and workbook. For example, TEKS 2Aiii can be found in TE Unit 1, Week 3, pg. T176 and in the student's workbook Unit 1, Week 3.

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

- The materials include a suggested pacing document that outlines the TEKS addressed in each unit and the suggested pacing for each unit. There is a suggested pacing guide for each unit. For example, Unit 1, Week 2, "*Plan sugerido de la semana*," presents a guide with TEKS to be followed throughout the weeks.
- The materials include suggested pacing to support effective implementation under the table of contents, "*Introducción a miVisión*." It is an at-a-glance overview page with accessible click-on sections labeled Program Overview, under How-To, Planning Resources, and detailed scope and sequence pages that include instructional guides called "*Plan de destrezas*" for each unit with its six weeks. However, the materials do not effectively support the implementation of various instructional calendars. For example, in Unit 2, "*Plan de destrezas*," Week 1, outlines the weekly TEKS. However, it does not include an instructional calendar or instructional days.

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

- At the beginning of each unit, the materials guide the educator on how the new unit is connected to the following weeks. This information equips the educator with the knowledge to effectively plan for the unit. For example, in Unit 4, the lesson introduction includes a "*Guía rápida para comenzar*" provides an explanation for each of the instructional components throughout the unit like "*Taller de lectura, Taller de escritura, Grupos pequeños, Proyecto de indagación, and Puente entre los talleres de lectura y escritura*." The introduction does not explain the rationale for the order of units and/or concepts within the grade 2 curriculum.
- The materials provide several pages called "*Contenido de la unidad*" at the beginning of the "Teacher Guide" that describe themes, essential questions, and weekly topics across all five units. No graphic or written rationale exists for the connection between the units and their themes. The "Teacher Guide" includes suggested weekly pacing within each unit but does not explain the connection between unit themes.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- In the "Teacher Guide," Unit 1, "*Introducción a la unidad, Vistazo a la unidad, Week 6, Proyecto de indagación*," one objective is to connect the unit theme to real-world learning by researching and problem-solving an issue related to the theme of "*Estás aquí*." The teacher manual provides the script in English and Spanish for the teacher to internalize the lesson in either language. It also provides a video to activate background knowledge and references with page numbers to other resources.
- The materials provide teacher guidance and recommendations for using all materials, including text, embedded technology, enrichment activities, research-based instructional strategies, and scaffolds to support and enhance student learning. Unit 1, Week 2 provides vocabulary cards and feedback examples to address common misconceptions.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials provide resources for teachers to support the implementation as designed in the section "*Introducción a miVisión Program Components*." Administrators and instructional coaches can use the instructional materials to support implementing the materials as designed. For example, in the "Teacher Guide," Unit 3, Week 2, "*Taller de lectura, Guided Reading Instruction Prompts*," teachers are provided with Prompts to support the instruction in the week's mini-lessons. There are references to the workbook and background knowledge needed to implement the lesson. The materials do not include resources and guidance to support administrators with implementing the materials as designed.
- The program provides explicit guidance to the teacher in the form of scripts, question stems, videos, and online professional development. mySavvas Training includes comprehensive self-paced courses, videos, and downloadable resources that support implementing the program. Users will find annotated classroom videos, strategies for implementing core routines, and samples of student work resulting from lessons and units. However, there is no specific guidance to support instructional coaches in implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	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.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- In Grade 2, Unit 1, the "*Presentar la unidad*" section is a clear roadmap that provides the necessary background content knowledge and academic vocabulary to teach the concepts in the unit effectively. It includes an essential question, unit objectives, and academic vocabulary for the unit.
- The instructional materials for Unit 1, "*Vistazo a la unidad: Plan para los talleres*," include detailed unit overviews that offer essential background knowledge required within the unit.

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

- The materials offer suggestions in Spanish for families on how to support their student's progress. For example, the form "*El niño como estudiante*" provides parents an ongoing overview of the student's progress.
- The "Observing my child's reading" form offers guided questions, such as What is it?, What does it show?, and How do I use it? for parents to understand the reading reports. It also includes a checklist for parents to comment on any aspect of their child's reading they notice or are concerned about.
- The Assessment Guide, Family-School Connection, for each unit, contains English support for families for each unit, with suggestions on how to support their students' progress. The "*Guía de evaluación*," "*Conexión entre la escuela y el hogar*," Spanish edition, is a report sent home at the end of each unit. It contains suggestions for supporting the student's progress.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The 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. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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.

- The materials include comprehensive, structured, and detailed lesson plans that include daily objectives, questions, tasks, and materials required to meet the content and language standards of the lesson. For example, in the "Teacher Guide," Unit 1, Week 1, Lesson 1, and "*Presentación de la semana*," detailed lesson plans include objectives, questions, tasks, and materials required to meet the content and language standards of the lesson.
- The materials include comprehensive, structured, and detailed lesson plans that include instructional assessments required to meet the content and language standards of the lesson. For example, on the Teacher's Resources page, Unidad 1, "*Examen de la unidad*," an online assessment is required to meet the content and language standards of the lesson.
- The "Teacher Guide" includes comprehensive, structured, detailed lesson plans for all units. These plans incorporate daily objectives, questions, tasks, resources, and instructional assessments required to meet the lesson's content and language standards. For example, in Unit 4, Week 2, Lesson 1 includes a weekly instructional assessment to evaluate students' progress in academic vocabulary.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The materials include a lesson overview that outlines the recommended timing for each lesson component. For example, in "*Plan del día*," there is suggested timing for each lesson component and a lesson overview.
- The "Teacher Guide" includes a weekly overview called "*Plan sugerido de la semana*," outlining approximate timing for each general section of the lesson components. The weekly lesson overviews include a suggested time frame for each lesson component. For example, the suggested small group time is 20-30 minutes daily and the suggested independent writing time is 30-40 minutes daily, while the suggested small group time allotment is 20-30 minutes daily.
- The materials include a lesson overview in the Unidad 1, Week 4 section "*Centro de Recursos para descargar, Plan de lección editable*." This editable lesson overview outlines the suggested timing for each lesson component.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. For example, in Week 5, "*Taller de lectura*" provides a lesson overview that lists the teacher and student materials required to deliver the lesson effectively. Some of the suggested materials include anchor charts and illustrated word cards. Additionally, the "*Evaluación y diferenciación*" provides a lesson overview that lists the teacher and student materials required to deliver the lesson effectively, such as suggested level readers and miVision digital.
- In Unit 3, Week 2, Lesson 1, the materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. For example, suggested materials like "*Tarjetas de sonidos y grafías*" and references to the "*Libro interactivo del estudiante*."

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

- Materials offer guidance on the effective use of print and digital resources for additional practice as needed for the students. For example, in Unit 4, Week 3, Lesson 2, the materials include a reference to extension activities. These activities are designed to provide additional practice for students who need to work on decoding words with prefixes. These activities are found in the "*Centro de recursos para descargar*" section.
- Materials include guidance on the effective use of print and digital resources for extended practice in Unit 2, Week 2, Lesson 1, "*Evaluación y Diferenciación*" section, which includes a reference to extension activities for students on and above level from the "*Centro de Recursos para descargar*" section.
- Materials include guidance on the effective use of print and digital resources for extended practice and enrichment in the "Teacher Guide," Unit 2, Week 1, "*Taller de lectura, Opciones*"

de evaluación formativa," which prompts the teacher to decide: "Si los estudiantes tienen dificultades, repase la enseñanza sobre textos informativos," and "Si los estudiantes demuestran que comprenden, digitales que seguirán practicando las estrategias."

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	6/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The 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. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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.

- Materials include a variety of instructional assessments at the unit and lesson level that vary in types of tasks and questions. For example, grade 2, section "*Evaluaciones y práctica*," provides summative assessments at the unit and lesson levels, such as Unidad 3, Week 2 "*Verificación del progreso (en línea)*." The material features "*Pruebas de las selecciones*," a weekly formative assessment.
- For example, grade 2, "*Vistazo a las evaluaciones*" provides a "baseline to determine a starting point for students. Identify students who are struggling, on level, or who are ready for a challenge." Grade 2 assesses fluency, phonological awareness, phonics, reading comprehension vocabulary, and word study.
- The materials also provide formative unit tests, such as quick checks, that provide weekly information about students' ability to use the skills and standards taught in class. Cold reads are formative weekly fluency checks that help determine each student's word count per minute (a measure of fluency), vocabulary acquisition, and comfort with comprehension. Cold and project-based inquiry are other tools for monitoring students' academic progress.

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

- Materials include the definition and intended purpose for the types of instructional assessments included. For example, the "*Guía de evaluación*" includes the definition and intended purpose of the diagnostic assessments and how to gather information upfront. The section "*Evaluaciones y práctica, Exámenes sumativos: Guía del maestro y Clave de respuestas*," states, "The Grade 2 *Examen Inicial* is designed to help you determine students' instructional needs at the beginning of the school year and to establish a starting point."
- The "*Vistazo a la semana*" provides the definition, intended purpose, and grade level of the assessments included in the adoption, such as formative
- evaluations, progress monitoring, project-based inquiry, and cold reading. For example, it specifies that cold reads are formative fluency checks that will help determine each student's word count per minute (a measure of fluency), vocabulary acquisition, and comfort with comprehension. These weekly tests assist in differentiating instruction and making ongoing decisions about the appropriate instructional grouping for each student.
- The materials include the definition and intended purposes of formative assessment. For example, in grade 2, Unit 4, Week 3, Lesson 3 presents flexible formative assessment options for students to determine the theme. In Option 1, students can annotate the text and complete a chart in the "*Libro interactivo del estudiante*." In Option 2, students can use an independent text to underline details related to the theme, with the option of teacher assistance if needed. Summative assessments include "middle-of-the-year" and "end-of-year" tests. The grade 2 end-of-the-year test includes conventions, high-frequency words, phonics, reading comprehension, and writing.

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

- The materials include an Assessment Guide in the "Teacher Guide" that helps the teacher understand the types of informal assessment tools included in the curriculum, such as checklists and anecdotal note-taking forms that help the teacher collect consistent and purposeful data. This guide also provides guidance about the types of assessments: Diagnostic, Formative, Summative, Fluency Checks, and Informal Assessments, and the process for consistent and accurate administration.
- Each lesson contains formative assessments, "*Comprobación rápida*," with scripts to ensure their consistent and accurate administration. For example, Unit 1, Week 1, Lesson 3 directs the teacher to have students annotate the text using the Close Reading notes for "Describe and understand setting" and use text evidence from their annotations to complete the provided chart.
- The teacher edition has text boxes with guidance for the teacher to administer the instructional assessments. For example, in Unit 2, lessons provide instruction for the

formative assessment option, discussion, and independent reading. They also include instructions for the quick check and what to do based on the results.

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

- The "*Presentación de la semana*" provides a unit overview by week that includes the formative and summative tests based on the weekly skills. This overview also correlates the skills and TEKS with the assessments. For example, Unit 4, Genre-Biography, provides reading comprehension formative and summative assessment based on the corresponding TEKS.
- The Program Components include diagnostic, formative, and summative assessments aligned to the TEKS and objectives of the unit or lesson. For example, in Unit 1, Week 2, Lesson 2, there is an example of a formative assessment to help students use the newly acquired vocabulary presented in the lesson.
- The phonics weekly assessment includes the TEKS covered during that week. For example, the Grade 2, Unit 2 spelling test contains words with syllables "güe, güi," and the phonics skills indicated based on TEKS 2.2.A.i and 2.2A.iii: "*Decodificar palabras con la letra h que es silenciosa y palabras que usan las sílabas que, qui, gue, gui, güe y güi.*" The rest of the spelling patterns in the TEKS are covered and tested in isolation and in connected text in different weeks.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The materials offer standard-aligned assessments designed to be administered at different times in the school year, with different purposes and levels of complexity. Some assessments are baseline tests, unit tests, formative assessments, and progress checkups.
- "*Verificación del progreso: Manual del maestro y Clave de respuestas*" shows various types of questions such as short-response items, multiple-choice items, and written response items. For example, the writing response for Unit 4, Week 1 is a personal narrative emphasizing setting and plot. The same week, students read, discuss, and identify narrative nonfiction.
- The program Evaluation Guide also includes guidance for question levels and types, such as literal questions, structured questions, inferential questions, and connection questions. These are included in the units as informal, standards-aligned assessments. "Customizable Digital Assessments" allow teachers to edit/add questions or build tests from scratch based on TEKS and vary the complexity as needed.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- In the grade 2 Teacher's Resources, "*Exámenes sumativos: Manual del maestro y Clave de respuestas, Informar la enseñanza, and Interpretación del los resultados del examen de fluidez,*" provide guidance for interpreting and responding to student performance with various levels of complexity.
- In the Teacher's Resources, "*Exámenes sumativos: Manual del maestro y Clave de respuestas and Interpretación de los resultados,*" provide guidance for interpreting and responding to student performance on assessments following the state standards.
- The program components include an "*Exámenes sumativos: Manual del maestro y Clave de respuestas,*" -provides guidance in interpreting and responding to student performance based on grade level standards. For example, responding to student performance on the "*examen inicial*" for students who score more than 90%, between 60% and 89%, and below 60% on the state standards.
- The program components include "*Exámenes sumativos: Manual del maestro y Clave de respuestas,*" which provide guidance to interpret and respond to student performance. For example, the manual clearly provides guidance on scoring and interpreting fluency test results and then suggests how to respond based on the student's results.

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

- In the grade 2 Teacher's Resources, "*Exámenes sumativos: Manual del maestro y Clave de respuestas, Informar la enseñanza, Análisis adicional de los resultados*" provides guidance for

the use of included tasks and activities to respond to student trends in performance on assessments.

- In the grade 2 Teacher's Resources, "*Verificaciones del progreso: Manual del maestro y Clave de respuestas, Opciones para el refuerzo/Reteaching Options*" provides guidance on using included tasks and activities to respond to student trends in assessment performance.

Materials include tools for students to track their own progress and growth.

- The grade 2 online learning management system offers tools for students to monitor their progress and development. Provided materials allow students to track their own progress through digital resources. For instance, they can access extension activities and guides for evaluating inquiry projects. The Assessment Guide includes tools, such as a writing progress form, for students to track their progress and growth in writing.
- In Unit 5, Week 5, the form "About my writing" allows students to evaluate their writing during the conference time and identify their writing abilities and academic needs. The teacher and student use the rubric found in the "Writing workshop on the miVision "*Lectura guiada del maestro*" on SavvasRealize during Day 5 of Week 5. After the teacher and the student analyze the writing, the student keeps track of the progress.
- Students use their workbook to keep track of their progress.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
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)	2/2
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.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The grade 2 daily plan provides guidance to teachers on delivering instruction to whole groups and intervention to small groups. The daily plan allows 5-15 minutes of whole group mini lessons, followed by 25-30 minutes of small group intervention and collaborative actions, and concludes the cycle with 5 minutes of whole group share back time.
- Grade 2 materials include an Intervention "Teacher Guide," which guides differentiated instruction, activities, and targeted lessons focused on helping students achieve on-grade-level expectations. Materials include a "*Guía para grupos pequeños*," which includes guidance for differentiated small group instruction, activities, and targeted intervention lessons for students who have not yet reached proficiency on grade-level content and skills.
- In Unit 2, Week 2, Lesson 1, the "*Evaluación y diferenciación*" section of the "Teacher Guide" includes differentiated instruction, activities, and scaffolded lessons for students who need intervention by providing the use of intervention lessons from the "*miEnfoque: Guía de maestro*." The teacher can print resources to use with the leveled books.

Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

- In grade 2 Unit 1, "*Presentar la Unidad*" the teacher has access to the academic vocabulary routine. The teacher explains the importance of learning the academic vocabulary and how to use it during the lesson. The teacher asks a series of questions during the vocabulary introduction activity, finally, students use the vocabulary when talking to their partners.
- In the "Teacher Guide," Unit 2, Week 5, Lesson 2, "*Taller de lectura, Lectura compartida*," in the section Possible Teaching Point, Academic Vocabulary, the teacher is prompted to use the Academic Vocabulary word evidence to provide oral language practice as embedded support for unfamiliar vocabulary and references in text.
- In Week 1, Lesson 1, the "Teacher Guide" provides guidance to the teacher on using an infographic to introduce academic vocabulary in content. The activity embeds support for unfamiliar academic vocabulary through a word wall and an oral vocabulary routine.

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

- In the "Teacher Guide," Unit 2, Week 1, Lesson 1, "*Taller de lectura, Evaluación y diferenciación*" provides guidance for differentiated instruction activities for students who have demonstrated proficiency in grade-level content and skills.
- In the "Teacher Guide," Unit 4, Week 3, Lesson 1, "*Taller de lectura, Evaluación y diferenciación*," On-level and Advanced provides guidance on enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.
- Materials in the Unit 2, Week 2, Lesson 1, "*Evaluación y diferenciación*" section of the "Teacher Guide" guides differentiated instruction, activities, and scaffolded lessons for students who are on-level and advanced through the use of extended activities found in the "*Centro de recursos para descargar*."

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
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.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. 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.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The resource "*miVision lectura*" provides background knowledge and guidance to teachers on how to implement the resources and follow the lesson cycle, independent writing instruction, and conference routines. The teacher edition provides scripts in English and Spanish to guide the teacher in implementing the program. For example, in Unit 1, Lesson 1 provides the following prompt for the teacher: "*diga a los estudiantes que un video es un texto multimodal porque incluye tanto sonidos como imágenes.*"
- The grade 2 material includes side text boxes with guidance for the teacher. For example, the "Teacher Guide," Unit 1, Week 1 provides script guidance for the first reading. The teacher models the thinking process and questions while reading the weekly text for the first time. During the think aloud, the teacher makes direct references to the contrastive analysis.
- In the "Teacher Guide," Unit 2, Week 1, Lesson 3, "*Taller de lectura, Lectura atenta, Identificar la estructura del texto,*" teachers are provided with the following prompt for a think aloud, "*Voy a buscar detalles que me digan cual es la estructura del texto de la sección Llegó la hora de plantar! de La guía del niño ecologista para regar las plantas,*" along with guidance to support the teacher in explaining and communicating the concept(s) to be learned. The materials include an instructional routine with clear headings and labels to support the teacher with explicit instruction and differentiating between the different groupings throughout a lesson.

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

- In the grade 2 "Teacher Guide," Unit 4, Week 1, Lesson 1, "*Estructura de las palabras*," the teacher's guidance includes using "Tarjeta de sonidos y gráficas 84" , writing words on the board, and using the "*Libro interactivo del estudiante*" for effective lesson delivery and facilitation using a variety of instructional approaches.
- The "Teacher Guide" includes guidance and recommendations for effective lesson delivery and facilitation in Unit 1, Week 2, Lesson 2. The lesson consists of a focus, model, practice instruction, turn, talk, share strategy, and additional practice with closed syllables.
- In Unit 3, Week 3, Writing Workshop, the "Teacher Guide" includes guidance and recommendations for effective use of the mini-lessons. It includes guidance on modeling, sharing, students' focus, modeling and practicing instruction, and additional practice with closed syllables using the turn-talk-share strategy.

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

- The grade 2 "Teacher Guide" includes a Daily Plan that provides teacher guidance for delivering and facilitating reading-focused lessons using a variety of instructional approaches, such as Whole-Group Minilessons, Small-Group Teacher Actions, Whole-Group Share-Back, and Student Independent and Collaborative Actions.
- In Unit 1, Week 2, the editable lesson plan template includes teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, during the reading workshop, writing workshop, and small group instruction.
- The "Teacher Guide" includes a Daily Plan, which provides teacher guidance to deliver and facilitate writing-focused lessons using a variety of instructional approaches, such as Whole Group Minilessons, Small Group Teacher Actions, Whole Group Share Back, and Student Independent and Collaborative Actions.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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.	Not scored

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. 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.

Evidence includes, but is not limited to:

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

- The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency, which are designed to engage students in using increasingly more academic language. Throughout the "Teacher Guide," there are side-text boxes with information and guidance to implement a dual language program. For example, in the "*Modelo pedagógico para el taller*," the sidebar gives information about the benefits of an academic vocabulary word wall for emergent bilingual students, and the use of labels around the classroom to help the development of both languages.
- Dual Language Educator's Implementation Guide, Biliteracy Unit Planning for miVisión and myView Dual Language Program Planning Guides, Biliteracy Unit Checklist. The "Teacher Guide" provides academic vocabulary guidance such as word walls for vocabulary development to link instruction across languages and content areas.
- The Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, which guides lesson placement, lesson planning, and instructional routines to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- The materials include dual language planning guides, which provide implementation guidance for teachers on effectively using the materials in dual language. Other state-approved bilingual/ESL programs are not mentioned.

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.

- Materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse. For example, the "Conexiones entre idiomas" section of the Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, which provides embedded guidance for teachers to support emerging bilingual students in connecting languages. CLC 2.2.3 "La letra h" includes the following prompts for teachers : "¿Pero, qué pasa cuando digo las palabras en inglés?, ¿Qué oyen al principio de las palabras?, and ¡El sonido de la letra h!"
- Materials include embedded guidance for teachers to support emergent bilingual students in increasing comprehension through oral and written discourse. For example, in the "Teacher Guide," Unit 2, Week 1, Lesson 1, "*Taller de lectura, Género y tema, Comprensión auditiva, and Texto informativo*," there is guidance for teacher to support emergent bilingual students in increasing comprehension, such as "*Diga a los estudiantes que va a leer en voz alta un texto informativo. Pídeles que escuchen mientras leen Patrones de las pradera and Anime a los estudiantes a escuchar atentamente mirándolo, pensando en lo que está leyendo y prestando atención a las palabras clave.*"
- In Unit 1, Week 3, Lesson 1 includes embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension through specific guidance and routines for academic vocabulary.
- The introduction to Unit 3, "*Presentar la unidad*," includes embedded guidance for teachers to support emergent bilingual students in building background knowledge on *Nuestras tradiciones*. For example, it provides the teacher with an essential question, explanation, and video to help students build background knowledge.

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

- Unit 1, Week 3, Lesson 1 includes embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension through specific guidance and routines that incorporate written and oral discourse.
- Unit 3, Week 5, Lesson 1 includes embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and comprehension. A Spanish Language Development section is included in each of the lessons to provide additional language support.
- "Conexiones entre idiomas" include materials embedded with 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. It provides scaffolding and differentiation.

- The Dual Language Educator's Implementation Guide includes Professional Development Resources, Part 3, "*Conexiones entre idiomas*," that outlines opportunities to address metalinguistic transfer from English to the partner language.

Phonics Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The "Teacher Guide," Unit 2, "*Contenido y Secuencia*" includes a scope and sequence that outlines the sequenced instruction of phonics (sound-symbol correspondence), such as "*Relacionar los sonidos y las letras con las consonantes*" at the beginning of Unit 2 and "*Decodificar palabras de varias sílabas*" at the end of the unit.
- Materials include systematic instruction of foundational skills. For example, in the "Teacher Guide," Unidad 1, "*Plan de destrezas*," teachers begin the systematic instruction of foundational skills with "*Fonética: Las palabras con sílabas abiertas*" on Week 1, and end the unit on Week 6 with "*Fonética: Las palabras con z, c, s.*"
- The materials include daily opportunities for teachers to teach phonics explicitly. For example, in Unit 5, Week 1, Lesson 1, begins with a phonological awareness lesson on listening for words with open and closed syllables, and follows with phonics instruction on decoding words with open syllables.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- In grade 2, Unit 5, Week 1, Lesson 1, the objective for the decoding lesson is to identify and write words with suffixes *-mente*, and *-dad*. Students work with a partner to apply the new

knowledge. The materials include an extended opportunity for additional daily practice through the materials in "*Ampliación de las destrezas fundamentales*."

- In Unit 5, Week 3, lesson 1, daily decoding begins with a mini-lesson, using "*Tarjetas de sonidos y grafías 72 (Raton)*," explicitly teaching words stressed on the last syllable. This is followed by a model and practice portion and culminates with an independent activity using the "*Libro interactivo del estudiante*" to underline the stressed syllable in each word.
- In the "Teacher Guide," Unit 1, Week 1, "*Vistazo a la semana: Plan para los talleres*", there is a sequence of foundational skills to be taught daily. In Lesson 1, "*Taller de lectura, Estructura de las palabras, Fonética: Decodificar palabras con sílabas abiertas*," the teacher guidance states that this week students "will be identifying open syllables and decoding words with open syllables. The teacher models the lesson's objective with the word *araña*. Then the teacher and students practice identifying the types of syllables that make up other words with open syllables. The students then practice decoding. In Lesson 3, they continue with writing words with open syllables. The teacher shows students the "*Tarjeta de sonidos y grafías 20*" and then asks the students to name the picture and identify the initial sound.

Materials include practice of phonics skills both in isolation and through decodable texts.

- In the "*Libro de fonética*," Unit 1, Week 1, there is a decodable text, "*Noche de luna*," which includes the practice of phonics skills, "*Las palabras con sílabas abiertas*." In isolation, the students practice phonics skills on page 16 of the "*Libro interactivo del estudiante*" and "*Escuchar sílabas abiertas y cerradas*".
- The materials include decodable texts used to practice taught phonics, reading, and writing skills in context. Lessons and activities include instructions in Spanish for guided and independent practice, so teachers demonstrate and monitor students' progress and performance. For example, the grade 2 materials include "*Libros de Fonética*" with specific "*Destrezas*" that integrate or make direct connections with a particular phonic skill. These stories can be used during shared or independent reading.
- In the "Teacher Guide," Unit 2, Week 1, Lesson 1, "*Taller de lectura Estructura de las palabras, Fonética*," phonics skills are practiced in isolation, focusing on "*Las palabras con güe, güi*."

Materials include opportunities for cumulative review of previously taught skills.

- The grade 2 materials offer various opportunities to review previously taught skills, through both traditional workbooks and online practices. For example, in Unit 3, students are able to decode words with *y* and *ll* which are located in the "*Centro de Recursos para Descargar*" and in the "*Libro interactivo del estudiante*."
- Unit 5, Week 2, Lesson 4 includes a spiral review of previously taught concepts from the week before using words with suffixes *-mente* and *-dad*.
- In Unit 1, Week 5, Lessons 4 y 5, "*Taller de lectura, Estructura de las palabras*," there is a spiral review of words with *j*, *g*, *x*., taught throughout Week 5.

- In Unit 4, Week 1, "*Estructura de Palabras*," the teacher will guide students to read and identify diphthongs, including practice in isolation and decodable text. For example, "*Tarjeta de sonidos y grafías*" will be displayed, and students will create a chart.

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	8/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

The materials include daily lessons with explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and include corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- In the "Teacher Guide," Unit 2, Week 4, Lesson 2, "*Taller de lectura, Estructura de las palabras*," the lesson includes direct and explicit instruction with the teacher modeling how to identify consonant blends with l. The teacher uses the word *blanco* and explains that the letter 'l' can form consonant blends with different letters.
- In Unit 4, Week 3, "*Taller de Lectura*," the teacher will model and practice "Phonics: identify and read words with prefixes *-in, -im, -dis, -re*" by pointing and naming the first word in the "*Libro interactivo del estudiante*".
- In Unit 5, Week 4, Lesson 1, the "Teacher Guide" directs the teacher to display the "*Tarjeta de sonidos y grafías*" (73) *lápiz*," emphasizing the first syllable. Then it directs the teacher to say: "*Las palabras graves que no terminan en las consonantes n ni s, ni en vocal, llevan tilde o acento escrito. La palabra lápiz termina en la consonante z por eso lleva tilde en la vocal a.*"

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- In Unit 5, Week 4, Lessons 4 and 5, includes decodables with "*palabras graves con y sin tilde*," The "Teacher Guide" tells the teacher to say: "*Si el texto no tiene sentido, deben detenerse y pensar. Pueden retroceder y volver a leer para ver si eso ayuda.*" Call students attention to the word *iguana* in the title of the story. Read the word and say: "*La palabra iguana tiene tres sílabas: i-gua-na. Oigo que la sílaba tónica es la penúltima, gua. Ahora, observo la palabra. ¿Lleva tilde en la sílaba gua?*" No corrective feedback was found.
- In Unit 5, Week 2, Lesson 1 the decoding and segmenting words with triphthongs and diphthongs provides directions on how to give immediate and corrective feedback using the

"*Libro interactivo del estudiante*" to practice reading words with students and includes specific guidance to say "*¿Que vocales oyen en la palabra buey? Exacto, las vocales u, e, y.*"

- Each daily phonics lesson includes specific and precise terms, phrasing, and statements that the teacher uses during instruction to guide students' practice and application of new phonic skills. For example, a grade 2 lesson on reading, identifying diphthongs *ai(ay)*, *ei(ey)*, and *ui(uy)* provides directions for the teacher to use "*Tarjeta de sonidos y grafías.*" The teacher points out the spelling word *bailar* on the card and the diphthong *ai* and repeats.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- In Unit 5, Week 2, Lessons 4 and 5, the activity directs students to first read the decodable text "*Rayuela al aire libre*" with triphthongs. Part of the activity is to have students read in pairs: one student reads while the other follows along, and the second reads while his or her partner follows along.
- In Unit 5, Week 2, Lesson 4, includes a collaborative activity to review and practice words with suffixes *-mente*, *-dad*. The activity tells the teacher to have students work with a partner to think of four words with the suffixes *-mente*, *-dad*.

Phonics Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- In Unit 2, Week 2, Lesson 1, "*Taller de lectura, Estructura de las palabras*," there are practice activities for students on plurals ending in *-s, -es, -ces*. The intentional cumulative review is included in Lessons 4 and 5, where the teacher "makes sure that students understand that they need to know whether a word ends in a vowel, a consonant, or *-z* to determine how to make the plural form."
- Unit 5, Week 2, Lesson 2 includes a review of identifying and decoding words with triphthongs and diphthongs. The teacher guidance includes the following prompt, "*Recuerde a los estudiantes que las vocales que forman un diptongo o un triptongo pertenecen a la misma sílaba*," reviewing a previously taught skill.
- In Unit 4, Week 1, Lesson 1 consists of an activity for "*Leer e identificar los diptongos*," and students have to complete a chart in the "*Libro interactivo del estudiante*." This practice is done throughout the units and lessons.

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

- In Unit 5, Week 3, Lesson 1 after an explicit lesson on *palabras agudas*, the students repeat words with the teachers and identify the stressed syllable using the word "*Abril*" in the chart on the "*Libro interactivo del estudiante*."
- In Unit 4, Week 3, "*Texto de fonética*" includes practice opportunities in only phonics that have been explicitly taught. For example, students will read "*El misterio del helado de fresa*." While reading, they will have to identify the prefix and base word in each word and use the meaning of each prefix to tell what each word means.

- Unit 5, Week 3, Lessons 4 and 5 include practice with a decodable text with the skill that has been previously explicitly taught at the beginning of the week. Students practice decoding words using the book "*En el bosque*," practicing words with "*palabras agudas*."

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade 2 materials include decodable texts for students to practice phonics skills for each of the units in the "*Libro de Fonetica*." For example, decoding words with suffixes *-mente*, and *-dad*.
- In the "*Libro de fonética, Casas*," the decodable text incorporates a cumulative practice of "*las palabras con c, q, k*," which was a phonics skill taught in Unit 1, Semana 3, Lesson 1.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- For example, in Unit 1, Week 5, "*Puente entre los talleres de lectura y escritura*," Lesson 1, the teacher models how the letters *g, j, or x* sound using the words "*meteorología, consejera, mexicano, y extraordinario*." Students then write and read aloud other words with the letters *g, j, or x* and complete the activity on p. 200 in the "*Libro interactivo del estudiante*" in Lesson 2.
- In Unit 2, Week 3, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética, Escribir palabras con grupos consonánticos con r*," there is an instructional focus with opportunities for practice in isolation that states, "*Escriba las siguientes oraciones. 1. Por el prado cruzaba un río. 2. El agua cristalina fluía entre las piedras. Lea las oraciones en voz alta. Luego, pida a los estudiantes que las lean en voz alta a coro. Pida a algunos voluntarios que encierren en un círculo las palabras con grupos consonánticos con r.*" Students then complete the activity in the connected text in the "*Libro interactivo del estudiante*."
- The decodable texts only include taught phonics skills. For example, in grade 2, after an explicit lesson on "*prefijos co-, con-, com- y extra-*," the students practice reading a decodable text called, "*Un plan extraordinario*."

Phonics Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante,*" there is a detailed list of assessment tools to use that are developmentally appropriate. The "*Examen inicial*" is designed to help you determine students' instructional needs at the beginning of the school year and to establish a "starting point" for each student.
- In Unit 2, Week 2, Lesson 2, "*Opciones de evaluación formativa,*" there is a formative assessment for decoding words with plurals -s, -es, -ces using the "*Libro interactivo del estudiante.*" The students read the words, identify how they changed to plural, and then use them in sentences.
- In Unit 5, Week 1, Lesson 2 includes options for an informal assessment for decoding words with suffixes -mente, and -dad using a specific page in the "*Libro interactivo del estudiante.*"

Materials include clear, consistent directions for accurate administration of assessments.

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante,*" there are clear, consistent instructions for testing a student's understanding of phonics using the Baseline Test. The instructions state, "Questions 1–6 test a student's understanding of phonics. In this portion of the test, students will be reading questions about word sounds and parts and then answering them. Have students turn to page 1. Explain to

students that they will read questions about words and sounds and choose the best answer. Have students read the directions and answer items 1–6 on their own."

- In the "*Exámenes Sumativos: Guía del maestro y Clave de respuestas*," a diagnostic assessment includes an overview of the assessment, administration instructions, and scoring procedures of the test, with a chart outlining the number of items per section such as "*Fonética, Conciencia fonológica, and vocabulario*," and the estimated time.
- In the "*Exámenes Sumativos: Guía del maestro y Clave de respuestas*," the summative unit assessments, middle-of-the-year assessments, and end-of-year assessments are included in the Guide, which includes clear and consistent directions for administering the tests and specific guidance on administering them. In the "Teacher Guide," Unit 5, Week 1, Lesson 2 includes formative assessment options for decoding words with suffixes *-mente*, and *-dad* using a specific page in the "*Libro interactivo del estudiante*."

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

- In Unit 5, Week 2, Lessons 4 and 5 include the decodable reader "*Rayuela al aire libre*" to progress monitor students' understanding of decoding words with diphthongs and triphthongs.
- The "*Guía de evaluación*" is a valuable resource. It includes a Student Progress Report, which lists the phonic skills taught in the program and provides a chart to record each student's progress towards mastering TEKS for SLAR, including phonic skills.
- In the Teacher Resources, "*Evaluaciones y práctica, Verificaciones del progreso*," Unit 2, Week 4, questions 6-10 measure students' acquisition of grade-level phonics skills in "*Las palabras con grupos consonánticos con l*."

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

- In "*Exámenes sumativos: Guía del maestro y Clave de respuestas*," there are opportunities for administering baseline, middle-of-the-year, and end-of-the-year tests. The "*Examen inicial*" includes six phonics questions. The "*Examen de medio año*" consists of 15 questions to progress monitor. The "*Examen de fin de año*" contains 15 questions.
- In the "*Exámenes sumativos: Guía del maestro y Clave de respuestas*," there are opportunities for administering the "*Exámenes de las Unidades*" 1–5 across the span of the school year, to progress monitor students' understanding. The "Teacher Guide" states, "the "*Exámenes de la unidad*" are designed to assess students' progress in *Comprensión de lectura, Palabras de uso frecuente, Fonética, Normas, and Escritura* at the end of each unit."
- The "*Guía del maestro y clave de respuesta*" provides timed assessments at the beginning, middle, and end of the year that include phonics, fluency, vocabulary, and high-frequency words.

Phonics Compliance

4.5	Progress Monitoring and Student Support	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	2/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The Teacher Manual states that "*Examen inicial*" will help you identify students who are on grade level, need more support, and could benefit from the additional challenge at the beginning of the year. The data provided in the test will help determine students' areas of strength and need. This information can help inform small groups and individual instruction.
- In the "*Verificaciones del progreso: Manual del maestro y Clave de respuestas*," there is a Student Progress Chart–Grade 2 for tracking whole-class student progress.
- The "*Exámenes sumativos: Guía del maestro y clave de respuestas*" includes an individual record form for gathering information on the initial baseline diagnostic test, which includes phonological awareness and phonic skills. The form provides guidance for identifying students' areas of strength and areas of need.

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

- In the "*Evaluaciones sumativas, Manual del maestro con contenido reproducible para el estudiante*," there is a "*Registro de anotaciones de la clase para Exámenes de la unidad, de medio año, o de fin de año*." The results of the "*Examen inicial*" are intended to inform instruction.

- The "*Examen inicial*" will help you identify students on grade level, students who need more support, and students who could benefit from the additional challenges at the beginning of the year. The data provided in the test will help determine students' areas of strength and need. This information can help inform small group and individual instruction.
- The materials include data management tools for tracking whole-class student progress. A Class Record Chart from the "*Exámenes sumativos: Guía del maestro y Clave de respuestas*" documents progress in each unit and analyzes student patterns and needs.

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

- In the "*Verificaciones del progreso: Manual del maestro y Clave de respuestas*," there is specific guidance on determining the frequency of progress monitoring based on students' needs. The Manual states, "The *Verificaciones del progreso* should be administered at the end of the instruction for each week. These assessments are not intended to be timed."
- In the "*Lecturas independientes: Manual del maestro y Clave de respuesta*," there is specific guidance on determining the frequency of progress monitoring based on the student's strengths and needs. The manual states, "The purpose of the *Lecturas independientes* test is to give weekly opportunities for students to practice the comprehension focus and high-frequency words covered in *miVisión Lectura*."
- The Assessment Guide includes specific guidance and examples to support the teacher in determining the frequency of progress monitoring based on the student's strengths and needs and their performance in each lesson.

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

- The "*Verificaciones del progreso: Manual del maestro y Clave de respuestas*" provides guidance on how to accelerate learning based on the data. The Manual states, "If a student receives a low score on a Progress Check-Up or shows a lack of adequate progress during the year, use *miEnfoque Intervention*, Level C to provide additional opportunities to practice vocabulary, phonics, comprehension, and writing. This can be done through large-group, small-group, or individual instruction."
- The "*Guía de evaluación*" provides guidance on how to accelerate learning to reach mastery of specific concepts, based on the Savvas Realize Online Assessment data. The guidance states, "Savvas Realize provides student-by-student reporting aligned to standards to help teachers track progress toward mastery."
- The "*Guía para grupos pequeños*" includes an Overview describing which materials and activities the program assigns students based on Progress monitoring assessments. This consists of a list of suggested activities to assign students.
- The materials include a digital component, Savvas Realize Online Assessment, which allows teachers to accelerate learning based on the progress monitoring data available to help each student reach mastery of concepts.

Foundational Skills

5.B.1	Oral Language Development	21/21
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)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
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)	9/9

The 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). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas.

Evidence includes, but is not limited to:

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

- The materials include systematic instruction guidance that includes modeling, guided practice, and independent practice. In Unit 2, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética*," the teacher models how to decode words with consonant blends with *r*. The teacher models, writing the word *brazo*, and then reads it, explaining that a consonant blend is a group of consonants that make a single syllable when combined with a vowel, such as the syllable *bra*. The guided practice includes using the word *brisa*, in the "*Libro interactivo del estudiante*." Students repeat the word with the teacher and continue with the rest of the words on the practice page. Independently, the students read each word, then they read the sentences with a partner.
- Materials provide guidance for Unit 1, Week 1, Lesson 1, "*Taller de lectura, Estructura de las palabras*." The teacher explains what open and closed syllables are. The "Teacher Guide" s the students' attention to look at two pictures in the "*Libro interactivo del estudiante*." The students name the picture word that starts with an open syllable and the one with a closed syllable. The teacher helps the students identify the position of the open syllables in each word. In the guided practice section, the teacher says *carro* and *barco*. The students repeat the words, and then the teacher repeats them as students listen and clap. Students then work with a partner to underline the pictures with names containing open syllables.
- Materials include guidance for explicit instruction with feedback. In Unit 5, Week 1, Lesson 3, the teacher models how to make connections in informational texts. Students work with a

partner to find and underline text. The lesson plan provides sentence frames such as "*Algunos de los recursos que encontramos en la Tierra son ___ y ___*. Nuestro medio ambiente puede verse afectado por _____." The materials include coaching prompts to help students talk about independent reading. For example, the Conferring lesson guide includes prompts such as "What connections did you make between the texts?" and "How did these connections help you come to a new understanding?"

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. ^(S)

- In Unit 1, Week 1, Lesson 2 provides opportunities for academic communication. In "*Taller de lectura, Estructura de las palabras*," students use strategies for decoding words with open syllables. They work with a partner to decode the academic words on the "*Libro interactivo del estudiante*," one syllable at a time.
- In Unit 5, Week 2, Lesson 5 includes guidance for students to communicate during the guided portion of the lesson using academic vocabulary with a peer to demonstrate their understanding of the text. During independent practice, students retell and paraphrase the text.
- In Unit 5, Week 6, the "Teacher Guide" guides students to communicate with the class and a peer about their family traditions. The lesson includes the following sentence starters: *Una tradición en mi familia es ____*. *La tradición que más me gusta es ____ porque ____*. *En mi familia siempre dicen ____ cuando ____*.

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 Unit 2, Week 5, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética*," students first see the image in the "*Libro interactivo del estudiante*," then they name the image. They listen carefully to the syllables as the teacher repeats the word *vaso* several times. Students then practice with the word *abeja*, segmenting it into syllables. With a partner, students name the pictures at the bottom of the page in a turn, talk, and share format.
- In Unit 1, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética*," students listen actively to the teacher modeling how to decode words with open syllables in the words *nube*, *luna*, and *planeta*. Students practice combining syllables and reading the whole word. Students then decode the words in the "*Libro interactivo del estudiante*" in a turn, talk, and share format.
- In Unit 5, Week 1, Lesson 5, the lesson materials include authentic opportunities for the students to ask questions to understand and share information/ideas with the following guidance: "*Cuando les pregunten acerca de lo que dijeron ustedes, usen palabras más fáciles de comprender para explicar a que se refieren. Usen oraciones completas para explicar lo que quisieron decir. Volver a contar: Pida a los estudiantes que trabajen con un compañero para volver a contarse La Casa de la playa mutuamente.*"

- In Unit 5, Week 6, the "Teacher Guide" guides students to engage in authentic discussion and share information and ideas about their family traditions. The lesson consists of the following sentence starters: *Una tradición en mi familia es _____. La tradición que más me gusta es _____ porque _____. En mi familia siempre dicen _____ cuando _____.*"

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
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)	4/4
5.C.2b	Materials include guidance for the teacher 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)(I)	2/2
5.C.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3)(S)	24/24

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials include guidance for the teacher 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. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text.

Evidence includes, but is not limited to:

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)

- In the "Teacher Guide," Unit 1, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética: Decodificar y escribir sílabas abiertas*," the lesson provides the following prompt for the teacher "*Pida a los estudiantes que digan la palabra e indiquen qué sílaba abierta falta. Anímelos a escribir la sílaba abierta. Luego, diga la palabra taza y pídeles que la repitan. Continúe con la palabra 'tapete.'*" The teacher directly, explicitly, and systematically introduces letter-sound relationships in an order that allows for application to basic encoding in Spanish. The students then practice completing word with the missing syllable on pg. 18 in the "*Libro interactivo del estudiante*."
- For example, in Unit 2, Week 2, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética*," the teacher focuses on teaching students how to decode plurals with -s, -es, -ces by using the words *mesa, árbol, and raíz*, emphasizing the last syllables. The teacher writes the plural form of the word, and reminds the students, "how the last syllable in the singular form changes." Chorally, the words are read with the students. The teacher then practices with the student on making the word *bandeja* plural. Students then complete the activity on p. 64, "*Fonética*" in the "*Centro de recursos para descargar*."
- In Unit 5, Week 2, Lesson 1, the "Teacher Guide" includes a script to introduce letter-sound relationships to decode and encode words with triphthongs and diphthongs. For example, the

script says in the focus portion, "*Diga: Las vocales a, e, y o son fuertes. Las vocales i y u son débiles. Para formar un diptongo las vocales que se unen en la misma sílabas deben ser débiles, como en cuis, o una débil y una fuerte cómo en avión.*" Finally, the students have the opportunity to practice in small groups independently.

Materials include guidance for the teacher 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)

- In the "Teacher Guide," Unit 2, Week 5, Lesson 3, "*Taller de lectura, Estructura de las palabras, Fonética,*" there is guidance for the teacher to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The teacher guidance for "*Las palabras con ga, go, gu, gue, gui*" states, "*Recuerde a los estudiantes que la letra que sigue a la letra g determina su sonido. Cuando va seguida de a, o, u, el sonido de la g es suave. Cuando la g va seguida de e, i, tiene un sonido fuerte.*" Incorrect decoding of the syllables *ga/gua, ge/gue, gi/gui, go/guo* is a common error.
- In Unit 5, Week 4, Lesson 1, when the teacher is modeling and practicing decoding *palabras agudas*, the "Teacher Guide" provides the following scripted guidance with explanatory feedback: "*Luego diga: Oigo que la palabra campo tiene la penúltima sílaba tónica. ¿Esta palabra termina en las consonantes n o s? ¿Termina en alguna vocal? Si, termina en la vocal o, por eso no lleva acento escrito.*" This lesson provides explicit instruction of *palabras agudas* orthographic accent, which is a common error.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words. An example is found in "Week 5, Lesson 2, "*Pida a los estudiantes que usen las estrategias para decodificar palabras con b, v.*" For feedback, the teacher can review in small groups to address errors or misconceptions.

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

- In Unit 2, Week 4, Lesson 1, "*Taller de lectura, Estructura de las palabras,*" students practice how to combine some consonants to form consonant blends in the "*Libro interactivo del estudiante.*" For example, students reinforce their knowledge with the word *atleta*. The teacher points out that each word's consonant l is blended with different consonants. Students repeat the words several times.
- The materials include decodable readers that include the sounds of the week previously introduced and prior sounds learned. When studying *palabras graves*, students read a

decodable reader called "*La iguana se muda*," which includes words like *iguana*, *vive*, *condor*, and *plantas*.

- The materials include "*Tarjetas de sonidos y grafías*," which include the skill and an example to help students practice the week's skill on words with suffixes *-mente* and *-dad*. In grade 2, Unit 3, Week 5, Lesson 2, students can read "*Libro de fonética*" to practice *sufijos*.

Foundational Skills

5.E.1	Sound-Spelling Patterns	17/17
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	2/2
5.E.1b	Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and 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)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and 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).

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence and weekly overview in each of the Units that outline the progression of Spanish sound-spelling patterns, skills, and concepts, as well as lesson objectives. Each lesson's progression is systematic and aligned with Spanish SLAR TEKS from single-syllable to multisyllabic words. In grade 2 Unit 4, Week 1, "Taller de lectura," the teacher provides direct instruction on diphthongs. First, the teacher introduces the sounds in the syllables *bai-lar*, which makes the word *bailar*, then explains that it is composed of two syllables, and the first one is the diphthong *ai*. The students have the opportunity to practice the diphthong *ai* spelling pattern.
- In Unit 3, "Contenido y secuencia," there is a systematic sequence that begins with connecting sounds and letters to consonants and progresses to decoding single-syllable words and multisyllabic words. In a grade 2 lesson, the objective is to decode words with open syllables, using words such as *araña*, *mesa*, *libro*, and *playa*. In the third-grade lesson, the

objective is to decode words with hiatus with strong and weak stressed vowels such as *ía, úa, ío, eí, aí, aú*.

- In Unit 3, Week 4, "Taller de lectura, Estructura de las palabras," there is a systematic sequence for introducing sound-spelling correlations and syllable combinations when adding suffixes *-ada, -ado, -ida, and -ido* to a word. In Week 3, Lesson 1, "Taller de lectura, Estructura de las palabras, Fonética," students decode words with the prefixes *co-, con-, com-, and extra-* and a base word. Students independently decode words with those prefixes in the interactive student workbook.

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

- In Unit 3, Week 1, Lesson 2, "Taller de lectura, Estructura de las palabras," the teacher's guidance states, "Write the following syllables on the board *ya, ye, yi, yo, yu, lla, lle, lli, llo, llu*. Read the syllables aloud and name a word containing each syllable such as *raya, yema, rayito, yoga, yudo, olla, calle, gallina, gallo, lluvia*. Remind students that the letter *y* represents the same sound as the digraph *ll* when it is at the beginning of a syllable. The teacher then points to the word *llamada* in the "Libro interactivo del estudiante" and reads it aloud, modeling "how to complete the sentence with the word *llamada*. Students trace the word as they complete the sentence. Independently, students complete the rest of the activity in the "Libro interactivo del estudiante."
- In Grade 2 Unit 4, Week 1, "Taller de lectura" the teacher edition provides a script for grade level sound-spelling patterns direct instruction on diptongos. The teacher to say: "*Escuchen las sílabas de esta palabra: bai-lar. La palabra bailar tiene dos sílabas. La primera sílaba está formada por el diptongo ai.*"
- Unit 1, Week 3, Lesson 1, the lesson on decoding words with *c, q, and k*, includes the following guidance and script. This week the students are going to decode words with the letters *c, q, and k*. Write down *cosa, queso, and kilo* to demonstrate the skill. Point to the first word and say: "In these words, the consonants *c, q, and k* have the sound /k/." Ask the students to pronounce the words, paying attention to the sound of the letters *c, q, and k* in each of them. Say: "The letter '___' has the sound /k/ when followed by *a, o, or u.*"

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

- In Unit 3, Week 5, "Puente entre los talleres de lectura y escritura, Ortografía, Escribir palabras con los sufijos *-oso, -osa, -dor, -dora,*" Lesson 1; the teacher uses the sentences provided in Lesson 5 to first assess the students' prior knowledge of the words suffixes." In Lesson 2, the teacher explains to students that they will practice spelling words with suffixes *-oso, -osa, -dor, -dora*. The teacher says each word aloud and encourages "students to demonstrate and apply their spelling knowledge by spelling other words with these suffixes that they know." Students then complete in the "Libro interactivo del estudiante." In Lessons 3 and 4, the

teacher reviews the words with the suffixes taught in Week 5, and those taught in the previous week.

- In Unit 5, Week 2, students practice sound-spelling skills in "Taller de lectura, Fonética, Repaso: Los diptongos y triptongos." It includes "Tarjetas de sonidos y grafías," which can be used for sound-spelling patterns progress.
- In Unit 2, Week 2, Lesson 2, includes an activity in the "Libro interactivo del estudiante" to practice the concept of words with closed syllables, with words such as canción; the lesson also includes additional practice to reinforce the idea through the Fonética book.

Materials provide a variety of activities and 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)

- Unit 1, Week 3, Lesson 4 and 5, includes a word list with words such as: *camión, cero, cuchara, raqueta, columpio y kilo*. It also includes a table to review words with *c, q,* and *k*. Unit 2, Week 4, Lessons 4 and 5, include a spiral review with consonant blends with *r (tr, br, pr, fr, gr, cr, dr)*. Students practice the skill with an object classroom hunt where they look for objects or pictures in the classroom that contain some of the consonant blends with *r*, such as *frasco, crayón, brazo, and traba*.
- In Unit 4, Week 2, Lessons 3 and 4, "Taller de lectura, Texto de fonética," students are paired with another partner for reading and listening carefully as they use letter-sound relationships to decode words in the text "El bosque de caobas." After that students tell the story to a partner. For additional practice students can work in *Mis palabras* from the "Centro de recursos para descargar."
- In Unit 4, Week 1, "Puente entre los talleres de lectura y escritura," the materials provide authentic activities and resources in Spanish for students to decode and encode words that include taught syllable correlations in isolation. In Lesson 1, on diphthongs includes a list of words *fui, baile, fuimos, aire, aceitunas, ley, peine*. Students practice creating sentences with the vocabulary words the first day and ending the week with a spelling test.

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	12/12
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 (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)	N/A
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)	N/A
5.E.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/12
5.E.2d	Materials include a variety of activities and 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)	N/A

The materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

- This guidance bullet is not applicable to the grade level.

Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)

- This guidance bullet is not applicable to the grade level.

Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 &

2.A.3) (S)

- In Unit 3, Week 3 Lesson 2, "*Puente entre los talleres de Lectura y Escritura, Estudio de Palabras*," students complete an activity from the "*Centro del recursos para descargar*" to practice encoding and decoding words with stress on the third-to-last syllable and words with stress on the fourth-to-last syllable, such as *devuélvemela*, *cómoda*, *inútilmente*, *llévatela*, *músico*, and *ánimo*.
- In Unit 4, Week 1, "*Estudio de Palabras, Separación de Sílabas*," materials provide traditional and digital resources and activities in Spanish for students to practice and review previous skills and concepts. Students use the "*Libro interactivo del estudiante*" to demonstrate how to segment a word into syllables. To assess students' understanding of the segmenting in syllables, the teacher writes the following words: *oasis*, *residuo*, *mar*.
- In Unit 2, Week 2, Lesson 4 includes a phonics spiral review of words with diphthongs with weak and strong vowels by reviewing strategies from the previous week. The lesson consists of a list of words such as *heroico*, *premio*, *cielo*, *cuaderno* for students to apply what they have learned about strong and weak vowel diphthongs.

Materials include a variety of activities and 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)

- This guidance bullet is not applicable to the grade level.

Foundational Skills

5.E.3	Morphological Awareness (1–3)	19/19
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)	1/1
5.E.3b	Materials include guidance for the teacher to provide direct and explicit 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)	4/4
5.E.3c	Materials include a variety of activities and 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)	6/6
5.E.3d	Materials include a variety of activities and 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)	8/8

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Materials include guidance for the teacher to provide direct and explicit 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. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and 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).

Evidence includes, but is not limited to:

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)

- In grade 2, Unit 4, "*Plan de destrezas, Tema de la unidad,*" materials include a unit overview with sections on vocabulary development, in which students identify the meaning of and use words with prefixes such as *i-*, *in-*, *im-*, *des-*, *re-* and know how the prefixes change the meaning of the word.
- In Unit 2, Week 2, Lesson 1 includes the concept of morphological awareness by introducing plurals ending in *-s*, *es*, and *-ces*. The lesson begins with a phonological awareness component to recognize the changes and then morphs into a phonics word study lesson with the explanation of how words change in different ways when you form the plural using words such as *cabra/cabras*, *caracol/caracoles*, and *pez/peces*.

- In Unit 4, Week 4, Lesson 1 includes the concept of utilizing affixes, including *re-*, *pre-*, *-cion*, and *-ismo/isima* to determine the meaning of unit words and newly acquired vocabulary words such as *desconcentrado*, *descubierto*, *descortes*, and *deshonesto*.

Materials include guidance for the teacher to provide direct and explicit 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)

- In Unit 2, Week 2, Lesson 1 provides a direct explanation of how words change in different ways when you form the plural using words such as *cabra/cabras*, *caracol/caracoles*, and *pez/peces* through a script. The teacher explains that when a word ends in a vowel like "*cabra*," the plural is formed by adding an "s" to the last syllable. When a word ends in a consonant, like "*caracol*," the plural is formed by adding "-es" to the last syllable. When a word ends with the consonant "z," the plural is formed by changing the "z" to "-ces."
- In Unit 4, Week 4, Lesson 1 the Academic Vocabulary section includes explicit guidance to support recognition, decoding, encoding, and reading comprehension of words with affixes *re-*, *-pre-*, *-cion*, and *-ismo/isima*. The lesson includes the gradual release model by focusing on word parts such as prefixes and base words and then transitioning into the modeling and practice portion with a direct script to identify the meaning of words with the prefix *des-*.

Materials include a variety of activities and 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)

- In grade 2, Unit 4, Week 1, "*Puente entre los Talleres de Lectura y Escritura*" provides materials that help students use the technique with different diphthongs as they are introduced systematically. Students engage in various activities to build understanding, such as "*Libro interactivo del estudiante*" and "*Ortografía del Centro de Recursos para Descargar*."
- Unit 2, Week 2, "Lessons 4–5 include a cumulative review of plurals ending in -s, es, -ces by reviewing the guidance of the skill of the week and then having the teacher write a list of word pairs such as *rapaz/rapaces*, *arbol/arboles*, and *rosa/rosas* to have students explain which syllable changed in the second word to form the plural. The activity concludes by having students use the extended practice activity "*Mis palabras*" from the "*Centro de recursos para Descargar*."
- In Unit 3, Week 3, Lesson 3, "*Taller de lectura, Estructura de las palabras, Fonética: Repaso*," the teacher first reviews "that a prefix is a word part that is added at the beginning of a word to create a new word." The teacher writes prefixes *co-*, *con-*, *com-*, and *extra-* on the board and has students read them chorally. The teacher writes the word *convivir* and models how to segment it into syllables, *con-vi-vir*. Using a word list and a prefix list, the students play a game to identify if the words contain a prefix. The students sort the card in a pocket chart based on whether or not the words have the prefix *co-*, *con-*, *com-*, and *extra-* or if the prefixes are part of the base word.

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

- In Unit 3, Week 3, Lessons 4–5, "*Taller de escritura, Texto de fonética,*" students decode the text, "*¡Extraordinario!*" in which they read words with the prefixes *co-*, *con-*, *com-*, and *extra-*. For example, the teacher directs the students' attention to the text's title and reads it aloud. The teacher points out the prefix *extra-* and the base word *ordinario*, stating that the word *extraordinario* means "out of the ordinary". The students then identify another word with the prefix *com-*, identifying the root word and how the prefix changes the word's meaning.
- In Unit 3, Week 3, Lessons 4–5, "*Taller de escritura, Texto de fonética,*" students decode the text "*El cuento*" in the "*Libro interactivo del estudiante.*" The teacher asks the students to read the text and identify words with suffixes *-ida*, *-ada*, *-ado*. Students also practice identifying high-frequency words with the same suffixes using "*Mis palabras del Centro de Recursos para Descargar.*"
- In Unit 2, Week 2, Lesson 3 includes an activity to decode and write words ending in plurals *-s*, *-es*, *-ces* using pre-prepared note cards with endings. The guidance tells the teacher to have the students work in groups, and as the teacher is writing and reading words, students observe and respond using the correct plural form for words such as *libro*, *pastel*, *mar*, *bolsa*, *nariz*, *color*, and *cruz*.

Foundational Skills

5.F.1	Vocabulary Development	11/11
5.F.1a	Materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)	3/3
5.F.1b	Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)	4/4
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)	4/4

The materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. Materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations.

Evidence includes, but is not limited to:

Materials support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade level TEKS. (S)

- In Unit 4, Week 1, "*Género: Biografía*," an Anchor Chart is provided to guide the students through the definition of a biography. The Anchor Chart explains that a biography is a real story about people from the past or present. The chart also includes images of artists, presidents, and inventors. Students analyze the Anchor Chart to determine the meaning of the academic vocabulary words such as biography, setting, and accomplishments.
- In Unit 5, Week 1, Lesson 2, "*Taller de lectura, Estructura de las palabras, Fonética, Identificar y escribir los sufijos -mente y -dad*," the teacher uses a chart in "*Libro interactivo del estudiante*" to guide students to determine the meaning of words with the suffix says *-mente*, that means "in a certain way." Then students practice independently finding the meaning of words with suffixes.
- In Unit 3, Week 2, Lesson 1, students identify synonyms and antonyms in the "*Libro interactivo del estudiante*." Students use context to determine the meaning, synonyms, or antonyms of bolded words, and then explain the meaning of each word, such as *comunicar*, *propósito*, *mantener* and *creer*.

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

- In Unit 4, "*Apoyo para el Glosario*," the teacher is guided to explain what the glossary is, where to find it, and how to find words' meaning, syllabication, and which is the stressed syllable in each word. The teacher points out the guide words and explains "that these show the first and last word on the page." The teacher uses the model word *curar* to demonstrate how to look for a word in the glossary, noting that, in this case, *curar* starts with the letter *c*, so I know it will be towards the beginning of the glossary.
- Unit 5, Week 2, Lesson 1, "*Puente entre los Talleres de Lectura y Escritura*," includes guidance for students on the purpose of using a thesaurus or dictionary. The teacher explains, "Synonyms are words that have the same meaning or a similar meaning. When we use synonyms, we make the reading interesting. Use a thesaurus to look for synonyms of new words." The teacher provides two sample words, *arruinar* and *cantidad*. The teacher says, "My thesaurus shows me that *destruir* and *hechar a perder* are synonyms of *arruinar*." Students use the thesaurus to look for synonyms of the word *cantidad*.
- In Unit 3, Week 4, Lesson 2, "*Lectura Compartida*," students are given guidance on using a print and digital dictionary. The teacher script guides the teacher to model how to look up the definition of the word *naturales*. The materials also provide the option of interactive digital textbooks, where students can hover the mouse over vocabulary words and see the meaning, in some cases, hear the pronunciation.

[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)

- In Unit 4, "*Apoyo para el Glosario, Evaluar la Comprensión*," students Turn, Talk, and Share with a partner about how to use the glossary to find the meaning of the word *mantener*. The students write the meaning and a sentence using the word in the "*Libro interactivo del estudiante*," pronounce it, and, in pairs, find a new word in a dictionary and determine its meaning. The teacher is encouraged to "challenge students to alphabetize *mantener* and the new word."
- In Unit 5, Week 4, Lesson 2, "*Desarrollar el vocabulario*," materials include activities and tasks for students to determine the meaning of words. Students work in the "*Libro interactivo del estudiante*" to find the definitions and pronunciation of the following words in the dictionary: *temblor*, *menear*, *festón*, and *irisada*. Students write the word definition in the book, and then, with a partner, they say the word and read the definition, then hear and practice the pronunciation.
- Unit 3 includes an activity and task on "How to Use a Glossary" to determine words' meanings and pronunciations. The "*Libro interactivo del Estudiante*" includes an overview of how to use the glossary with an activity for students to look up the word *curar* in the glossary.

[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)

- This guidance bullet is not applicable to this grade level.

Foundational Skills

5.G.1	Reading Fluency (1–3)	16/16
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)	6/6
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)	3/3
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)	3/3
5.G.1d	Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.	4/4

The 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. Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. 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.). Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

Evidence includes, but is not limited to:

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)

- In Unit 5, Week 4, Lesson 2, "*Taller de lectura, Evaluación y diferenciación*," the materials include exercises such as partner readings. In these, the teacher helps students choose a short passage in an appropriate-leveled reader. Students then take turns reading with appropriate phrasing and expression. The teacher, if necessary, models reading fluency. Students use "*Lecturas independientes*" in Unit 5 with partners to practice fluency.
- Unit 3, Week 1, Lessons 4–5 include an activity where the teacher explains prosody and models reading aloud the first paragraph of the text after completing the reading of the decodable text "*La gallina Nina*." The lesson guidance tells the teacher to explain that fluency is about reading for meaning at a comfortable rate and concludes with a partner reading to practice prosodic reading.
- In Unit 4, Week 1, Lessons 4–5 decodable text, students are assigned to read the text "*La dama de la peineta*" with a partner. The teacher is prompted to "Remind them to use commas and periods to express meaning when they read aloud." The teacher tells students that a period indicates when a complete thought has come to an end, and a comma indicates when to pause. The teacher listens carefully to the students' prosody as they read and calls attention to the words *hay* and *baile* in in the second paragraph of the story. The teacher reads

the word hay aloud, pointing out the diphthong /ai/ in *hay*, which is formed by the letters *a* and *y*, and asking how many syllables are in the word. Students underline the diphthong and repeat the process themselves with the word *baile*.

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

- In Unit 1, Week 5, Lesson 2, The material includes a decodable reader "*Miguel oyó un sonido*" to practice reading words with *ga*, *go*, *gu*, *gue*, *gui*, and high-frequency words. Students take turns reading pages to each other, and the partner listens to identify words such as *ga*, *go*, *gu*, *gue*, and *gui*.
- In Unit 5, Week 1, Lessons 4–5, the materials include the decodable text "*La casa de la playa*" to help students practice reading a connected text focusing on the week's skill: suffixes -*mente* and -*dad*. Students will utilize the "Interactive Student Book" to silently read the story, ensuring they monitor their comprehension as they proceed. They will then collaborate in pairs to read the story aloud together. The teacher will draw attention to the word *rapidamente* in the story's second paragraph and guide students in decoding it. Similarly, the word *seriedad* will be addressed in the same manner.
- In Unit 4, Week 4, Lesson 1, "*Taller de lectura*," the teacher models how to read words with suffixes using *posible*, from the "*Libro interactivo del estudiante*." The teacher states, "*Posible* means *able*." The students circle the suffix -*ible* and complete the rest of the activity page, reading the words *amable*, *usable*, *comestible*, *sumergible*, *posible*, *lavable*, *notable*, and *creíble*. Then students read connected text selection that contains the same words with suffixes.

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

- The materials for Unit 1, Week 2, Lesson 1 include collaborative exercises where students work in pairs or small groups to practice word reading fluency. For example, students practice the strategies for reading realistic fiction using the independent reading and literacy activities in small groups. Then, in pairs, they complete the fluency activity in "*Libro interactivo del estudiante*."
- In the "*Lecturas independientes: Manual de Maestro y Clave de respuestas*," materials include independent reading fluency passages to give weekly opportunities for students to practice the comprehension-focused and fluency TEKS of the week. The fluency passages can be administered independently or can be used during small group instruction.

Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.

- Unit 4, Week 2, Lessons 3–4 include "*El bosque de caobos*" for students to practice fluency and comprehension, allowing students to go back and re-read if they do not understand also reminds them that all the work they do with sounds, words, and fluency is about reading for meaning.
- The materials in Unit 5, Week 1, Lesson 1 provide opportunities for repeated reading of the same text to enhance accuracy, fluency, and comprehension. For example, "*Comprensión auditiva*" includes a routine that will be used with "*El gran cañón*." The script says, "Read the entire text without pausing for think-aloud prompts. Then, read the text aloud again, pausing to demonstrate think-aloud strategies related to the genre, the characters, and the author's problem."
- In Unit 3, Week 3, Lessons 4–5 include a decodable text, "*¡Extraordinario!*" The lessons include guidance for students to practice reading with accuracy and comprehension. They also include reminders for what to do if the story does not make sense, such as going back and rereading, retelling the story in their minds, and looking at the letters and sounds again to make sure they are reading the word correctly.

Foundational Skills

5.H.1	Handwriting Development	5/5
5.H.1a	Materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)	2/2
5.H.1b	Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (8)	3/3

The materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. Materials include frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level.

Evidence includes, but is not limited to:

Materials include explicit instruction in Spanish on the teaching of handwriting skills appropriate for each grade level and, when possible, connected to current student learning. (7)

- In Unit 1, Week 4, "*Puente entre los talleres de lectura: Caligrafía*," the materials integrate handwriting using the letters *Uu*, *Ss*, and *Bb*. For example, the teacher displays the letters *Uu*, *Ss*, and *Bb* and demonstrates how each letter should be written. Then the teacher writes *un*, *duda*, and *Ulises*, showing the proper letter formation and correct letter size while students copy the words. Students practice independently using "*Caligrafía del Centro de Recursos para Descargar*."
- Unit 3, Week 1, Lesson 1 includes a handwriting lesson focusing on writing the lowercase cursive letters *f* and *k*. The lesson consists of explicit guidance and modeling. The teacher displays the letter *f* and says, "Think of a roller coaster that loops up and travels back down." Students begin to form the letter *f* with the pencil on the bottom line, slide it up at a slight slant, and curve around to form a loop. They follow the teacher's instructions from the "Teacher Guide." The students continue to practice lowercase *k* and then transition into an independent practice using a handout from "*Caligrafía del Centro de Recursos para Descargar*" to continue to practice writing lowercase cursive *f* and *k*.
- In Unit 4, Week 4, Lesson 1, "*Puente entre los Talleres de Lectura y Escritura, Caligrafía*," the teacher displays the capital letters *Y* and *Z* in cursive and models writing the cursive letter *Y* by writing the words *Yanina*, *Yuma*, *Yola*, and *York*, demonstrating proper letter formation and the correct size of the letter. Students copy the words and repeat the process with the cursive letter *Z*, using *Zulma*, *Zac*, *Zoe*, and *Zia*.

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

- In the "*Centro de Recursos para Descargar*," there are grade-level appropriate handwriting activities for "Lessons 1 and 3 in each unit from "Weeks 1–5. For example, in Unit 4, Week 5, Lesson 3, "*Práctica de caligrafía*," students trace the capital letters *X* and *I* in cursive. They look at the strokes and trace them from beginning to end.
- In Unit 5, Week 2, Lesson 3, "*Puente entre los Talleres de Lectura y Escritura, Caligrafía*," materials incorporate tactile, kinesthetic, and visual activities to engage multiple senses in learning handwriting. The teacher displays cursive letters *G* and *S*, models writing the letters in cursive, and traces the letters. The students trace the letters with their fingers in the air. The teacher writes the words *Gina*, *Gustavo*, *Sam*, and *Sue*. Students write the words in the air. Students use "*Caligrafía*" of the "*Centro de Recursos para Descargar*" to practice writing cursive letters *G* and *S*.
- The materials in Unit 5, Week 2, Lesson 1, "*Puente entre los Talleres de Lectura y Escritura, Caligrafía*" include developmentally appropriate practice pages with guidelines and examples for students to trace cursive letters *T* and *F* in the "*Centro de Recursos para Descargar*," focusing on proper letter formation and spacing.

Knowledge Coherence

6.A.1	Connected Knowledge-Building Units and Lessons	12/12
6.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
6.A.1b	Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.	2/2
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	1/1
6.A.1d	Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
6.A.1e	Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.	4/4

The units are designed to build knowledge based in the fields of science, history, literature, and the arts. Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels. Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts. Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time. Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.

Evidence includes, but is not limited to:

Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

- In Unit 4, Week 5, "*Taller de lectura, Listening Comprehension,*" students read the text, "*Ser voluntarios nos ayuda a todos,*" which is connected to the theme of the unit, "Making a difference, building knowledge in the field of social studies," as students learn how to make their communities better places to live in by planting gardens and cleaning the neighborhood. In the shared reading "*Generadores de cambio,*" students read about generating change in the world, such as recycling, solar farms, and planting gardens.
- Unit 4 is designed to build knowledge in history. Students read three biographies on the lives of Elizabeth Blackwell, Carlos Cruz-Diez, and Antoni Gaudí. The essential question is: "Why is it important to relate to others?" This question guides students on how people can make a difference in their communities.
- The materials in Unit 5, Week 2, Lesson 1, "*Presentación de la semana, Interacción con las fuentes,*" combine diverse content knowledge in science with systematic, research-based foundational skills instruction. In this lesson, students read the infographic and free-write about "*El Gran Cañón*" and what kinds of things people can see and do there from the "*Libro interactivo del estudiante.*" Students then discuss their ideas using the following question stems: "What do the small rocks see in the middle of the page? How are they called? How do

you think they got there? How do you think the different rock layers of the Grand Canyon were formed?" Students respond orally to the questions.

Materials provide a connected scope and sequence to demonstrate the approach to knowledge-building within and across grade levels.

- The Scope and Sequence provided at the end of Unit 4 provides a connected sequence in Reading Comprehension from grade K–grade 5. For example, in *Taller de lectura*, "Identifying and understanding the types of informational texts (e.g., science, social studies, technical) are taught in each grade level, building knowledge from grade K–grade 5.
- In Unit 5, *Vistazo a la unidad*, "*Tema de la unidad, La maravillosa tierra*," the materials design a connected scope and sequence to demonstrate knowledge-building within the grade level, ¿starting with informational texts "Cambios de la superficie de la tierra" and "Cómo el agua moldea la Tierra?, moving to poetry "*Canción del niño y la mar*" and "*Los volcanoes*," then to comparing texts, "*La maravillosa tierra*," and finishing with research articles, "*La historia de la publicidad*."
- The detailed skills Scope and Sequence for grade 2 in the curriculum is designed to systematically build on topics throughout the years. This approach ensures that each year, students deepen their knowledge of the world. In grade 2, the Scope and Sequence includes objectives about the Earth and different places to live in, building on the science content from grade 1 and preparing students for the content in grade 3.

Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts.

- In Unit 4, *Vistazo al programa, Modelo pedagógico para el taller de lectura: Kindergarten a Grado 2*, the design of each unit is explained. The first three weeks focus on the genre and exploring the weekly question, the next two weeks include thematically connected text, and Week 6 is a project-based research investigation. For example, in Unit 4, the focus is on narrative fiction, with students reading two biographies, "*La Historia de Elizabeth Blackwell*" and "*La vida de Antoni Gaudí*," and a realistic fiction text, "*El jardín de la la felicidad*." Weeks 4–5 include the biography of Carlos Cruz-Diez and a persuasive text, "*Generadores de cambio*." Week 6 focuses on a research project on creating a time capsule.
- In Unit 5, the materials provide Spanish texts to support building knowledge across content areas. This unit contains multiple genres of text as well as multimedia sources to deepen students' understanding of a given topic. Unit 5, "*La maravillosa tierra*" contains lessons of the genres of informational text, ¿"*Cambios dr la superficie de la tierra*" and "*Cómo el agua moldeala tierra?*," drama, "*A dónde van cuando llueve o nieva?*," and poetry, "*Poemas*". For multimedia sources the materials provide different videos.
- In Unit 5, the materials provide Spanish texts designed for students to spend five to six weeks on connected knowledge-building topics. In Unit 5, materials are broken down into six-week units. Each unit guides the teacher in building knowledge across the weeks. The teacher spent days 1 and 2 introducing the genre and vocabulary and day 3 and 4 for "*Lectura atenta*." ¿In

"Weeks 1–2, teachers introduced informational texts "Cambios de la superficie de la Tierra" and "Cómo el agua moldeó la Tierra?" In "Week 3, teacher introduce a drama text, "¿A dónde van cuando llueve o nieva?" In "Week 4 students analyze a poetry text, "Poemas." In "Week 5, students review an informational text, "Rocas!" At the end of the unit, in "Week 6," students do a research project based on an informational article, "Esto es tan emocionante!"

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

- In Unit 4, Week 2, "Vistazo a la semana: Plan para los talleres," the shared reading connects the lessons to "Imitar la naturaleza: La vida de Antonio Gaudí," a biography. The read-aloud "La Torre Inclinada de Pisa" is connected to the shared reading to build student background over time. The phonics text "El bosque caobos" is focused on building knowledge of hiatuses.
- In Unit 4, Week 4, "Vistazo a la semana: Plan para los talleres," the lessons are connected by the texts in the week, designed to intentionally build connected student background knowledge over time. The phonics text is "La casa del señor Ramón," the read aloud is "Zapatos y manos por todo el mundo," and the shared reading is "Carlos Cruz-Diez: Todo es color y movimiento." All the lessons are connected to the texts that focus on making a difference in our community.
- The Unit 5 theme is "La Maravillosa Tierra." The materials include guidance on how each text connects to the concepts being learned. In Week 1, students use the text "¿Cambios de la superficie de la tierra" to focus on the weekly question "Cuáles son algunas de las características de la tierra que cambian?" The teacher explains to students that authors give hints or clues about what will happen later in the text. Students read part of the text, underline words related it to the changes, look at the illustrations, and discuss with a partner the changes they see represented in the pictures. Later in the unit, students use "Lectura atenta" in the "Libro interactivo del estudiante" to model how to make connections in informational text using "Cambios de la superficie de la Tierra."

Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge building topic of the lesson.

- In Unit 4, Week 3, Lesson 1, "Puente entre los Talleres de Lectura y Escritura," Academic Vocabulary, students complete the activity in the "Libro interactivo del estudiante" on using context clues to understand words that they do not know, such as *también* and *tan bien*, *hecho* and *echo*. The activity connects the reading to the writing of nonfiction narratives.
- In Unit 5, Week 2, Lesson 1, the vocabulary words are tailored to the topic and aligned to the TEKS in the content, including relevant terms associated with the subject matter such as *destruir*, *medioambiente*, *reacción*, *equilibrio*, and *recursos*. Students are given opportunities to use acquired vocabulary in speaking and writing tasks. In this lesson, students use the vocabulary as they read and write about the essential question, "Cómo cambia la Tierra?" Students read the infographic "El Gran Cañón" and write using vocabulary words about

different kinds of things people can see and do there. Students discuss their ideas with a partner.

- In Unit 4, Week 3, "*Taller de Escritura*," Weekly Overview, students continue writing a personal non-fictional narrative connected to the weekly question, "How can we relate to other people?" and the shared biography, "*El Jardín de la Felicidad*."

Knowledge Coherence

6.A.2	Context and Student Background Knowledge	3/3
6.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	1/1
6.A.2b	Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. ^(s)	1/1
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)	1/1

The materials activate or supply background knowledge by making connections to previously learned content from prior grade levels. Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text.

Evidence includes, but is not limited to:

Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

- The *"Introducción a miVisión,"* TEKS K-8 Vertical Alignment, presents connections to previously learned content from prior grade levels. For example, the teacher reviews using a dictionary to find words as a skill introduced in grade 1 and continues the practice to be mastered in grade 2.
- In the *"Introducción a miVision,"* Foundational Skills Scope and Sequence, the skills taught in grade 2, Unit 2, "Phonics," *"Las palabras con güe, güi, such as antigüedad,"* are also taught in grade 1, Unit 3, *"La diéresis (palabras con güe, güi)."*
- In grade 1, students explore an infographic and share what they see in a neighborhood. In grade 2, Unit 1, Week 2, Lesson 1, the lesson also includes an infographic and increases complexity by focusing on how the students can improve their neighborhood. Students are able to make connections to concepts learned in grade 1.

Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. ^(s)

- In Unit 5, Week 3, Lesson 1, *"Presentación de la semana,"* the materials provide questions that activate students' background knowledge at the beginning of the lesson. The questions connect to topics covered in earlier units within that grade level. In "Week 3, at the start of the lesson, the teacher reviews the essential unit question, *"¿Cómo cambia a la Tierra el estado del Tiempo?"* The teacher says *"¿Qué saben ya sobre este tema? ¿Qué les gustaría saber?"*

Students read the infographic "*Relápagos y rayos!*" The teacher asks "*¿Sobre qué leeremos en estas páginas?*" and in small groups, students discuss the questions.

- In Unit 5, Week 6, Lesson 1, "*Taller de lectura, Lectura compartida,*" the lessons provide teachers with options for supplying background knowledge by connecting with previous lessons. This week, the lesson makes connections with the texts "*¿Cómo el agua molded la Tierra?*" and "*¿Cuándo llueve o Nieva?*" The teacher reminds students that all the readings connect to the unit theme, "*La maravillosa Tierra.*" Students use their background knowledge to discuss the following questions in small group: "*¿Qué textos describen los cambios en la forma de la Tierra? ¿Cómo se relaciona A dónde va cuando llueve con el tema de la unidad?*"
- The materials provide questions that activate students' background knowledge before reading each text or beginning each lesson. These questions connect to topics covered in earlier units within that grade level. For example, The Unit 2 theme is "*Las maravillas de la naturaleza.*" Before starting the unit, an essential question is provided: "*¿Qué patrones notamos en la naturaleza?*"
- The activity provides teachers with options for supplying background knowledge by connecting to lessons or texts from earlier units. For example, in Unit 4, Week 6, Lesson 1, there is an activity for Spanish language development where students complete sentence frames using the correct grammatical forms of words to finish the sentences. Students are then provided with a word bank containing words related to the texts they read in the unit, such as *mural*, *gente con necesidad*, and *huerto comunitario*. This helps students build vocabulary on a topic they are already familiar with.

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

- In Unit 4, Week 6, Lesson 1, "*Proyecto de indagación,*" "*Inquire,*" the teacher distributes copies of "*La capsula del tiempo*" and uses the article to help students build background knowledge for the topic of the research project, time capsules. Student pairs read and engage with the text by sharing connections to the text. The teacher writes sentence stems on the board for conversation starters, such as "This reminds me of..." and "I read a book about sharing or saving things, and I remember..." Students discuss their connections with the whole group.
- In Unit 4, Week 5, Lesson 1, "Presentation of the Week, Compare Across Texts," the teacher provides students with a word bank or related phrases with the texts they have read in the unit, such as *mural*, *gente con necesidad*, and *huerto comunitario*. Students use the necessary words to write short sentences about their experiences in improving their community or about the needs they see in their communities.
- In Unit 5, "*Presentar la unidad,*" the materials provide videos to support student's development of the background knowledge needed to engage with a text. For example, at the beginning of Unit 5, students watch a video that shows different ways the surfaces of Earth change. After that, students discuss what they learned from watching the video with a partner. The teacher prompts students' conversation with these questions: "*¿Qué tipos de cambios vieron que hubo en la superficie terrestre? ¿Pueden mencionar un ejemplo de cómo cambio la superficie terrestre?*"

Knowledge Coherence

6.A.3	Developing Student Comprehension with Connected Topics, Questions, and Tasks	20/20
6.A.3a	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)	2/2
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)	16/16
6.A.3c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)	1/1
6.A.3d	Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)	1/1

The questions and tasks that are designed in Spanish and require students to engage with big ideas, topics, and themes. Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom.

Evidence includes, but is not limited to:

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

- In Unit 4, Week 6, Lesson 1, "*Presentación de la semana*," "Compare Across Texts," the teacher reminds students of the unit theme, "*Marcar la diferencia*," and the Essential Question, "*¿Por qué es importante relacionarse con otras personas?*" Students read informational texts that relate to this theme, such as "*Quién dijo que las mujeres no pueden ser doctoras*" and "*Imitar la naturaleza*."
- In Unit 5, Week 2, Lesson 1, "*Taller de Lectura*," the materials give various ways to respond to questions about big ideas, topics, and themes: listening, speaking, reading, writing, and thinking. For example, in "Lesson 1, students read the informational texts "*Los Volcanes*" and "*Placas en Movimiento*." Students work with a partner to discuss the characteristics of informational text. Independently, students write two things they learned from an informational text they are reading. Finally, students complete the "*Intercambiar ideas*" on the "*Libro interactivo del estudiante*." Students share their final responses with the class.
- In Unit 4, the teacher tells students they will learn many texts to understand how and why people in the community connect with one another. Students use the "*Libro interactivo del estudiante*" to review the academic vocabulary words *relacionar*, *comentar*, *igual*, *mejorar*, *responsable*, and talk with their partner about how kids can make a difference.

Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

- In the Unit 4, Week 3, Lesson 3, "*Taller de Lectura*," Word Work, students synthesize knowledge in the lesson based on knowledge previously learned about prefixes *i-*, *in-*, *im-*, *des-*, and *re-*. Students work in small groups with a set of cards with the prefixes written on the cards, and the words *lógico*, *conocido*, *activo*, *paciente*, *construir*, *habitar*, *concentrado*, *visible*, *volver*, and *seguro*. Students take turns forming new words and stating their meanings.
- In Unit 5, Week 2, Lesson 1, "*Taller de Lectura, Género y Tema*," the materials include tasks that explicitly ask students to connect ideas and compare and contrast information. Students read two informational texts, "*Los volcanes*" and "*Placas en movimiento*." Students will pay attention to how the texts are alike and how they are different. Students use a Venn diagram to compare and contrast the information in the two texts.
- In Unit 3, Week 5, Lesson 5, is a unit on culture and traditions. At the end of the lesson, students are asked to explain how the realist part from "*Mi Comida, tu comida*" compares to the procedural text at the end, "*Prepara tu propia salsa*."

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

- In the culminating activity in Unit 4, Week 6, "*Enfoque del proyecto*," students apply their comprehension of the unit theme and the essential question to a research project. The project combines inquiry and research skills to create an authentic product that is based on real life. Students collect items from their lives to share and use them to make a group time capsule. Students read the text "*¡Conectemos!*" and "*Conectarse por una Causa*" as they compile the objects for their time capsule.
- In Unit 4, Week 6, Lesson 1 reminds students how all the readings in the unit are connected by the unit theme, "*Marcar la diferencia*" (Making a Difference). Students compare the texts using questions such as, "Which texts talk about how historical characters made a difference in their community? What texts are about how common people make a difference in their community?"
- In Unit 5, Week 2, Lesson 5, students conclude the unit with a reflection. Students use evidence from the whole week's text to write about a natural event that causes the most change. Students use the "*Libro interactivo del estudiante*" as a guide for their writing. Students should retell and paraphrase the text to maintain a logical order.

Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

- In Unit 4, Week 1, "*Taller de Escritura, Generar Ideas*," students remember memorable experiences and write ideas for their theme for independent personal narrative writing. The teacher reminds the students to consider exceptional experiences that stand out to them,

especially funny, scary, or sad times. Students think about what their mothers would say if they asked them, "What event would your son/daughter always remember?"

- In Unit 3, Week 6, Lesson 1, students apply their understanding of the different cultures from the unit to write an opinion letter to their principal about a tradition they believe the school should celebrate or recognize.
- In Unit 5, Week 5, "*Taller de Lectura*" includes a variety of level reader text and text that match instructional focus such as informational texts, "*Los glaciares*" and "*La tala de nuestros árboles*," procedural text, "*Animales constructores increíbles*," and realistic fiction, "*Kya y el mar*." These materials include texts and resources about the Earth. The resources are designed to provide guidelines and offer traditional and digital tools for students to learn more about the Earth. Once they have chosen a book, students can read or listen to it independently with a partner.

Knowledge Coherence

6.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
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.	2/2
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)	8/8
6.A.4c	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)	1/1
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. (M)	1/1

The materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization.

Evidence includes, but is not limited to:

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 year-long "Spanish Foundational Skills Scope and Sequence" provides a "Word Study Scope and Sequence" for building academic vocabulary in the context of each unit. For example, in Unit 1, students learn the Tier 2 high-frequency words *niño*, *cielo*, *al*, *par*, and *sin* and the Tier 3 words *contemplar*, *trepé*, *alumbraban*, *distinguir*, and *alba*. In Unit 5, Week 4, students learn the high-frequency words *soledad*, *tiempo*, and *aire*, as well as the Tier 3 words *temblar*, *manear*, *ola*, *festón*, and *isisada*.
- In Unit 5, Week 1, Lesson 1, "Presentación de la Semana," materials include a variety of opportunities for the application of vocabulary acquisition. In Lesson 1, vocabulary is repeated in contexts and across multiple texts. The lesson about "Características Físicas de la Tierra" include tier 2 and tier 3 vocabulary words, such as *destruir*, *medioambiente*, *reacción*, *equilibrio*, and *recursos* in context and across texts. Students use vocabulary words to read and write in context.
- In Unit 3, Week 1, Lesson 1 focuses on related words that share roots or word parts. Students use their textbook to read and look up words in a dictionary that are tier 2 and tier 3, such as *alentar*, *desalentar*, *lamentarnos*, *derrota*, *lograr*, *incomplete*, and *predisupuesto*.

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

- In Unit 4, Week 2, Lesson 2, "*Taller de lectura*, Respond and Analyze," the materials include content and language scaffolds for teachers to differentiate Spanish vocabulary development for all learners. For example, the teacher provides strategies to support students in understanding the vocabulary words *monumentos*, *creaciones*, and *arcos* by thinking about how the words are related. Students remind themselves of the meanings of the words and ask themselves, "How can each of the words be an example of one of the other words?"
- In Unit 5, Week 1, Lesson 2, "*Taller de lectura*," the unit on suffixes, the materials introduce the words *lentamente*, *tranquilidad*, *hermandad*, *velozmente*, and *vecindad*. For below-level learners, the materials include illustrations of the word *lentamente* to help connect the word with the meaning. For on-level learners, the materials include a chart with the suffixes *-mente* and *-dad*, where students separate the words according to the suffix. For above-level learners, the materials offer an activity where students can play the letter title game in "*miVisión*" games.
- In Unit 3, Week 2, Lesson 5 includes practice and application opportunities with appropriate content and language scaffolds for students who need intervention, on-level and above grade level. For example, for students who need intervention, there is an intervention activity where students compare texts using the "*Libro miEnfoque*" to support their understanding of traditions using academic vocabulary words. For students on the level and advanced, there is an inquiry activity where students organize the information, they learned about stories people tell to explain and understand their world and complete an extended activity, "*Actividades de ampliación in the Centro de Recursos para Descargar.*"

Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)

- In Unit 2, Week 2, Lesson 3, "Taller de lectura, Word Work, High-frequency words," students engage in decoding the words, *aquellos*, *trece*, and *horas* on the page, "*Mis palabras*" in the "*Libro interactivo del estudiante.*" Students write a sentence with each word, such as "*El viaje duró dos horas.*" Students read their sentences aloud to a partner, discuss their sentences, and make corrections as necessary.
- In Unit 5, Week 5, Lesson 1, materials provide a relevant and meaningful learning experience that engages students in vocabulary development. For example, in the oral language mini-lesson, the teacher will explain that students will use academic vocabulary *comunicación*, *cultura*, *propósito*, *creencia*, and *mantener* to discuss what they learn. The teacher listens to how others speak about a text and compares that to the words the author uses, paying close attention to how the spoken words sound and how to use them appropriately. The teacher models this strategy using the academic vocabulary word *cultura* in an activity from the "*Libro interactivo del estudiante.*" Students will then apply this strategy, using additional academic vocabulary from the unit in their conversations.

- In 'Unit 2, "*Introducción a la unidad,*" materials provide a relevant and meaningful learning experience that engages students in vocabulary development. For example, at the beginning of the unit, students will start an academic vocabulary word wall and add words throughout the unit as they generate new vocabulary related to the theme. The teacher will explain that as students progress through the unit, they will learn and use these academic words *comportamiento, evidencia, identificar, similar, diseño* to discuss different patterns in nature. The teacher will read a paragraph aloud from the "*Libro interactivo del estudiante*" and students will use academic vocabulary words as they talk about the pictures with a partner.

Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization. (T)

- In Unit 4, Week 1, Lesson 1, "*Taller de lectura, Word Work,*" the teacher uses the "*Tarjetas de sonidos y grafías*" to support students in decoding essential academic vocabulary in the text "Who said women cannot be doctors? The story of Elizabeth Blackwell." Some of the keywords shown in the "*Tarjetas*" are *ruinas, bailar, and peine*. Students choose two words from the chart located in the "*Libro interactivo del estudiante*" and write a sentence for each word.
- In Unit 4, Week 3, Lesson 2, materials include nonverbal teaching techniques to support students in acquiring key Spanish academic vocabulary. For example, the teacher will display the vocabulary words *inhaló, parcelas, mural, se marchitaban, and derrumbado*. The teacher will review the meaning of each word, and then students will use gestures and other nonverbal cues to convey the word's meaning. Students will work in pairs to think of similar words or synonyms. One student will use nonverbal cues and synonyms to describe a word while the other guesses.
- In Unit 3, Week 5, Lesson 2, Shared Reading, images are used for the first read of the text "*Mi Comida, tu comida.*" During the lesson, the teacher details the illustration as the students read and explain that multimodal texts often contain features that help authors achieve a specific purpose. These text features may include headings and labels frequently used to describe an image or diagram.

Knowledge Coherence

6.B.1	Recursive Inquiry Process	7/7
6.B.1a	Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)	2/2
6.B.1b	Materials support instruction for students to generate and follow a research plan. (S)	2/2
6.B.1c	2-3 <ul style="list-style-type: none"> • 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) 	3/3

The materials support instruction for students to ask and generate questions in Spanish for inquiry. Materials support instruction for students to generate and follow a research plan. Materials require students to gather relevant information from a variety of sources. Materials provide guidance for students on differentiating between primary and secondary sources. Materials include activities and tasks which require students to differentiate between primary and secondary sources.

Evidence includes, but is not limited to:

Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)

- In Unit 4, Week 6, Lesson 1, students learn about time capsules and collect personal items to save in a group time capsule. The materials support instruction for students to generate questions "they would like to have answered for their time capsule project." Students are challenged to think of their questions and key vocabulary words to research time capsules.
- In Unit 5, Week 6, Lesson 1, "*Proyecto de indagación*," the students choose a topic related to "*La maravillosa Tierra*." For their project, they will create a TV infomercial that persuades the audience to agree with their opinions about the most exciting way Earth changes. In pairs, the teacher allows time for students to generate questions they would like to have answered while doing their infomercial project. As students work collaboratively, they answer the following questions: "Why do you think this is interesting? What data could be interesting to others?"
- In Unit 3, Week 6, Lesson 3 includes an activity where students conduct research based on the theme about traditions. Lesson materials include guidance on how to do research online and with keywords. Students use their "*Libro interactivo del estudiante*" (workbook) to document the information gathered and use the sources and information to answer questions.

Materials support instruction for students to generate and follow a research plan. (S)

- In Unit 4, Week 6, Lesson 1, "Research Project," the teacher reminds the students that, with teacher assistance, they will generate and follow a research plan to complete their time capsule project in a week. The teacher first reviews with the students the "*Plan de investigación*" about time capsules found in the "*Libro interactivo del estudiante*" to ensure that students can accomplish the first step of "generating keywords for research."
- In Unit 5, Week 6, "*Proyecto de Indagación*," the materials provide examples and explanations for teachers to constantly model how to develop research processes, including initial, intermediary, and final steps across all grade levels. In this five-lesson project, students write a persuasive infomercial about Earth with sound effects and visuals. In "Lesson 1, the teacher introduces the inquiry project and reads "*La historia de la publicidad.*" In "Lesson 2, students use media to research. "Lesson 3 leads students create their sources. In "Lesson 4, students revise and edit their projects. In the last lesson, students celebrate and reflect.
- Unit 3, Week 6" includes a project focused on writing a letter to the principal about traditions they think the school should celebrate or recognize. "Lesson 1 consists of the introduction to the inquiry project with a connected text *Una tradición para el recuerdo*," "Lesson 2 includes research by using online resources, "Lesson 3 includes citing the sources, "Lesson 4 is when students review and edit their research plan, and "Lesson 5 is when students present their letters and reflect on their research plan.

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)

- In Unit 4, Week 6, Lesson 3, "*Proyecto de Indagación*, Collaborate and Discuss," the teacher explains to the students that time capsules can have primary and secondary source items. The teacher writes a science book and diary and asks the students to identify which is a primary source and a secondary source. Students complete a page in the "*Libro interactivo del estudiante*," in which students list two primary sources, such as a letter and a picture, and two secondary sources, such as a science book and a website, for the time capsule. Students edit their lists to include the objects.
- In Unit 5, Week 6, Lesson 2, "*Proyecto de indagación*," the materials provide the necessary resources for students to gather and review information from various sources. For example, in "Lesson 2, students have the opportunity to be creative in presenting the information they research. Students can use media in their research. Web sites, TV, and movies all can be helpful sources of information on topics. By seeing how various types of media work, students will be able to recognize the characteristics of multimodal texts and put together a more effective and persuasive infomercial.
- In Unit 3, Week 6, Lesson 3 includes an activity where students differentiate and cite the sources they used in the letters for the project of the unit when writing the letter to their

principal. The students use their textbooks to review examples of primary sources, such as journals, which are first-hand accounts, and secondary sources, such as textbooks, because they are based on information from other sources. Students then document a primary or secondary source using their textbook.

Text Quality and Complexity

7.1	High-Quality Grade-Level Texts	11/11
7.1a	Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.	2/2
7.1b	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.	1/1
7.1c	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.	1/1
7.1d	Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.	4/4
7.1e	Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences. (S)	3/3

The materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS. 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. Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality. Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas. Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences.

Evidence includes, but is not limited to:

Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.

- In Unit 5, Week 5, "Reader's Workshop, Matching Texts to Learning," the teacher selects other texts to match the instructional focus and range of instruction for small groups. Some texts include "*La playa enterrada*" and "*Islas artificiales*." The first text is realistic fiction and focuses on students learning the text structure chronologically. The second text is informational and focuses on the text structure and description. Students answer questions such as, "What connections can you make with other texts read?" as well as about the central idea of the informational texts.
- The materials in Unit 1, *Unidad de estudio, Tema de la unidad*" provide a variety of authentic Spanish texts in TEKS-aligned genres for grade 2. In this unit the materials include a wide variety of well-known literature such as realistic fiction texts: "*¿Cuántas estrellas hay en el cielo*," "*Algo bello tal vez: cómo el arte transformó el vecindario*," and "*¿No puedes trepar un cactus?*" They also include poetry, "*Poemas*," and a range of informational texts, such as "*Guía infantil de los edificios de la comunidad*."

- The materials provide print and digital resources for various texts and genres. In Unit 1, Week 3, Lesson 1, the materials include an informational text, "*Combatir el fuego*," to discuss a diagram with the main focus on images and labels. Then, the lesson consists of an activity for students that uses a digital informational text, "*Ayudar a la Comunidad*," from the "*Centro de Recursos para Descargar*." Students need to discuss why it is an informational text.

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 Unit 1, Week 2, "Text Complexity Tables," the text, "*Algo bello tal vez: Cómo el arte transformó un vecindario*" is within the grade 2–3 complexity band, with a Lexile score of 560, based on the following qualitative measures: "Language: Figurative language and Meaning: Understanding the explicit and subtly expressed themes of the story. The text's theme is that working together to create color and joy is evident and explicitly revealed. The subtler theme is that collective creativity is like art or magic that can transform reality and may confuse readers."
- The materials include Spanish core texts and connect texts, which are accompanied by a text complexity analysis provided by the publisher. This research-based analysis can consist of quantitative measures, such as Lexile. Unit 1 includes a realistic fiction text, "*No puedes trepar un cactus*," that has a Lexile measure of 520L. The quantitative measure places this text in the grade 2–3 complexity band. According to the publisher, students in grade 2 should be at 505L at the beginning and 655L by the end of the year.
- In Unit 4, Week 1, Lesson 1 includes the text "*¿Quién dijo que las mujeres no pueden ser doctoras? La historia de Elizabeth Blackwell*" which is written at grade level with the Lexile 560L. The "Teacher Guide" includes guidance for key vocabulary introduction. The teacher reads the text aloud, pausing to discuss first-read strategies such as using titles, illustrations, and images to generate questions and share their learning by discussing with a partner.

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

- In Unit 5, Week 5, Lesson 2, "Reader's Workshop, Introduce the Text," the shared reading, "*¡Rocas!*" incorporates scientific-based vocabulary, such as *magma* and *fósiles*. Students read the text to find facts and details about how rocks are made. Students study graphic features such as photos and diagrams to identify what they reveal about the text read. Students ask questions about any words or sentences they do not understand.
- Spanish informational texts in the materials reflect the rich vocabulary and language appropriate to science. In Unit 2, Week 5, the texts contain scientific context, vocabulary, and illustrations and are authentic and suitable for the variations of the Spanish language. In Unit 2, the materials include the text "*Migraciones asombrosas: mariposas, murciélagos y aves*" that introduce the academic vocabulary words *migración*, *insectos*, *clima*, *generación*, and *mamíferos*. The materials introduce the migration of butterflies, bats, and birds. Materials also include illustrations that help students make connections with the real world.

- Unit 4, Week 2 includes a variety of narrative and narrative nonfiction texts to match the week's learning. The texts are authentic or appropriate Spanish transadaptations, well crafted, and of publishable quality and include titles such as "*¿Quién llama?*," "*Muestra y cuenta*," "*Damos gracias juntos*," "*Mary Ann Shadd: Su lucha por el cambio*," and "*Día de la independencia*."

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

- In Unit 4, "Contents" lists the texts read during the unit and includes diverse texts across multiple content areas. For example, "Weeks 1, 2, and 4 include the biographies, "Who said women cannot be doctors? The story of Elizabeth Blackwell," "Imitating Nature: The Life of Antoni Gaudí," and "Carlos Cruz-Diez: All is Color and Movement." The text for "Week 3 is a realistic fiction story, "*El jardín de la felicidad*," and "Week 5 incorporates a persuasive text, "Generators of Change," which is based on the scientific benefits of recycling.
- The grade-level texts in the materials promote students' comprehension across multiple content areas. In Unit 1, the theme of the unit is "*¿Estás aquí?*" and the essential question for the unit is "*¿Cómo nos afectan los lugares distintos?*" The materials in this unit focus on different places that affect us. The theme for Unit 2 is "Las maravillas de la naturaleza" and the essential question is "*¿Qué patrones notamos en la naturaleza?*" The main focus of Unit 2 is to explain the other patterns in nature that they see and hear.
- In Unit 3, Week 2, Lessons 4–5 materials include the traditional children's story of "Los tres cerditos" (The three little pigs). As students read, they focus on finding words with the diphthongs they have learned during the week. Students practice reading the text silently or orally with a partner and take turns reading in dialogue style, only taking turns with a partner.

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

- In Unit 3, Week 5, "Reader's Workshop, Matching Texts to Learning," some texts are relevant and authentically reflect students' experiences and backgrounds. For example, the narrative text "*Cuando tenía ocho años*" is relevant to students in grade 2 who are eight years old. The informative text "Tradiciones" reflects students' cultural traditions, such as having a *piñata* at a birthday party.
- The grade-level materials include authentic or transadapted Spanish informational and literary texts that connect real-world concepts to students' personal and cultural experiences. In Unit 1, Week 2, Lesson 1, "*Presentación de la semana*," the materials include an infographic "*Juntos mejoraremos nuestro vecindario*." Students read the infographic and discuss ways people improve the neighborhood. Students make connections with the real world, and the teacher uses the following question stems to guide the discussion: "Which activities are things anyone can do? Why is it important to know our neighbors' names and phone numbers? Which activities look like the most fun?"

- In Unit 4, Week 4, Lesson 2 includes an informational text, "*Carlos Cruz-Diez: Todo es color y movimiento*," about a Venezuelan artist that reflects students' backgrounds and experiences. The lesson connects concepts to students' personal and cultural experiences with prompts during the read-aloud about vocabulary words such as passion, serenade, and real-life images. Students also make personal connections by discussing whether they have had to tell something special or express themselves through drawing, dance, music, or theater.

Text Quality and Complexity

7.2	Interaction with Grade-Level Text	8/8
7.2a	Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (S)	1/1
7.2b	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)	5/5
7.2c	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)	1/1
7.2d	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)	1/1

The materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. 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. 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.). 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).

Evidence includes, but is not limited to:

Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (S)

- In Unit 5, Week 4, Lessons 4–5, "Reader's Workshop," students read the decodable grade 2 text "*La iguana se muda*" in the "*Libro interactivo del estudiante*" for meaning. The materials state, "If the text does not make sense, they need to stop reading and think about it." Students read the text silently, then with a partner, taking turns reading paragraphs and ending with reading the last paragraph chorally. Students support each other if they need help with reading any words.
- In Unit 2, Week 1, Lesson 1, "*Presentación de la semana*," materials include questions for both student-read and teacher-read authentic or transadapted Spanish texts that encourage students to interact with the text actively to build knowledge of the topic. In this lesson, the materials include an infographic, "*Mira como crecen*." The teacher reminds students of the unit question, "What patterns do we see in nature?" After students read the infographic, the teacher organizes them into small groups. Students use the pictures to share information about the patterns they notice in the garden. The teacher used the following questions to

guide discussions: "What is a vegetable? Look at the plants; where do all the roots grow? Is that a pattern? Where do all the leaves grow? Is that a pattern?" At the end, students share their answers based on these grade level texts.

- In Unit 4, Week 1, Lesson 1 includes opportunities for the students to respond and analyze vocabulary words of the text "*¿Quién dijo que las mujeres no pueden ser doctoras? La historia de Elizabeth Blackwell.*" After the first read, students answer questions such as, "Why is this text a biography? How do the illustrations help you understand the text? Who is someone who inspires you and motivates you to do more? Who inspired Elizabeth Blackwell to reach her goal of becoming a doctor?" Students also use their interactive textbook to Turn, Talk, and Share using the newly acquired vocabulary with words such as *se negaba*, *decidida*, *aceptar*, and *permitido* by working with a partner to find words with similar meanings and writing the definition.

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

- In Unit 5, Week 3, Lesson 1, "*Puente entre los talleres de lectura y escritura, Academic Vocabulary*," students listen to the teacher reviewing the academic vocabulary words *destruir*, *medioambiente*, *reacción*, *equilibrio*, and *recursos*. The teacher reminds the students that they can use context clues to determine the correct term for two commonly confused terms. For example, the students and teacher read the first sentence in the activity of the "*Libro interactivo del estudiante*," which states, "*María quiere ser ambientalista porque/por que cree que cuidar la Tierra es muy importante.*" Students use context clues to determine which is the proper term to use. Students circle the correct term. The teacher models how to use *por que* in a sentence, and students use *por que* orally.
- In Unit 1, Week 5, Lesson 1, the read-aloud and shared reading texts include a discussion guide with questions or discussion prompts that encourage students to think critically about the text and justify their responses with text evidence. In "Lesson 1, students use "*Dos lugares distintos*" to compare and contrast Washington and Arizona. Students discuss their findings using the following questions: "How do the mountains look different in Washington and Arizona? How are the two photos on the page different? What do the bar graphs show? How much rain does each place get?" Students also use the "*Libro interactivo del estudiante*" to discuss and answer the question, "How different is life in each place?"
- In Unit 4, Week 3, Lesson 3, includes opportunities for students to listen and think critically as the teacher models how to annotate the text of the week, "*El jardín de la felicidad.*" Students justify their thinking in writing by annotating the text. After annotating, the students complete a chart in their interactive textbook, where they write at least three pieces of evidence that helped them determine the theme and the theme or main idea.

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

- In Unit 4, Week 4, Lesson 1, "*Puente entre los Talleres de Lectura y Escritura*, Figurative Language," students apply the strategy modeled by the teacher on analogies in the sample analogy in the "*Libro interactivo del estudiante*." The teacher states that students must consider the relationship between the first two underlined words: *beneficio* and *positivo*. Positive describes benefit, and danger is negative. The analogy is that the benefit is too positive, and the danger is too negative. Students complete the rest of the activity, discuss their responses, and correct misunderstandings.
- In Unit 2, Week 2, Lesson 1, "*Presentación de la semana*," the materials include opportunities in the lesson for students to discuss specific aspects of grade-level Spanish text. In this lesson, the students first review the essential unit question, "What patterns do you notice in nature?" Students read the infographic "*Los mamíferos marinos*" with a partner, and students discuss the text. The teacher provides questions to guide the discussion, such as, "What do marine mammals have in common? Why do you think whales mainly live in oceans and seas? Which of the marine mammals don't eat fish?" Students also have the opportunity to free-write and answer the question, "How are these mammals similar, and how are they different?" Students discuss their answers with the class.
- In Unit 4, Week 5, Lesson 3 includes opportunities for students to enhance their understanding of the text "*Generadores de cambio*" by having students practice their academic vocabulary words such as *comentemos* and *responsable*. Using sentence starters such as "I want us to comment the author of the persuasive text _____. The author of a persuasive text wants to convince you to be responsible with _____." Students follow by looking for reasons in the text that the author uses to support his argument.

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

- In Unit 5, Week 2, Lesson 3, "Reader's Workshop," "*Evaluación y Diferenciación*, Compare and Contrast Texts," students analyze and compare and contrast informational texts using the Close Read note in the "*Libro interactivo del estudiante*" by inferring what they already know to understand new information. For example, students read aloud paragraph 1 in the text "*Cómo el agua moldea la Tierra*" and paragraphs 3 and 4 from the text "*Cambios de la superficie de la Tierra*" to compare and contrast the texts. Student pairs discuss their answers and share them with the class.
- In Unit 1, Week 1, Lesson 3, "*Taller de lectura, Describir y Comprender el Ambiente*," materials include oral practice to students using the unit academic vocabulary, such as *lugar* and *comparar* to talk about setting. Students use sentence starters, such as "The place where the boy is at the beginning of the story is _____. When comparing the setting between the town and the country, the boy _____." In pairs, students choose another paragraph and

underline details about the setting. Then, they write why that setting is essential to the story. Students in pairs share their answers with the class.

- In Unit 2, Week 1, Lesson 4 includes opportunities for the students to generate questions to deepen their understanding before, during, and after reading a text. The teacher models how to annotate the text to generate questions before, during, and after the reading using think-aloud questions such as, "Which plants need a small amount of water? Which plants need a large amount of water?" The students use the text "*La guía del niño ecologista para regar las plantas*" and their interactive textbook to generate questions about the text before, during, and after the reading.

Text Quality and Complexity

7.3	Supporting Access to Grade-Level Text	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)	2/2
7.3b	Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (S)	1/1

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

Evidence includes, but is not limited to:

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)

- In Unit 5, "*Introducción a la unidad, Presentar la unidad,*" there is teacher guidance for introducing the unit and then use grade level text. The teacher introduces the Essential Question: "How does the world change?" The guidance states, "Tell students they will read many texts to learn about how the surface of the Earth changes." The teacher reminds the students that reading texts from different genres helps them build their vocabulary and strengthen their reading skills. The teacher tells students they will watch a video showing the various ways the surface of the Earth changes. The teacher uses questions to guide the students' discussion, such as, "What types of changes did they see that were on the surface of the Earth? Can they mention an example of how the surface of the Earth changed? and Describe the example."
- In Unit 1, Week 5, Lesson 2, the materials include teacher guidance for activating prior knowledge. Hence, students start connecting to the text and knowing when and how to scaffold students' access to the grade-level texts. "Lesson 2 includes the book "*No puedes trepar un cactus*" by Derrick Barnes. The materials suggest that the teacher model is making predictions through a think-aloud. The "Teacher Guide"s students to look at the illustrations to help predict a realistic fiction story. The teacher says, "When I look at the text and the illustrations, I can predict what will happen in the story. Erica and her father are having a good time in Seattle, and I read that Erica thinks Arizona is a rare place. She is worried that she is not going to have fun in Arizona. But I can make a prediction and say that she will like it more than she thinks." The teacher tells students that as they read, they should use details about how a character feels or what they do to make, correct, or confirm their predictions.

- In Unit 4, Week 2, Lesson 2 includes teacher guidance to ensure students can access the informational grade level text "*Imitar la naturaleza: La vida de Antoni Gaudi.*" Before the first read, the "Teacher Guide" includes explicit support for introducing the text and previewing the vocabulary words *observa, arquitecto, monumentos, creaciones, and arcos* using the student textbook. Materials include guidance for students to highlight the words when they see them during the first read and guiding questions to think about the words during the read, such as, "When you see the words, what does it tell you about the text? What famous monuments do you know? What types of items do architects create? Where have you seen arcs?"

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

- In Unit 5, Week 2, Lesson 5, "*Taller de lectura, Evaluación y diferenciación, Teacher-Led Options, On-Level and Advanced,*" the students, with the teacher's assistance, organize the information they find about how natural events change Earth. Students discuss how natural events change the Earth. Students complete the "*Actividades de ampliación*" page in the "*Centro de recursos para Descargar*" by completing a graphic organizer stating what they have learned, questions for the author, and key vocabulary words.
- In Unit 1, Week 1, "*Evaluación y diferenciación,*" the materials include an inquiry activity for students on level and advanced who have demonstrated mastery of the skills. Students use the infographic from the "*Libro interactivo del estudiante*" to generate questions about the night sky and then choose one to investigate. Throughout the week, students choose one question to research in the "*Centro de recursos para Descargar.*"
- In Unit 4, Week 2, Lesson 1 includes teacher-led options that provide on-level and advanced opportunities for additional analysis. After successfully identifying the characteristics of a biography using the text "*Las Leyendas de Abraham Lincoln*" students use their interactive textbook to generate questions about buildings and choose one to investigate. The students continue researching questions throughout the week using extended activities in the "*Centro de Recursos para Descargar.*"

Text Quality and Complexity

7.4	Analysis of Text Complexity	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.	4/4
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.	2/2

The materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement. 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.

Evidence includes, but is not limited to:

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

- In the "Text Complexity Tables," quantitative measures place the text *"de Cómo el agua moldea la Tierra,"* which is read in Unit 5, Week 2 in the grade 2–3 complexity band. The qualitative measures indicate that "the author's purpose is concrete and narrowly focused on how moving water shapes Earth, as the title makes clear." The complexity level is simple, as is the text structure.
- The unit overviews include the rationale for the read-aloud and shared reading core text and the quantitative and qualitative analysis. In Unit 1, Week 3, the materials include an informational text, *"Lugares a donde vamos,"* by Rachelle Kreisman as a read-aloud. The text complexity chart provides a text analysis that states the Lexile measure is 560L. It also notes the structure and knowledge demands of the text and provides notes to the teacher about characteristics that might be difficult for students. For example, students might need additional support with language, implicit subject, and purpose, using main ideas to understand the author's purpose.
- In Unit 4, Week 1, Lesson 1 includes the read-aloud *"¿Quién dijo que las mujeres no pueden ser doctoras? La historia de Elizabeth Blackwell"* The program materials include a text analysis chart which provides quantitative and qualitative analysis of the text, indicating that the text is within the complexity range corresponding to second and third grade with a Lexile level of 560L. Additional qualitative measures are included to inform the teacher of areas in which students may need additional support, such as figurative language and cognitive demands, with the topic of the changes in roles and women's rights in society.

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 "Text Complexity Tables" provide the quantitative and qualitative measures and place the text, "*¡Rocas!*" an informational text, in the grades 2–3 complexity band, as well as the relationship to student tasks. For example, for Spanish language learners, the teacher discusses the examples of figurative language and imagery: "The rocks can be as small as a grain of sand or taller than a skyscraper" and "The heat changes these rocks as if you were cooking them." The sentence frames provided help students explain the meaning of each sentence, such as "*Las rocas pueden ser de diferentes ____ . Algunas son muy ____ y otras son muy ____ .*"
- In Unit 1, Week 1, materials include specific details about the readability of the text "*¿Cuántas estrellas hay en el cielo?*" The multiple levels of meaning are subtle and complex to separate; the constancy of family is echoed and reinforced by the idea that the stars are in the sky even when you can't see them. Students may focus on scientific ideas and miss the implied family themes. The structure of the text is that the first-person narrative is chronological; though it moves through three different settings, it is easy to follow. The illustrations directly support an understanding of the text by showing the story's characters, settings, and events. The conventionality and clarity of the language are largely explicit and easy to understand, and the vocabulary is primarily conversational; however, students may need support with informal and idiomatic language. The knowledge demands of the text include themes of varying levels of complexity as it engages science concepts and family relationships.
- In Unit 5, Week 5, Lesson 5 includes the core text "*Generadores de cambio.*" The text complexity tables indicate that the text falls within the appropriate level of complexity for grade 2, with a Lexile of 590L. In student tasks, the qualitative measures indicate that students may need additional support in areas such as language, using the context to infer meaning, and cognitive demands, such as understanding real-world problems.

Text Quality and Complexity

7.5	Read-Aloud, Shared Reading, and Independent Reading	10/10
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.	6/6
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)	1/1
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)	3/3

The 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. Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. 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.

Evidence includes, but is not limited to:

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 guide the teacher for the read-aloud, "*El Gran Cañón*," an informative text presented in Unit 5, Week 1, Lesson 1, "Listening Comprehension." The teacher is prompted to ask the students to listen actively and carefully to the key information and facts as the teacher reads aloud. The teacher guidance states, "Prompt them to ask questions to clarify information and to follow agreed-up discussion rules." Students re-tell or describe key details they heard from the read-aloud.
- Unit 2 consists of a read-aloud, "*Mi amigo el manatí*," with a Lexile of 790L. The quantitative measures place this text in the grades 2–3 complexity band. The considerations for this read-aloud are for intervention students: the teacher asks students to preview the text and then uses a table of questions and answers to determine what students are wondering about manatees. For on-level and advanced students, "ask students to preview the text using graphic and text elements, such as titles, images, legends, and labels."
- The texts designated for read-aloud and shared reading lessons include a variety of structures from multiple genres. In Unit 3, genres include fables, informational and procedural text. Unit 5 includes informational text, drama, and poetry. All the texts are at or above grade level complexity, falling within the range of second to third grade, according to the program text complexity tables. For example, one of the Unit 3 texts, "*La noche que se cayó la luna*,"

includes language scaffolds to support figurative language by using the concept of simile and metaphors by asking students to say if the sentences are a simile or a metaphor: "*Tenia los ojos brillantes como las piedras de un río. Su pelo era una cascada de oro.*"

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

- In Unit 5, Week 1, "*Evaluaciones y práctica, Lecturas independientes: Manual del Maestro y Clave de Respuestas*," texts designated for independent reading are authentic and have a range of complexity levels for students to practice reading independently. For example, the text "*Ayudar a los lemures*" and its accompanying tasks and questions are for developing readers, "*El susurro de los ballenatos*," are designated for on-level readers, and "*Carros voladores reales*" is for independent readers.
- In Unit 1, Week 4, the materials include level readers for all students. Teachers use weekly independent reading texts such as "*Jerry y Juan*" in "Week 1 for below readers, "*La aventura en el monte Everest*" for on-level readers, and "*Ivan y el gatito perdido*" for above-level students. Each text includes an activity with questions for students to answer to monitor their progress.
- In Unit 4, Week 2, "Matching Texts to Learning" includes a selection of texts designated for independent reading. Texts included are from various levels, such as "*¿Que tan flojo esta tu diente?*," Level I, "*Freddy Nomeolvides pierde la risa*," Level K, and "*Las piedras de Sam*," Level L. Some activities involve identifying realist fiction by answering questions such as, "Is it a made-up story about something that could happen? What are realistic events? Do the characters and setting seem real?" Or to determine the theme by answering questions such as, "What big idea is the story about? What happens in the story? What do the characters learn from what happens?"

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)

- In the "*Libro independiente del Estudiante, Lectura independiente*," there is a guide for students to self-select texts to read independently. For example, the guidance prompts students to choose a text about a theme they want to know more about. Students answer questions to reflect on their reading: "What did I like about the book? And What things did I not like about the book?"
- In Unit 1, "*Presentar la unidad*," materials include accountability for reading goals, such as individual reading logs and summaries. At the beginning of the unit, the teacher talks about independent reading and discusses "*Mi registro de lectura*" in the "*Libro interactivo del estudiante*." The teacher has students select texts by favorite authors, about interesting topics, or in a particular genre. The teacher establishes a purpose for reading self-selected text. Students spend increasing periods of time reading independently throughout the unit to build stamina.

- In Unit 4, Week 3, Lesson 1, "Teacher-Led Options" includes a plan for students to practice independent reading by giving them options. For example, students can reread and listen to a previously read Leveled Reader or eText, read a self-selected trade book, or continue reading their Book Club text, *"Con luz propia: Camila Henríquez Ureña."* The plan also includes a conference time for students to discuss their independent reading. Students can explain how they know their text is realistic fiction if they selected that genre or discuss other prompts such as characters, settings, events, or lessons in the story they are reading.

Evidence-Based Tasks and Responses

8.A.1	Use of Text Evidence	18/18
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)	4/4
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)	10/10
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)	2/2
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)	2/2

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. 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. 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. 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.

Evidence includes, but is not limited to:

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

- In Unit 1, Week 4, "Reader's Workshop, Use Text Evidence," students annotate the text "*¿Cuántas estrellas hay en el cielo?*" in their "*Libro interactivo del estudiante.*" Students use text evidence from the annotated text to support their response about the importance of the setting of the story in the activity page found in the student workbook. For example, in paragraph 5, the text states that "piles of stars were hiding behind the trees. I can use the text evidence to support the idea that the boy's garden is not a good place to see stars."
- In Unit 3, Week 1, Lesson 3, "*Taller de Lectura,*" the materials provide resources and activities for students to use information directly from the text to justify their answers. Students use evidence from the text and the unit academic words *propósito*, *comunicación*, *creencia*, and *matener* to discuss the theme. This lesson includes sentence frames such as "It was _____ of the frog at the end of the rainbow, the one that _____. The mouse

wants _____ his dream to go to the sea, and he found _____ when he arrives there."

- In Unit 5, Week 2, Lesson 1 includes text-dependent questions and Spanish tasks requiring students to use text evidence to demonstrate comprehension. In this lesson, students listen actively to compare and contrast the texts "*Los volcanoes*" and "*Placas en movimiento*." After the teacher reads the texts, students complete a Venn diagram to answer the questions: "How are these texts similar? How are these texts different?"

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

- In Unit 2, Week 1, Lesson 3, "Reader's Workshop," students annotate the text to help them identify the text structure of the story "*¡Llegó la hora de plantar!*". Students complete tasks in the "*Libro interactivo del estudiante*" activity page. For example, students use the underlined words that indicate the text structure in chronological order, such as *primero*, *luego*, and *después*. Students use other evidence from the text to complete the activity, such as "*Cubre la tierra con abono*" from the list of steps found in the text.
- In Unit 3, Week 2, Lesson 2, "*Lectura compartida*," students read the close note aloud, paying attention to the story's beginning. Students, using text evidence to answer these questions: "What words show when the story happens? Does the story mention a specific date or hour?" Students can consider stories that start with similar words, such as "*Había una vez*," and answer, "Why do you think most authors start the stories with those words?"
- In Unit 5, Week 3, Lesson 3 includes questions and tasks that require students to use text evidence when evaluating the details of the text "*¿A dónde van cuando llueve o nieva?*" After the teacher models how to discuss the elements of drama, students underline key information related to the element being discussed. For example, when discussing the setting, the students use their interactive textbook to look for words describing it. During independent practice, students note the setting, characters, and dialogue in their independent reading. Students use sticky notes to mark examples of the elements of drama.

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

- In Unit 1, Week 1, Lesson 1, "Reader's Workshop, Realistic Fiction, Formative Assessment Options, Apply," students work with a partner to complete the "*Intercambiar ideas*" activity in the "*Libro interactivo del estudiante*." Students discuss a text they may have read recently using the question "What was the story's setting?" and describe the importance of the setting.
- In Unit 3, Week 3, Lesson 2, "*Presentar la unidad*," the materials include the text "*Cendrillon: Una cenicienta isleña*." Using evidence from the text, students compare and contrast "*La cenicienta interestelar*" with this text. First, in pairs, students talk about key characters and events from "*La cenicienta interestelar*." Then they discuss key events in "*Cendrillon: Una*

cenicienta isleña." Students compare and contrast both stories using these questions: "Who are the characters mentioned in the story? How are these characters related to the 'La cenicienta' interested?" Students need to find the evidence and underline examples in the text.

- In Unit 5, Week 1, Lesson 1 includes questions that require students to support their claims and justify their thinking by discussing key ideas in evidence from the text "*El Gran Cañon.*" The lesson includes questions to guide students' thinking, such as, "Does the text contain facts and details about the topic? Does it include graphic features or photographs? Does it include a central idea with details to support it?" Students read the text independently and discuss with a partner what an informational text is. At the end of the lesson, students use sticky notes to mark places where they notice an informational feature in their independent text. Students also are asked to write on their sticky notes why each is a feature of an informational text.

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

- In Unit 2, Week 5, Lesson 5, "Reader's Workshop, Teacher-Led Options," students read the text "*Animales en movimiento*" in the "*Libro interactivo del estudiante*. Students summarize the information in the infographic and "*Migraciones asombrosas.*" Students work with a partner to discuss the differences and similarities between both texts. The student pairs use a graphic organizer, such as a Venn diagram or a T-chart, to take notes of their work. Students share their work orally, and other students are encouraged to comment, ask questions, and tell if they agree or disagree with their classmates.
- In Unit 3, Week 4, Lesson 3, "*Evaluación y diferenciación,*" the materials include questions about low-level thinking skills, such as "The author wants the reader to learn something? What text and graphic features do you see?" and high-level thinking skills, such as with the sentence frames, "The author's purpose to describe Los abenaki is _____. I know that because _____."
- In Unit 5, Week 1, Lesson 5 includes tasks for students to analyze the text "*Cambios de la superficie de la Tierra.*" After the teacher models asking for clarification using the Talk About It prompt in the student interactive textbook, students pretend not to understand what their partner told them about earthquakes and practice asking clarification with relevant questions. Students use the week's texts to practice asking pertinent questions to clarify information.

Evidence-Based Tasks and Responses

8.A.2	Teacher Guidance for the Use of Text Evidence	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)	2/2
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)	2/2

The 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. 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.

Evidence includes, but is not limited to:

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

- In Unit 2, Week 3, Lesson 5, "Reader's Workshop, Reflect and Share," the materials include guidance for the teacher on modeling the use of text evidence to generate claims and responses. The teacher explains to students that they should use evidence from the text to support their ideas when sharing them in a group discussion: "An idea is more convincing if text evidence supports it." The teacher models making comments that support ideas using the prompts on the "Reflect and Comment" activity page in the *"Libro interactivo del estudiante,"* such as "I believe that..." and "The text states..."
- In Unit 3, Week 1, Lesson 1, *"Taller de lectura, Género y tema,"* the materials provide characteristics of a fables chart. The teacher displays *"El león y el ratón"* in the lesson and reads a short section aloud. The teacher explains that students should listen actively, paying careful attention to the features of fables as the teacher reads. Teachers use the "Characteristics of a Fable" chart to help students determine whether the characteristics of a fable are present in this story. The teacher models the first one, and students finish the rest of the chart using text evidence.
- In Unit 5, Week 1, Lesson 3 includes teacher guidance for modeling the use of text evidence using the text *"Cambios de la superficie de la Tierra."* The "Teacher Guide" consists of a model and practice session for the teacher to use while modeling how to make connections in informational texts using the student textbook. The teacher models how to connect details with main ideas and how to underline the text that describes the changes on Earth. Students work with a partner to find and highlight text that describes the changes on the Earth and then write a sentence that connects the details they underlined to the key idea of the section. During the independent practice, students annotate the text and use text evidence from their annotations to complete a chart on their student textbook.

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

- In Unit 2, Week 5, Lesson 2, "Reader's Workshop, Academic Vocabulary," the teacher uses the word *evidencia* from the academic vocabulary in the "First Read" section to provide oral language practice. Students use evidence from the map in the text "*Migraciones asombrosas: Mariposas, murciélagos y aves*" to trace the monarch butterflies' migration path. The teacher states, "Discuss this page with a partner, using the vocabulary word *evidencia*."
- In Unit 3, Week 2, Lesson 1, "*Presentación de la semana*," materials include an infographic "*El mundo de cuentos mayas*" in the "*Libro interactivo del estudiante*." The teacher divides the class into small groups and students read and discuss the infographic. The teacher uses the following questions to guide and facilitate the discussion: "In what part of the world is the Mayan civilization located? What is the purpose of the Mayan codices? What would you see if you walked around where the Mayan civilization is located?" Students share their ideas with a different group.
- In Unit 4, Week 1, Lesson 4 includes guidance for teachers to use structured opportunities to engage in evidence-based discussions using the academic vocabulary of the text "*¿Quién dijo que las mujeres no pueden ser doctoras? La historia de Elizabeth Blackwell*." The lesson includes explicit guidance for students to take turns speaking and practices of good discussion: "Before sharing your opinion, make sure others have finished speaking. When it is your turn to speak, state your opinion clearly and share your reasons, including supporting evidence from the text." The lesson also includes the integration of academic vocabulary to reflect on the text and make connections to other texts using questions such as, "How did Elizabeth improve job opportunities for women? In what ways is Elizabeth an example of the importance of connecting with other people?" Students use evidence from the text of the week and other texts to discuss their opinions on how others inspire them to reach a goal.

Evidence-Based Tasks and Responses

8.B.1	Genre Characteristics and Craft to Compose Multiple Texts	6/6
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.	1/1
8.B.1b	Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1c	Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)	2/2
8.B.1d	[3rd grade only] Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft.	N/A
8.B.1e	Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)	1/1

The 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. Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft.

Evidence includes, but is not limited to:

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

- In Unit 4, Week 1, "*Taller de Escritura, Weekly Overview*," students read personal narrative texts to see how authors write in the genre. Students choose from the following mentor texts: "*Lo que sabe Alejandro*," "*Porque existes tú*," "*Me llamo María Isabel*," "*Capuli*," and "*El niño que nunca se reía*." Students choose a theme and make a plan to write a personal narrative similar to the mentor texts.
- In Unit 3, Week 1, "*Taller de Escritura*," materials include the poem "*La manzana roja*." The teacher explained that poetry is a form of writing that contains thoughts and feelings and is typically filled with descriptive language. Students should explore poems during independent writing time.
- Unit 5, Week 1 includes a procedural text to identify its basic structure. The teacher models pausing to identify procedural text's elements and structural components using the text "*Cómo pintar con un popote*" in the student textbook. Students work in pairs to read procedural texts together and discuss the texts' topics, ingredients/material lists, and step-by-

step instructions. During the independent writing time, the students begin writing the instructions for their procedural text.

Materials include opportunities for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- In Unit 4, Week 1, "*Taller de Escritura, Personal Narratives*," students use their reading of the Mentor Stack texts to inspire their narratives. They think about selecting a topic for their personal narratives and share a memorable detail an author included in the personal narratives they read.
- In Unit 3, Week 3, "*Taller de lectura*," students learn about similes and alliteration. Students read different poems to learn about similes and alliteration. The student explores how they can incorporate similes into their poetry. Students also explore alliteration to improve their recognition of the technique.
- In Unit 3, Week 2, the writer's workshop lesson includes opportunities for students to compose informational texts for multiple purposes by doing a think-aloud to model choosing a word to create a specific effect. During the lesson, the teacher models using the student interactive book and referring to poets and specific word choice by giving an example such as "*manzana roja rubi*" by reminding students that when writers compose literary texts such as poetry, they choose words to help readers see their ideas and feelings. Students use their interactive textbook to complete the writing exercise and are invited to share their word choices. During the share-outs, students discuss why they chose certain words to include in the poems they composed.

Materials include opportunities for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

- In Unit 2, Week 1, "*Taller de Escritura, Weekly Overview*," students compose informational texts based on their understanding of the structure of list articles by generating ideas for their topics and organizing them into a writing plan. Students will write informational texts about topics that are of interest to them and include important details.
- In Unit 3, Week 1, Lesson 4, "*Taller de Lectura*," materials include a graphic organizer where students write details about the story. In this lesson, students annotate evidence about key ideas using a fable. When students are done, they use the close-read notes to determine the key ideas and then use the text evidence from their annotations to complete the graphic organizer in the "*Libro interactivo del estudiante*."
- In Unit 5, Week 2, Lesson 5 includes opportunities for students to compose informational texts for multiple purposes by doing a reflect and share activity using the texts "*Cómo el agua moldeó la Tierra*" and "*Cómo los terremotos modern la Tierra*." During the lesson, the teacher models retelling and paraphrasing informational text using a paragraph from one of the texts. Students then volunteer to choose one of their notes to rephrase a sentence or two while maintaining meaning and ideas in logical order. During the independent practice, students use the week's texts to write about a natural event that causes the most change using their

interactive book. Students practice retelling and paraphrasing the text in a way that maintains its meaning and logical order.

[3rd grade only] Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft.

- This guidance bullet is not applicable to the grade level.
-

Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. ^(S)

- In Unit 3, Week 6, Lesson 4, "*Indagación e investigación*, Extend Research," student partners work together to compose correspondence in the form of thank-you notes to the principal. The purpose of the note is to thank the principal for considering a student's idea. Students include the five parts of a thank-you note, such as the heading, salutation, body, closing, and signature. Students complete the *Colaborar* activity in the "*Libro interactivo del estudiante*" to write their notes.
- In Unit 3, Week 6, Lesson 4, "*Proyecto de indagación*," in pairs, students will compose correspondence as a thank you note to the principal. The focus of the note is to thank the principal for considering the student's idea. Students review the five parts the note should include: heading, salutation, body, closing, and signature. The teacher reminds students that letters and thank-you notes are usually formal and should not involve slang terms or contractions. Students will complete their opinion letters and thank-you notes so that they can read them to the class.
- In Unit 4, Week 6, Lesson 4 includes opportunities for students to write letters to themselves about the time capsule project. During the lesson, the teacher models using the letter exemplar in the student interactive textbook, which includes the five parts of a letter. During the independent portion of the lesson, the students write the letter while using the revising and editing checklist in their workbook. Students check off each item as they work with their letters. After writing the letter, the students exchange the correspondence they composed and lists to engage in a peer review activity.

Evidence-Based Tasks and Responses

8.B.2	Writing Process	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)	5/5
8.B.2b	Materials include guidance for the teacher 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)	6/6

The 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. Materials include guidance for the teacher 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.

Evidence includes, but is not limited to:

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)

- In Unit 3, Week 6, "Research Project, Inquire," students write an opinion letter to their principal about a tradition they think the whole school should recognize or celebrate. Students collaborate to brainstorm lists of traditions celebrated at school. Students think of questions to research school traditions.
- In Unit 3, Week 2, "*Taller de Escritura*," materials provide specific activities and resources for different grade levels, targeting the appropriate grade level's use of the writing process per the TEKS guidelines. For example, this lesson requires students to create sensory details for a poem. Students should explore the imagery in other poems from the stack during independent writing. Students should write words and phrases that convey images. They should continue to identify sensory details in the poetry they read and add sensory details to their poems. They also add rhyming pairs of sensory details.
- In Unit 2, Week 5 includes a lesson on preparing to celebrate, focusing on students editing drafts and planning how they will publish their writing. Students work in groups to reread each other's work and suggest edits to their final drafts with guidance from the teacher. The lesson includes suggestions like reading their final drafts aloud, checking spelling, grammar, and punctuation, editing for subject-verb agreement, prepositions, and correct noun usage and commas in a series. Students make revisions to their informal list of articles and then reread them a final time to see if there are any final changes they want to make. At the end of the

lesson, the students share examples of how they revised their final drafts as they prepared for the celebration.

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

- In Unit 4, Week 5, "*Taller de Escritura*," the materials include the section "Steps to Writing Independently," which states, "Students will publish final drafts of personal narratives and celebrate the writing process." The gradual release model of instruction is detailed and includes Modeled Writing, which provides guidance such as using a Think Aloud process to teach students how to revise, edit, and prepare final drafts; Shared Writing, in which the teacher transcribes for the student while discussing the revising, editing, and preparing a final draft process; Guided Writing, during which the teacher provides explicit instruction to expand and stretch students' skills on editing, as well as preparing students for celebrating and assessment; and Independent Writing, which includes a daily minilesson to guide students' daily writing.
- In Unit 3, Week 1, "*Introducción e inmersión*," the materials include the chart "*Pasos para escribir independiente*," which the teacher uses with students to guide them on the writing process. During the immersion week, students should explore stack text to understand the structure of poetry and how poets use words to express thoughts and ideas. When students are ready to begin writing, scaffold the instruction with model writing, shared writing, guided writing, and independent writing.
- In Unit 5, Week 3, writer's workshop lessons include guidance to explore writing the introduction and a conclusion of a procedural text. During the lesson, the students receive guidance through explicit instruction and background information with a mini-lesson that includes the following teaching points: "The introduction names the procedure and explains why readers should do it. The conclusion may provide a final thought, advice, or a good wish." The teacher models using a procedural mentor text and modeling how to identify and read the text's introduction and conclusion. During the guided practice, the teacher reads another procedural text and asks students to suggest ways to introduce and conclude the topic. After suggestions, the teacher reads the introduction and conclusion in the selection aloud and compares them to the students' suggestions. Students draft introductions and conclusions in their writer's notebooks during independent writing.

Evidence-Based Tasks and Responses

8.B.3	Explicit (Direct) and Systematic Writing Instruction	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. (m)	3/3
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. (n)	4/4
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)	6/6

The materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. 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. Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish.

Evidence includes, but is not limited to:

Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (r)

- In Unit 4, Week 5, "Reader's Workshop," the teacher provides direct, explicit instruction in Spanish on "how to add interest to a sentence by adding adjectives and adverbs." The teacher begins with a Think-Aloud and asks students questions about a sentence to improve, such as *Una chica fuerte.* Fuerte describes a girl. The teacher reads aloud from a mentor stack text and identifies adjectives, articles, and adverbs. Students work in pairs to complete the activity in the student workbook, editing the paragraph. Independently, students edit their personal narratives to include adjectives and adverbs. Students share a sentence they have edited.
- In Unit 3, Week 2, "*Puente entre los Talleres de Lectura y Escritura*," the lesson starts with the focus on reminding students that verbs are words that tell when an action takes place and are conjugated in the present tense; they refer to an action that happens now. Then, the teacher models how the ending of verbs changes when conjugated in the present tense for each person. The teacher says, "*Yo parto, tú partes, él parte, nosotros partimos, ustedes parten, ellos parten,*" then the teacher writes the following sentence frames and ask volunteers to complete them with the same verb correctly conjugated for each sentence: "*Ana ___ en el parque. Carla y Luis ___ en el parque.*"
- Unit 5, Week 1, "Reading and Writing Bridge, Lesson 1 includes guidance for direct instruction focusing on sentence structure with reflexive pronouns. The lesson focus is a spiral review where the teacher reviews with students that reflexive pronouns refer back to the subject. The teacher models by displaying the sentence frame, "*Yo ___ pongo un abrigo.*" The teacher inserts the word me and has students reread the sentence aloud while underlining the

reflexive pronoun and asking, "What is the subject? (*yo*) What is the reflexive pronoun? (*me*)."
During the application portion of the lesson, the students work with a partner to create sentences of their own with reflexive pronouns and underline the reflexive pronoun in each sentence.

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

- In Unit 1, Week 1, "*Puente entre los Talleres de Lectura y Escritura*, Language & Convention," the teacher reviews with students that a complete sentence has a noun and a verb, as well as something about a noun. The teacher displays the frame "*El _____ dibuja*" and inserts the word *artista*. Students complete the sentence aloud. Volunteers suggest other nouns to use in the frame. Students create simple sentences in pairs using nouns and words that state something about the noun. Students underline the nouns and circle what the noun does.
- In Unit 3, Week 4, "*Taller de Escritura*," during the independent writing time, students revise their drafts, emphasizing rearranging sentences to make them more straightforward and more enjoyable. Later in the lesson, students continue writing in their poems, but at this time, they should examine their use of adjectives and articles. By the end of the writing process, students should complete their poems and be sure they have used the verbs *ser* and *estar* correctly.
- In Unit 1, Week 5, writer's workshop lessons include guidance for systematic, direct, and explicit instruction in writing, starting at the sentence level and exploring what good writers do. Lesson materials include information in the student textbook about the habits of good writers, such as finding ideas from text or while brainstorming with other people, recording ideas in a writing notebook, sharing ideas with the teacher or writing club peers, and revising writing based on feedback from conferences. The teacher reads a mentor text to model and reminds students that they will find ideas and record, develop, and revise them. During the lesson's application portion, the teacher models how to summarize what the text is about, then pauses to allow students to write one-sentence ideas that the book has given them in the writer's notebook. The teacher then chooses a volunteer to model the systematic routine prompting the student to read their one-sentence idea and asking them to elaborate on their answer. During the independent writing time, all students write two or more sentences about their initial idea.

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

- In Unit 1, Week 3, "*Puente entre los Talleres de Lectura y Escritura*, Language and Conventions, Compound sentences," the teacher provides a spiral review on subjects and predicates. The teacher models editing an incomplete sentence so that it is a complete sentence with a subject and predicate. For example, the teacher writes "*Jack fútbol al mediodía*" and students correct the incomplete sentence by adding *juega* to form the sentence, "*Jack juega fútbol al mediodía.*" Students work together to edit incomplete

sentences, such as "*Brian el tren a la ciudad,*" which changes to "*Brian toma el tren a la ciudad.*"

- In Unit 3, "*Vistazo a la unidad,*" the materials include a pacing chart where students introduce mentor stacks and immerse in poetry during Week 1. In Week 2, students develop elements of poetry. During Week 3, students create the structure of poetry. In Week 4, students apply the writer's craft and conventions of language to develop and write poetry. In Week 5, students publish, celebrate, and assess poetry.
- The "Spanish Skills Scope and Sequence" shows that the materials provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level revising and editing. For example, students learn about punctuation marks in Unit 1, Week 4. Students learn about the interrogation and exclamation marks and their appropriate use. Students try to modify their sentences to include proper punctuation marks. In Unit 3, students learn about descriptive adjectives and articles and learn to apply past, present, and future verbs. Students review the purpose of adjectives and articles while reading a familiar poem to see how poets use adjectives and articles. Students then complete an editing exercise to edit for adjectives and articles. During this lesson, students also learn how to edit their writing to ensure they have used verb tenses correctly.

Evidence-Based Tasks and Responses

8.B.4	Grade-Level Standard Spanish Conventions	20/20
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) according to the grade-level Spanish language arts TEKS. (S)	4/4
8.B.4b	Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. (S)	4/4
8.B.4c	Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)	12/12

The 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) according to the grade-level Spanish language arts TEKS. Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context.

Evidence includes, but is not limited to:

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) according to the grade-level Spanish language arts TEKS. (S)

- In Unit 1, Week 4, "*Puente entre los Talleres de Lectura y Escritura*, Language & Conventions, Lesson 1, students practice combining two related sentences to form one compound sentence. For example, the teacher writes the sentences, "*Tengo jabón. No tengo esponja.*" The students write one sentence using the word *pero* to join the sentences, such as "*Tengo jabón pero no tengo esponja.*" Students apply the knowledge learned by writing their own two related sentences and then joining them to form a compound sentence.
- In Unit 3, Week 4, Lesson 2, 3, and 4, "*Puente entre los talleres de lectura y Escritura*," the teacher explains to the whole group that in a sentence, the subject and verb should agree both in person and number. The number tells whether the action is performed by one individual or more than one. The teacher distributes sentences with no subject-verb agreement, such as "*Los niño estudia*" and "*La Maestra Leo un libro.*" Students identify the subject and the verb in pairs and edit each sentence. One student will edit the topic. The other student will edit the verb. Then, they share the edited sentences with the class.

- In Unit 2, Week 4 includes lessons on common and proper nouns, which provide opportunities for practicing the conventions of Spanish academic language out of context. For example, in "Lessons 2, 3, and 4, students work on identifying common and proper nouns. Students are given word pairs and learn how to choose the appropriate article to determine the gender and noun of each article, using words such as *niño*, *Juan*, *niña*, *Marta*, and *maestro-Sr. Rosales*, and *museo-Museo de Bellas Artes*.

Materials include opportunities for students to write grammatically correct sentences and short paragraphs in Spanish using correct capitalization and punctuation according to the grade-level Spanish TEKS. (S)

- In Unit 1, Week 5, "*Taller de lectura, Assessment*," students complete the writing assessment. They receive the following instruction: "Think about what it feels like to visit a new place. Write about a movie in the genre of your choice. For example, you can write a fictional story, a personal narrative, or an informational text." The students organize their writing, add interesting details, include specific, concrete words, and revise their writing, punctuation, and grammar.
- In Unit 3, Week 6, Lesson 4, "*Proyecto de indagación*," students can revise and edit their research. In this lesson, students read their work aloud. They need to pay close attention to punctuation and capitalization, their list of reasons, and the correspondence they compose.
- In Unit 3, Week 6, Lesson 4 includes opportunities for students to write using correct capitalization and punctuation as they write a thank you note to their principal. During the lesson, students are reminded to ensure that they are using proper capitalization and punctuation when writing the date at the top of the page. Students are also reminded to use the correct salutation, capitalization, and punctuation to address the principal.

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

- In Unit 3, Week 1, "*Puente entre los Talleres de Lectura y Escritura*, Lesson 1, students create a list of collective nouns and write sentences for each noun. Students name collective nouns for people, such as *clase*, *multitud*, and *público*; for animals, such as *rebaño*, *manada*, and *bandada*.
- Unit 1, Week 5, includes a writing prompt to allow students to practice their writing convention skills out of context. Students receive the prompt that they will write about "*mudarse a una nueva casa*" (moving to a new home). The lesson includes reminders for students to use the skills learned in the unit to complete the writing assignment. Materials include a 4-point rubric with focus, organization, development, language and vocabulary, and conventions. During the lesson, students are prompted to think about how it feels to visit a new place and to write about moving into a new house in the genre of their choice, such as a fictional story, personal narrative, or informational text.
- In Unit 4, Week 5, students prepare for celebration lesson, includes systematic opportunities to practice their writing convention skills in context. As students prepare for the celebration,

they revisit and edit their narratives one last time. The teacher's script mentions a reminder that students wrote a personal narrative about an actual event in their lives in the unit. Students were the main characters in their story and explained the problem and how it was resolved. During the lesson, students work in groups to reread each other's work and suggest edits. In the independent writing time, students revise their personal narratives and then reread them to catch any last changes they want to make.