Publisher Name	Program Name
Savvas Learning Company, LLC	*Texas miVision Lectura*
Subject	**Grade Level**
Spanish Language Arts and Reading	4

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 370 / 377

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**45 / 52**
2. **Progress Monitoring**	**28 / 28**
3. **Supports for All Learners**	**30 / 30**
4. **Foundational Skills**	**107 / 107**
5. **Knowledge Coherence**	**52 / 52**
6. **Text Quality and Complexity**	**34 / 34**
7. **Evidence-Based Tasks and Responses**	**74 / 74**

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overviews that provide background content knowledge and academic vocabulary necessary for effective teaching and contain supports for families in both Spanish and English with suggestions for supporting student progress.

- 1.3 Lesson-Level Design: Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, and instructional assessments; a lesson overview outlining

suggested timing and listing necessary materials; and guidance on using lesson materials for extended practice.

- 2.1 Instructional Assessments: Materials include a variety of instructional assessments at the unit and lesson levels with varying tasks and questions, definitions and purposes of assessments, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at different levels of complexity.

- 2.2 Data Analysis and Progress Monitoring: Materials include instructional assessments and scoring information that

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provide guidance for interpreting and responding to student performance, offer guidance for using tasks and activities to address student performance trends, and include tools for students to track their own progress and growth.

- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction and scaffolded lessons for students who have not yet reached proficiency, pre-teaching or embedded supports for unfamiliar vocabulary, and guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency.

- 3.2 Instructional Methods: Materials include prompts and guidance to support teachers in modeling and explaining concepts explicitly, provide teacher guidance and recommendations for effective lesson delivery using various instructional approaches, and support multiple types of practice with guidance on recommended structures for effective implementation.

- 3.3 Support for Emergent Bilingual Students: Materials include implementation guidance for teachers to effectively use in state-approved bilingual/ESL programs, embedded guidance to support emergent bilingual students in developing academic vocabulary and comprehension, and resources for dual language immersion programs to address metalinguistic transfer from English to the partner language.

- 4.A.1 Oral Language Development: Materials include guidance for teachers in Spanish to support students in expressing opinions, organizing presentations, following and giving oral instructions, and providing authentic opportunities for active listening, questioning, discussion, and sharing information according to grade-level Spanish language arts TEKS.

- 4.B.2 Decoding and Encoding Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words based on syllable stress, diphthongs, hiatus, word types, and accent marks as outlined in the Spanish TEKS, provide guidance for explicit Spanish instruction on syllable division principles, and offer a variety of activities and resources for practicing these skills in isolation and connected text.

- 4.B.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes as outlined in the Spanish TEKS, provide guidance for explicit instruction in recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities and resources for practicing these skills both in isolation and connected text.

- 4.C.1 Vocabulary Development: Materials include guidance for teachers in Spanish to provide explicit instruction on the use of print and digital resources, offer these resources to support students in determining meaning, syllabication,

pronunciation, word origin, and part of speech, and support students in using context to determine the meaning of unfamiliar words according to grade-level Spanish TEKS.

- 4.D.1 Reading Fluency: Materials include a variety of grade-level authentic or transadapted Spanish texts to support fluent reading, practice activities for developing word reading fluency in various settings, tools and strategies for teachers to support self-sustained reading, and texts at different levels of complexity to build accuracy, fluency, prosody, and comprehension.

- 4.E.1 Handwriting Development: Materials include explicit instruction in Spanish on teaching handwriting skills appropriate for each grade level, connected to current student learning, and provide frequent opportunities, resources, activities, and tasks in Spanish for students to authentically practice and develop these skills.

- 5.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, lessons anchored by Spanish texts to build background knowledge, and grammar, vocabulary, discussion, and writing activities connected to the lesson's knowledge-building topic.

- 5.A.2 Context and Student Background Knowledge: Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels, making connections across units within a grade level in Spanish, and providing relevant context to enhance student engagement with the text.

- 5.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 within and across lessons and units, complete culminating tasks that demonstrate their knowledge by making connections across related texts, and apply new understanding to contexts beyond the classroom.

- 5.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 in the context of knowledge-building, with practice opportunities, scaffolds for differentiation, tasks for purposeful vocabulary use, and nonverbal techniques like images and visualization to support vocabulary acquisition.

- 5.B.1 Recursive Inquiry Process: Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, including generating questions, developing a plan, identifying and gathering information from various sources, and synthesizing it. Materials also provide guidance and opportunities for differentiating between primary and secondary sources and for

- learning to differentiate between paraphrasing and plagiarism.
- 6.1 High-Quality Grade-Level Texts: Materials include text types and genres required by the grade-level Spanish TEKS, with core texts that are authentic or appropriate transadaptations, written at grade level, well-crafted, and of publishable quality. They encompass traditional, contemporary, classical, and diverse texts across multiple content areas, with content that is relevant, engaging, and reflective of students' backgrounds and experiences.
- 6.2 Interaction with Grade-Level Text: Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish texts, listen to, think about, and critically respond to them, and justify their thinking orally and in writing. Students are provided opportunities to discuss specific aspects of the text and engage in a variety of reading skills such as questioning, predicting, inferencing, analyzing, evaluating, and synthesizing.
- 6.3 Supporting Access to Grade-Level Text: Materials include teacher guidance and supports with embedded scaffolds, such as vocabulary support, questioning, think-alouds, and sentence frames, to ensure all students can access grade-level authentic or transadapted Spanish texts while maintaining rigor. Additionally, materials provide opportunities for proficient students to engage in further analysis of these texts.
- 6.4 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. Core texts are appropriately complex for the grade level according to their analysis and their relationship to student tasks.
- 6.5 Self-Sustained Independent Reading: Materials include explicit guidance for teachers in Spanish on how to monitor students' comprehension and hold them accountable during independent reading. Texts designated for independent reading are authentic or transadapted Spanish texts with a range of complexity levels, and materials include a plan for students to self-select high-quality texts and read independently for a sustained period, with planning and accountability for achieving reading goals.
- 7.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. These questions and tasks prompt students to evaluate language, key ideas, details, craft, and structure, support their claims through various strategies like comparing sources and summarizing, and engage in text analysis at different levels of cognitive complexity.
- 7.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, as well as guidance on creating structured opportunities for students to engage in evidence-based discussions using Spanish academic vocabulary and syntax.

- 7.B.1 Genre Characteristics and Craft to Compose Multiple Texts: 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. They provide opportunities for students to compose literary, informational, argumentative, and correspondence texts in Spanish for multiple purposes and audiences, each with genre-specific characteristics and craft.

- 7.B.2 Writing Process: Materials support students' use of the elements of the writing process—planning, drafting, revising, conferring, editing, and sharing/publishing—to compose texts in Spanish, with an age-appropriate progression in writing conventions. They also include guidance for teachers to provide explicit instruction in Spanish, modeling each element of the writing process and supporting students through conferencing and revising.

- 7.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. They offer systematic and explicit instruction that progresses from sentence-level writing to full compositions according to grade-level Spanish TEKS, with opportunities for students to engage in increasingly complex writing, revising, and editing in Spanish.

- 7.B.4 Grade-Level Standard Spanish Conventions: Materials include opportunities for practice and application of Spanish academic language conventions, such as subject-verb agreement, verb tenses, nouns, adjectives, adverbs, and other parts of speech, both in and out of context, according to grade-level Spanish TEKS. They also provide opportunities for students to write grammatically correct sentences and short paragraphs using proper capitalization and punctuation, with systematic practice of Spanish grammar, punctuation, and usage.

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 product and lesson plans feature structured activities- such as phonics review, guided reading practice, independent reading opportunities, reading review, and writing application exercises.
- The program incorporates the effective use of technology to enhance student learning through the miVision Digital Savvas website, which provides teachers with guidance on how to use the online tools. The online resources are user-friendly, and teachers can assign reading materials, mini-lessons, and assessments as they see fit for their students.

Intentional Instructional Design

1.1	**Course-Level Design**	**7/14**
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, 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 do not include a scope and sequence outlining the ELPS. 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, ELPS, concepts, and knowledge taught in the course.

- The grade 4 "Teacher Edition," Units 1–5 include a set Scope and Sequence outlining the TEKS, concepts, and knowledge. This scope and sequence is found at the beginning of each "*Teacher Edition."* For instance, Unit 4, Week 1 includes the "*Puente entre los talleres de lectura y escritura*," detailing the concepts and the corresponding TEKS. In Unit 5, Week 1, the scope and sequence under *"Taller de escritura"* includes the weekly focus *"Enfoque de la semana"* and mini lessons *"Banco de mini-lecciones"* along with the designated TEKS.
- The grade 4 *"Taller de Lectura," "Vocabulario,"* and *"Taller de escritura"* include TEKS alignment. Each section is divided by weeks and covers specific TEKS and concepts. For example*, "Semana 2"* covers biography, synonyms, antonyms, and figurative language. Each unit includes TEKS and knowledge taught, with Unit 1, Weeks 1–6, related to the *"Redes"* theme.

- The materials include a scope and sequence outline of the TEKS, concepts, and knowledge taught in the course. The grade 4 "Teacher Guide" includes the document, *"Correlación con los TEKS,"* detailing where TEKS and lessons are found in the *"Libro interactivo del estudiante," "Guía del maestro,"* and *"Recursos en línea para el estudiante."*

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 grade 4 materials provide a pacing guide with five units, each spanning six weeks. Each unit includes an overview of the week with objectives, academic vocabulary, and weekly questions. The materials do not include suggested pacing to support implementation using various instructional days –165, 180, 210. In the "Teacher Edition" for *"Unidad 1, Guía rápida para comenzar,"* unit components are explained in detail. During weeks 1–5, lessons target various components such as *"Taller de Lectura, Puente Entre los Talleres de Lectura y Escritura, Grupos Pequeños,"* and "*Taller de Escritura."* In "Week 6," students build on their knowledge from weeks 1–5 through a *"Proyecto de Indagación."* This pattern repeats across all five units. The "Teacher Edition" for *"Unidad 1 Semana 1 Plan Sugerido de la semana"* includes a suggested time allotment for weekly overviews to support lesson implementation.
- The *"Plan Sugerido de la Semana"* is structured by literacy blocks *("Taller de Lectura, Taller de Escritura, Puente Entre los Talleres de Lectura y Escritura,"* and small group instruction) with interconnected lessons building daily concepts. While the materials offer a comprehensive yearly planning guide with suggested daily plans, they do not include effective implementation support for various instructional calendars (e.g., varying numbers of instructional days –165, 180, 210).

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

- In the "Teacher Edition" for "Unidad 1," the *"Modelo pedagógico para el taller de lectura: Grado 3 a Grado 5"* explains each component's weekly plan and objectives, detailing how the week's activities progress, allowing students to engage with texts and build knowledge. The *"Introducción a miVisión"* Planning Resources include a vertical alignment document outlining units and concepts taught in each grade level, showing how concepts build across grades. The introduction does not explain the rationale for the order of units and/or concepts within the grade 4 curriculum.
- The materials provide several pages called "*Unit Contenido"* at the beginning of the *Teacher Edition* that describe themes, essential questions, and weekly topics across all five units. No graphic or written rationale exists for the interconnection between the units and their themes. The "Teacher Edition" 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.

- The materials include lesson plan templates in the *"Plan de la lección editable"* which provides an outline covering mini-lessons, small groups, and grammar throughout the weeks. The online teacher edition features a *"Plan sugerido de la semana"* tab showing time allocation for each instructional component.
- The grade 4 materials include a "myView Literacy Teacher Edition: Getting Started," which includes guidance and protocols for unit internalization for teachers. For example, in Unit 1, the *"Guía rápida para comenzar"* provides a unit and lesson overview and a suggested weekly plan with detailed information on lesson internalization, such as how to adjust instructions based on student needs and district guidelines.

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

- The materials include templates for lesson plans. The *"Plan de la lección editable"* provides an outline covering mini-lessons, small groups, and grammar. The online teacher edition features a *"Plan sugerido para la semana"* tab showing time spent on each instructional component. There is no evidence of materials designated for administrators or instructional coaches, such as observation tools, lists of materials, or implementation checklists.
- The materials provide resources for teachers and students available in print and online, For example, at the beginning of the "Teacher Edition," materials provide teacher-facing pedagogical support with graphic images and explanations of how components can support student learning. There are no implementation resources for instructional coaches or administrators to use in supporting teachers to implement the materials as intended.

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.

- The "Teacher Edition" presents the essential question of each unit. The teacher activates background knowledge by playing a video and having students list observations. Students participate in a "Turn, Talk, and Share" activity with guiding questions. The section on academic vocabulary allows students to gain and practice vocabulary words needed to understand the unit's theme. The teacher asks questions using vocabulary words, and students respond with their newly acquired vocabulary.
- For example, Grade 4, Unit 3, Week 2, Lesson 1, includes the section *"Explora el poema,"* which references the Essential Question for Unit 3, "How can we reach new understandings through exploring diversity?" and the Week 2 Question, "How do our experiences help us see the world differently?" Unit 4, Week 3, Lesson 1, includes a background knowledge section that introduces and guides the students to understand the academic words: "*revelan, tradicionales, ilustrar, interpretó,* and *predecir*, and make connections with personal experiences and background knowledge.*"
 The "Teacher Edition" provides background information for teachers, such as in Unit 5 which contains *"Presentar la unidad"* describing the essential question, TEKS taught, and unit goals. The overviews also contain "*Vocabulario académico"* with definitions. The unit overview *"Vistazo a la unidad: Plan para los talleres"* includes vocabulary words for each week. For example, grade 4, Unit 4 provides words like "*engañado, trato, reputación, asombro, and compostura.*"

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

- The grade materials contain support for families in Spanish and English for each unit. For example, the Unit 3 parent letter on the theme "*La diversidad"* suggests having students write

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their own realistic fiction story. The *"Guía de evaluación"* includes parent letters for all units, with sections like Unit 5, *"Formas de ayudar al niño,"* which provides conversation-starting questions.

- The Family Connection Letter provides an overview of the unit and the final project for parents in both English and Spanish. A family connection letter for each unit is available in both English and Spanish. These letters cover genre, spelling patterns, writing conventions, reading concepts, and ways to help students at home.
- The materials include a resource entitled *"Guía de evaluación"* with Family-School Connection letters in English and Spanish for each unit. These letters explain classroom concepts and offer specific ways parents can support their children, such as conversation starters and questions for reading comprehension and writing support.

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 grade 4 materials include comprehensive, structured, detailed lesson plans with daily objectives and questions. In Unit 1, Week 2, Lesson 1, the objective is, *"Escuchar atentamente, formular preguntas relevantes para aclarar información y hacer comentarios pertinentes."* Materials provide resources and assessments to meet content and language standards. In Unit 3, Week 2, Lesson 1, the "*Evaluar la comprensión"* section suggests evaluating comprehension: "*Pida a los estudiantes que sigan la misma estrategia para completar la tabla de la p. 67 del Libro interactivo del estudiante. Recuerden a los estudiantes que van a usar las palabras del vocabulario académico a lo largo de la unidad."*
- The materials include detailed lesson plans with daily objectives, questions, tasks, materials, and instructional assessments to meet content and language standards. The lesson plans cover learning goals for reading and writing workshops, with daily objectives and tasks for comprehension monitoring, as seen in grade 4, Unit 4, Week 4. The *"Plan Sugerido de la Semana"* outlines daily learning goals, tasks, materials, and assessments, including the time allocation for each component. The "Teacher Edition" specifies objectives for each section, such as TEKS 4.1A (listen attentively), with teacher directions and comprehension questions.

- The materials contain structured lesson plans with detailed explanations for each part. For example, grade 4, Unit 5, Lesson 1 includes systematic instruction for listening comprehension, guided reading, and independent reading of informational texts, with daily learning goals. The "Teacher Edition" highlights questions in different components, supporting content and language objectives. The grade 4, Unit 5, Lesson 2 uses blue font for questions and provides on-grade-level reading passages to support informational text learning goals. Each lesson includes daily quick checks aligning with the objectives and unit assessments available at the end of each unit.
- The grade 4 "Program Components" include print and digital resources like student and teacher editions, leveled readers, "ExamView," practice games, unit launch videos, an Intervention Guide, Assessment Resources, a Small Group Guide, supporting activities, and assessments. Lesson plans feature objectives, questions, academic vocabulary, tasks, and Spanish language development for teaching, modeling, and guiding students to meet content and language standards. The comprehensive list of materials is available for instructional use. The "Teacher Guide" offers assessment and differentiation opportunities, enabling teachers to assess, conduct strategy groups, provide interventions, allow independent reading, and confer with students using probing questions.

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

- The *"Plan Sugerido de la Semana"* includes a reading workshop lasting 10–20 minutes and small groups lasting 20–30 minutes in Unit 2, Week 5, Lesson 1. Another example is the writer's workshop, which allocates 30–40 minutes for independent writing in Unit 2, Week 3, Lesson 2. Materials include a lesson overview outlining suggested times for each lesson component. An example is Unit 5, Week 1 which provides the suggested timing for each lesson component.
- 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 instance, 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.

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

- The online teacher edition visually represents the books used throughout the course, such as *"Libros por nivel"* and *"Guía del maestro para los libros por nivel."* Materials include a lesson overview listing the student materials needed to deliver the lesson effectively. Student materials are available online and in print, including interactive books like *"Libros interactivos del estudiante"* (2 Volumes).
- The materials include a lesson overview listing the teacher and student materials necessary for effective lesson delivery. Each lesson component specifies these materials, as seen in Unit

5, Week 1. The lesson overview lists the teacher and student materials needed for effective lesson delivery after each resource title.

- The *"Plan Sugerido de la Semana"* table provides a detailed list of daily lessons with the student and teacher materials needed for instruction. For example, Unit 1 lists materials for *"Taller de escritura"* in Lesson 1, including "*narración personal: inmersión en el género"* and *comentarios* (share out)." Materials provide a comprehensive list with graphic images of student-level readers available weekly in *"Taller de lectura"* under "*Seleccionar libros para el aprendizaje."* Specific titles of varying levels support small-group instruction and weekly learning objectives.

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

- The materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). In the Savvas dashboard, students can practice spelling with games like *"Mar de Ortografia,"* where they choose the correctly spelled word (e.g., *enviado, emviado, enbiado),* and *"Las Islas de las Palabras,"* where they match oral words with printed words. These games provide interactive spelling and word recognition practice. There are printable "*Actividades de ampliación"* including several pages, such as *"Mi registro de lecturas,"* a reading log for students to complete at home and have parents sign. *"Actividades de ampliación"* also includes pages for tracking genres, bookmarks, and a book recommendation log, such as *"Mi registro de géneros,"* with headings for different units.
- The materials provide printable *"Práctica semanal de los estándares"* for weekly vocabulary and word study practice in multiple-choice format. Digital practice games called *"Juegos,"* which are assignable by teachers, allow students to practice word skills, such as "La selva de *los sonidos,"* where students practice *ch-, ñ-,* and *qu-* sounds.
- Teachers assign Practice Games on the "Online Student Portal" for practicing sounds, spelling, and word identification through interactive games. These games provide instructions that can be read aloud to students and are available for extension, enrichment, or homework. Additional resources for extended practice include printable worksheets and graphic organizers for tracking books and genres read, probing questions, and comprehension activities for fiction and non-fiction texts.

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.

- Grade 4, Unit 1, online platform assessment includes multiple-choice and interactive items, such as the question, *"Selecciona dos detalles que respalden la idea de que los alpinistas corren riesgos cuando escalan el monte Everest."* At the lesson level, Unit 3, Week 1 includes an online selection quiz with questions like, *"¿Qué pasa cuando la autora escucha música?"*
- The materials include a variety of instructional assessments at both the unit and lesson levels, varying in tasks and questions. The *"Guía de evaluación"* includes rubrics for reading, writing, and project assessments, such as the Skill Conference Record and the Second-Language Learners Observation Assessment Checklist. The online platform also offers multiple-choice questions similar to state standardized assessments, such as in Unit 3, Week 5*, "¿Qué verso del poema te ayuda a imaginar cómo es el nido del hornero?"*
- The materials include digital/print diagnostic assessments to be administered at the year's beginning, middle, and end. The "*Examen inicial"* assesses vocabulary, reading comprehension, and fluency, with instructions provided in the "*Exámenes sumativos: Manual del maestro y Clave de respuestas."* Daily formative assessments align with lesson objectives, and unit assessments measure student performance on lesson objectives. For example, Unit

3, Lesson 3 offers options like the "*Mi turno*" activity or using sticky notes to mark evidence of the author's purpose.

- The *"Evaluaciones sumativas"* teacher manual includes various assessments, such as fluency tests, multiple-choice questions, and constructed response questions. It also provides sample fluency tests, teacher directions, and guidance for interpreting results.

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

- The grade 4 *"Overview of miVisión Assessment"* describes the purpose of summative assessments like *"Exámenes de las unidades,"* which provide data on student performance with unit skills, strategies, and concepts.
- The grade 4 *"Guía de evaluación"* provides detailed definitions and intended purposes for various instructional assessments, such as diagnostic, formative, and summative assessments. It lists specific assessments under each type, including teacher observations, checklists, *"exámenes de las unidades,"* and "*evaluaciones del rendimiento."* The *"Overview of miVisión Assessment"* includes a comprehensive list of assessments for classroom use, highlighting their goals and appropriate timing.
- The materials offer supplemental resources for teachers to help them understand assessment types and purposes within the product's scope and sequence. From the *"Evaluaciones y práctica"* tab, teachers can access resources like *"Exámenes sumativos: Manual del maestro y Clave de respuestas,"* which defines and describes initial assessments in the section *"Vistazo general y descripción del Examen inicial."* The "*Guía de evaluación"* also describes a variety of assessments, such as "*Examen inicial,"* "*Lecturas independientes,"* and *"Práctica semanal de los estándares."*

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

- The grade 4 *"Guía de evaluación"* features a Q&A section titled "When should I use different types of assessments?" and another section titled "How do I determine and monitor the instructional reading level of each student?" These sections explain when to use various assessments and how unit assessments help reconsider placements using data from benchmark, observational, and informal assessments.
- The *"Guía de evaluación"* provides teacher guidance for consistent and accurate assessment administration. Each chapter introduces an assessment or rubric and explains how to administer it, such as the Skills Conference Record, which advises teachers to identify questions and leave space for observations. In Unit 5, Week 5, Lesson 2, *"Evaluación y Diferenciación,"* teachers receive guidance on evaluating students' fluency using *"Lecturas Independientes de la Unidad 5"* and recording progress with the *"Tabla de progreso en la fluidez."*
- The *"Guía de evaluación"* explains each assessment and provides teacher guidance for consistent administration. For example, "Chapter 3: Benchmark Assessment and

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Instructional Grouping" details how to measure and monitor students' instructional reading levels. The "*Administración y calificación de un examen de fluidez"* section provides instructions for administering and scoring reading fluency assessments, recommends individual administration, and explains procedures to students beforehand.

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

- The grade 4 online teacher guide provides information about unit assessments in Unit 1, stating, *"Práctica semanal de los estándares. Evalúe el aprendizaje del estudiante usando evaluaciones cortas que están alineadas con los TEKS."*
- The materials include assessments aligned to the TEKS and the course, unit, or lesson objectives. The "*Examen de fin de año" is* a summative assessment with questions on grade level that address the TEKS taught during the school year. For instance, a question asks, *"Cuál es la idea principal de la selección?"* which assesses TEKS 4.9Di, taught in U nit 1, Week 2." Another example is the *"Examen de práctica de los TEKS,"* which assesses TEKS 4.10A.
- The materials contain sections indicating how assessments are aligned with the TEKS. The *"Exámenes sumativos: Guía del maestro y clave de respuestas"* includes a *"Tablas de análisis de las preguntas de las unidades"* section, providing test item analysis with corresponding TEKS. For example, question 10 of the summative unit evaluation assesses text structure analysis aligned with TEKS 4.10B. The diagnostic "*Examen inicial"* is aligned to previous and current TEKS to locate student levels.

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

- The Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. For example, Unit 1 includes weekly assessments like *"Práctica Semanal de los Estándares"* and formative assessments for identifying nonfiction narrative.
- The grade 4 "*Examen de fin de año*" is a summative assessment with grade-level questions addressing the TEKS taught during the school year. An example question is *"Cuál es la idea principal de la selección?"* which assesses TEKS 4.9Di, taught in Unit 1, Week 2. Another example is the *"Examen de práctica de los TEKS,"* which includes questions like *"El propósito principal de esta selección es,"* assessing TEKS 4.10A.
- The *"Exámenes sumativos: Guía del maestro y clave de respuestas"* includes a "*Tablas de análisis de las preguntas de las unidades"* section, providing test item analysis with corresponding TEKS. For example, question 10 of the summative unit evaluation assesses text structure analysis aligned with TEKS 4.10B. The diagnostic *"Examen inicial"* is aligned to previous and current TEKS, such as questions 11 and 12 aligned to TEKS 4.8C and 4.8D.
- The Teacher Guide for *"Evaluaciones sumativas"* provides teachers with the TEKS correlation of each test item, a brief description of the skill tested, and the Depth of Knowledge indicator level. It also includes an answer key for each unit and summative assessment.

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.

- The grade 4 *"Guía de evaluación"* includes information on evaluating student performance based on the lesson standards using various levels of text complexity such as identifying students who struggle with identifying or explaining the importance of setting in fables. In Unit 1, Week 5, Lesson 1, the section titled *"Comprobación rápida"* provides options for evaluating student performance at different levels of complexity, and offers remediation strategies if students struggle with the formative assessment. For example, if student struggles with the formative assessment, the online Teacher Edition states, *"repase la enseñanza de los elementos de los textos informativos en grupos pequeños de la p. T296."*
- The instructional assessments and scoring information offer guidance for interpreting and responding to student performance showing the different levels of complexity. The *"Types of Assessment"* section outlines diagnostic, formative, and summative assessments, with examples such as the *"Examen inicial, de medio año y de fin de año."* These diagnostic assessments occur at the beginning of the year to pre-assess student strengths and needs. The *"Proyecto de indagación"* is a performance-based assessment given at the end of each unit, capturing data on student thinking and responses to real-world activities, and offering insights through rubrics and checklists.
- The materials provide charts, rubrics, and scoring instructions from different types of assessments that align with educational standards. These tools support teachers in assessing student performance across varying levels of complexity. For example, the writing rubric in *"Guía para calificar la escritura"* outlines criteria that differentiate between basic and advanced writing skills. Additionally, guidance in *Informar la instrucción* emphasizes using assessment data to tailor instruction based on diverse student needs and skill levels.

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

- The grade 4 *"Evaluación y diferenciación"* materials provide weekly suggestions and guidance for responding to students' assessment performance. For example, the "*Actividades de intervención* recommends teachers reread pp. T18–T19 with students and allow them to share their opinions about informational texts using academic vocabulary." Additionally, students on grade level or advanced should organize their discoveries about animal adaptations effectively for discussion.
- The grade 4 *"Teacher Edition"* provides guidance for specific activities designed to respond to student trends based on individual needs in the section titled *"Evaluación y diferenciación"* for every lesson. Examples include guidance on implementing specific fluency, leveled reader, and vocabulary activities. Highlighted in the margins of Unit 3 are tasks such as a teacher-led prosody activity, a small group task to develop vocabulary, and independent literacy activities.
- The grade 4 "*Evaluaciones sumativas, Manual del maestro"* provides a list of intervention lessons to reinforce concepts covered on unit assessments, with flexible grouping based on students' performance.

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

- Materials include tools for students to track their own progress. The resource *titled "Guía de evaluación"* includes a section titled "Student Record Chart," where the teacher can record students' scores on *"miVisión Verificaciones del Progreso," "Evaluaciones recapitulativas,"* including *"Examen de las unidades," "Examen de mitad de año,"* and *"Examen de fin de año."* Another section, *"*Writing Behaviors Checklist*,"* records observations of students' writing behaviors from the beginning of the school year.
- In the "*Registro de anotaciones de los exámenes del estudiante de las unidades,"* students can record their scores for reading comprehension, word study, conventions, and writing.
- The materials provide a teacher form accessible via hardcopy or online, including templates for tracking students' progress and growth on weekly and unit assessments.

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.

- Materials include teacher guidance for differentiated instruction for students who have not yet reached proficiency on grade-level content. In Unit 1, Week 1, Lesson 1, the online teacher edition has a section titled *"Actividad de intervención,"* prompting the teacher to go to Lesson 29 to teach the characteristics of nonfiction narratives, with instructions such as, "*Lee los siguientes pasajes. Observa cómo el autor organizó los textos."* Materials also provide guidance for differentiated activities. The resource titled *"Guía para grupos pequeños"* includes activities for students who have not reached proficiency, such as working with partners to practice active listening and expressing their ideas.

- At the end of each lesson, there are differentiation activities. For example, in Unit 2, Week 5, Lesson 1, there is an *"Actividad de intervención"* where teachers can use the *"Libro miEnfoque: Guía del maestro"* to teach text features of informational text. In Chapter 3 of *"Guía para grupos pequeños,"* teachers receive guidance on planning for small group instruction, including preparing lessons for skills and strategies students need to master based on assessments. Materials include teacher guidance for differentiated instruction and activities in the *"Evaluación y diferenciación"* section of each lesson. This part includes specific activities to support the learning objective for all learners. Examples include teacher-guided activities like *"Grupo de estrategia"* and independent activities like *"Actividades de lecto-escritura."* The materials provide intervention passages by unit and week to support

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content objectives. For example, Unit 5, Week 1 includes the intervention passage *"La aventura de explorar los recursos,"* aligned with vocabulary development objectives.

- The materials provide a supplemental resource, *"miEnfoque: Guía del maestro para la intervención,"* which includes specific lessons for students not yet proficient in grade-level content. For example, Lesson 2 provides a scripted lesson on "*Diptongos y hiatos."* In the Teacher Guide, under *"Evaluación y diferenciación,"* teachers are guided to use additional resources for students who have not reached proficiency. For instance, in Unit 3, Week 3, Lesson 1, teachers are advised to use *"miEnfoque: Guía del maestro"* to review narrative non-fiction text characteristics. Each intervention lesson includes components like Introduce, Model, Teach, Practice, Monitor Progress, and Independent Practice. Teachers are also instructed to use "Quick Check" sections to guide small group activities such as Strategy Group, Intervention Activity, Conferring, Leveled Readers, and Literacy Activities.

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

- The online teacher edition resource includes a section titled *"Primer vistazo al vocabulario"* and provides instructions on how to preview vocabulary. In Unit 2, Week 2, Lesson 2, the instructions shared are to present the words and define them. Example of instructions are, "*Presente las palabras del vocabulario de la p. 258 del Libro interactivo del estudiante y defínelas cuando sea necesario."* Each week's Lesson 1 includes a preview of weekly genre-based vocabulary words for teachers to review with students. For example, Unit 3, Week 2, Lesson 1: *"Género y Tema"* previews academic vocabulary words like *introducción, complicación, desenlace, clímax,* and *solución*. The Teacher's Guide includes a section called "*Presentar la unidad,"* where academic vocabulary tied to the unit theme is introduced. For example, in Unit 3, Week 1, the teacher uses a brief example: *"Si inflan un globo, se expandirá,"* and asks a follow-up question: *"¿Qué pasará si se expande demasiado?"* This section also instructs students to use a graphic organizer from the student interactive textbook to review vocabulary and then share their responses with a partner, discussing how the vocabulary word ties to the unit theme, such as *"Diversidad."*

- The materials include pre-teaching and embedded supports for unfamiliar vocabulary and references in text, such as figurative language, idioms, and academic language. In the interactive student book, students read words and write definitions in a table. They explain how words like *sorprendida, frontera, consecuencias, rótulos,* and *preservar* change meanings in different contexts (e.g., mathematics, physical education, reading, science, social studies). In Unit 2, Week 1, Lesson 1, there is a section titled *"Rutina de lectura en voz alta"* that provides a routine for read-aloud. An example of instructions is, *"Relea el texto haciendo pausas para mostrar las estrategias de pensar en voz alta relacionadas con la idea principal y los detalles clave del texto informativo."* Teachers use a gradual release model to teach and practice vocabulary.

- The materials provide opportunities to preview vocabulary within the lesson cycle. For instance, Unit 5, Lesson 2 offers *"Primer vistazo al vocabulario,"* where teachers preview vocabulary words *like "manto, círcula, adoptado, abundantes,* and *fundida"* before reading the

text. The Teacher Edition includes sections in the read-aloud portion of the lesson plans for vocabulary instruction within the context of the reading selection, such as the *"Lectura atenta: Vocabulario en context"* in Unit 5, Lesson 2, which explains how to use context clues to determine the meaning of unfamiliar words.

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

- In Unit 2, Week 2, Lesson 5, the online teacher edition section titled *"Comprobación rápida"* provides an option for students to compare texts in a small group setting. Materials provide extension activities for students who have demonstrated proficiency in grade-level skills. In Unit 2, Week 2, Lesson 5, the Teacher Edition section titled *"Al nivel y avanzado"* offers an activity for students to organize information about animal adaptations and present their findings.
- In the Teacher's Guide, each week includes opportunities for enrichment/extension activities for students performing on or above grade level. For example, in Unit 3, Week 3, Lesson 5, students organize their findings on music as a cultural bridge into an effective format.
- The *"Centro de recursos para descargar"* offers *"actividades de ampliación"* for each unit. In Unit 4, students can respond to non-fiction texts by drawing the main idea. In Unit 3, Week 3, Lesson 1, teachers differentiate instruction using leveled readers, with a list of leveled readers provided in the *"Biblioteca de libros por nivel"* section. Students have access to leveled readers ranging from Level O to Level T, with activities to notice the characteristics of autobiographies.

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 materials include prompts to support the teacher in explaining concepts directly. In Unit 1, Week 2, Lesson 1, the teacher edition provides guidance in the *"Comprensión auditiva"* section, instructing the teacher to read aloud a biography text and explain to students they must listen to identify the main idea and supporting details. Additionally, the teacher edition prompts the teacher to model a think-aloud in the *"Pensar en voz alta"* section, with scripted text highlighted in blue, such as, *"Analizar la biografía Es fácil identificar esta obra como una biografía. Tiene todos los elementos. Todas las fechas me ayudan a poner la historia en orden cronológico."*
- The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating concepts explicitly. In Unit 2, Week 1, Lesson 1, the mini-lesson focuses on narrative nonfiction. The teacher models the lesson by stating aloud thoughts and observations about the text, then guides students in practicing the skill. The mini lesson provides specific instructions, such as, *"Haga una red en el pizarrón para el género 'No ficción narrativa' e incluya los subgéneros como autobiografía."*
- The Teacher's Guide includes prompts for teachers to model and practice concepts with students. In Unit 3, Week 3, Lesson 1, the teacher prompt directs the teacher to say, *"Noto que la narración tiene una estructura de orden cronológico"* to focus on using facts and details to support the main idea. In Unit 3, Week 4, Lesson 2, the teacher is prompted to explain the difference between first and third person points of view by asking, *"¿Algún personaje habla de sí mismo o hay un narrador que habla de todos los personajes?"* Additionally, in the *"Presentar*

la unidad" section of Unit 3, teachers are guided to communicate unit goals and concepts, such as learning about different types of fiction and fiction elements.

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

- The materials include teacher guidance for effective lesson delivery. In Unit 1, Week 4, Lesson 1, the Teacher Edition provides a section titled *"Demostrar y practicar",* which guides the teacher on how to analyze elements of informational texts. An example provided is, *"Demuestre cómo analizar los elementos de un texto informativo: En 'Las primeras exploraciones,' la autora usa encabezados para ayudar al lector a aprender las ideas que intenta compartir. Me pregunto: '¿Qué función cumplen estos elementos del texto?' Los encabezados ayudan a organizar la información."* Additionally, the *"Opcion flexible, carton de referencia"* section recommends displaying an anchor chart and having students share headings and graphic features throughout the week.
- Materials include teacher guidance and recommendations for effective lesson delivery using various instructional approaches. In Unit 1, Week 4, Lesson 1", students work with a partner to read the article *"Quien es tu héroe?"* and identify the features of a bibliography. They then collaborate to write a draft of a bibliography. Teachers are also reminded to guide students on effective presentation skills, such as making visual contact with the audience, speaking loudly and clearly, and listening attentively.
- Materials provide a variety of instructional approaches that support effective lesson delivery. For example, in Unit 5, Lesson 2, the *"Pensar en voz alta"* section guides teachers on facilitating a think-aloud, allowing students to hear a modeled example of the internal dialogue a reader has when engaging with a new text. The *"Lectura atenta"* section in Unit 5, Week 1, Lesson 2 provides instructions on having students read and orally retell the text to monitor comprehension. The *"Guía para grupos pequeños"* resource offers guidance on small group instruction using various approaches like summarization, graphic organizers, and questioning strategies.
- In the Teacher's Guide, teachers are provided with guidance to implement different instructional approaches for evaluating students' understanding of concepts. In Unit 3, Week 3, Lesson 1, teachers are given options to evaluate students' understanding of realistic fiction texts, such as having students share their favorite fiction story and its elements through a Turn, Talk, and Share activity or identifying elements of realistic fiction in their weekly story using post-its. Additionally, in Unit 4, Week 3, Lesson 1, the *"Explorar el video"* section provides guiding questions for discussions on how being kind and doing good deeds affects those around you, such as, *"¿Por qué creen que la máscara del rey cambiaba la forma en que las personas lo trataban?"*

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.

- Materials provide support for multiple types of practice for effective implementation. In Unit 5, Week 4, Lesson 1, the Teacher Edition's "*Instrucciones para la enseñanza de la lectura guiada*" provides practices for guided reading, such as identifying informational texts, vocabulary, and explaining ideas. An example instruction is, *"Use estas preguntas para apoyar la enseñanza de las mini lecciones de esta semana."* In Unit 4, Week 4, Lesson 1, the *"GRUPOS PEQUEÑOS"* section offers structures for conferring, independent reading, and literacy activities, such as asking students to identify elements of an informational text during guided practice.

- The materials support multiple types of practice, including guided, independent, and collaborative, and provide guidance for teachers with recommended structures for whole group, small group, and individual instruction. For example, students have independent reading time to reread or listen to *"Textos que guían nuestras acciones"* with a peer, choice book, or a leveled book. The pedagogical model includes whole group instruction (5-15 minutes), followed by small group or independent/partner work (25-30 minutes), and concludes with an application question.

- Student materials offer opportunities to practice new learning within the interactive workbook. For instance, Unit 4 includes a vocabulary practice titled *"Vocabulario académico"* where students practice using newly acquired vocabulary. Teacher materials provide guidance on pre-teaching vocabulary by building background knowledge in the "Spanish Language Development Building Background Knowledge" section. The *"Evaluación y diferenciación"* section in each lesson provides activities for teacher-guided or independent practice. For example, in Unit 4, Lesson 2, teachers can choose to guide identifying informational texts or have students summarize their reading to a neighbor.

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 "Biliteracy Unit Planning Guide" suggests unique texts in English and Spanish for each reading workshop block, ensuring content is not repeated in the partner language. Writing workshop lessons in both languages cover the same unit genre and biweekly focus, but students access unique mentor texts and produce written works in the language of instruction. The guide also includes an "At-a-Glance Biliteracy Unit Plan for Grade 4", focusing on authentic fiction and nonfiction texts, language arts skills, and various genres.
- The online teacher dashboard includes a digital resource for supporting Emergent Bilingual students. The "Dual Language Educators' Implementation Guide" offers professional development articles, teaching routines with student practice pages, and additional lessons to build metalinguistic and metacognitive abilities in biliterate learners. The "MyView Literacy/miVisión Lectura K-5 Program Overview" provides a one-page preview of additional Spanish resources, such as planning and pacing suggestions, sample routines and activities, and a bilingual glossary.
- In grade 4, Unit 1, Week 1, Lesson 1 the "Teacher Edition" provides sections like *"Lenguaje del Género"* guide teachers to remind students to use words related to nonfiction, listed in Spanish: "*Narrativo, Propósito, Detalles, Orden cronológico, Autobiografía."* The "*Desarrollo del Lenguaje en Español"* section includes pre-reading support instructions for students to create a timeline of their lives, optionally drawing pictures to represent events.

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

- In the "Teacher's Guide", the *"Evaluación y diferenciación"* section provides guidance to support effective Spanish vocabulary development in the "*Desarrollo del Lenguaje en Español"* resource. This section promotes vocabulary development by providing activities such as using visuals in Unit 3, Week 2, Lesson 3. Additionally, the *"Primer vistazo del vocabulario"* section in the *Teacher Edition* offers opportunities for students to build background knowledge and respond orally to new vocabulary. In Unit 3, Lesson 2, the *"Lectura compartida"* section has students orally respond to new vocabulary words, and the *"Responder y analizar"* section contains the *"Desarrollar el vocabulario"* activity, where students practice using newly acquired vocabulary by finding synonyms.

- In grade 4, Unit 1, Week 4, Lesson 2, the "Teacher Edition*"* provides sections like *"Demostrar y Practicar,"* which guides teachers in modeling and practicing using vocabulary words. An example instruction is*: "El lenguaje figurado generalmente hace que me imagine algo. Por ejemplo, estas oraciones describen al tío Yaris: Mi tío Yaris tiene la voz como una sirena, que usa cada mañana, como un relojito, para despertarme. Leyendo esto, se me forma en la mente una imagen vívida de un hombre con una voz grave que retumba, que despierta a alguien todas las mañanas. La palabra del Vocabulario académico que se acerca más al símil 'como un relojito' es hábito."* Additionally, in the *"Desarrollo del lenguaje en español"* section, teachers are instructed to group students to identify figurative language in their texts and guide them with questions such as, *"¿Qué tipo de lenguaje figurado es este? ¿Es un símil u otra forma de escritura figurada? ¿Qué significa?"*

- There are "Hear from Literacy Experts" videos where Dr. Arreguin and Dr. Gomez discuss "Creating Engaging Early Childhood Environments for Dual Language Learners" and "Dual Language Instruction and Contrastive Analysis in the Elementary Grades." Additionally, thematic units in every grade level, such as grade 4 Unit 1*, "Redes,"* Unit 2, *"Adaptaciones,"* and Unit 3, "La diversidad" support students' growth of background knowledge about each unit's topic.

- In the "Teacher's Guide", the "Spanish Language Development" sections provide guidance to support emergent bilingual students in developing academic vocabulary, building background knowledge, and increasing comprehension. For example, in Unit 4, Week 3, Lesson 2, the teacher is guided to use visuals from the selection to help students better understand the content. Additionally, teachers are instructed to support students' vocabulary development through written discourse. For instance, the teacher asks students to write a summary paragraph of *"La Culebra"* using all the vocabulary words from the selection. Explicit best practices and tools to promote cross-linguistic language development are shared throughout the teacher manual. For example, in the daily plan, there is a suggestion to purposefully use academic vocabulary word walls in the classroom. Emergent bilingual students benefit from making vocabulary connections across languages.

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

- The resource titled "Dual Language Program Planning" includes an overview of the biliteracy program and guides for planning and pacing for Spanish and English. For example, the guides state, "The dual language program planning guides are planning and pacing tools for dual language practitioners who use miVisión Lectura and myView Literacy to impart their Spanish and English language arts and reading instruction and assure complete standards coverage of literacy standards in both languages."
- The "Dual Language Program Planning" resource includes recommendations for times and instructional days for Spanish and English. The writing workshop is composed of 10-day instructional blocks for both languages. For example, the guide notes, "While writing workshop lessons in Spanish and English cover the same unit genre and have the same biweekly focus, students access unique mentor texts and also produce written works in the language of instruction."

Foundational Skills

4.A.1	Oral Language	14/14
4.A.1a	Materials include guidance for the teacher in Spanish to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level Spanish language arts TEKS. (T)	4/4
4.A.1b	Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level Spanish language arts TEKS. (S)	6/6
4.A.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)	4/4

The materials include guidance for the teacher in Spanish to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level Spanish language arts TEKS. Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level Spanish language arts TEKS. 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 guidance for the teacher in Spanish to support students in expressing an opinion and organizing presentations for specific purposes and audiences according to grade level Spanish language arts TEKS. (T)

- Materials include guidance for the teacher in Spanish to support students in expressing an opinion. In Unit 4, Week 1, Lesson 5, the *"Reflexionar y comentar"* section provides instructions for the teacher to share that expressing an opinion must include reasons and evidence from the text. For example, "*Diga a los estudiantes que, cuando expresan una opinión en una conversación, deben estar preparados para explicar sus razones y apoyarlas con evidencia de los textos."* Additionally, in Unit 4, Week 6, the "Teacher's Guide" includes instructions for organizing presentations about American tall tales, folktales, or legends, guiding students to identify different tales learned throughout the unit, and providing examples of the blogs students will complete for the project.
- Materials provide guidance for the teacher to support students organizing presentations for specific purposes. In Unit 4, Week 6," the "Teacher's Guide" includes instructions for teachers to share with students on how to present their projects about American tall tales, folktales, or legends. The instructions prompt the teacher to ask students to identify the different tales they have learned throughout the unit. Teachers are reminded to instruct students on making visual contact with the audience, speaking clearly and loudly, and paying attention to presenters. Additionally, materials guide teachers to demonstrate how to search using a web browser, complete a table, and collaborate with a partner to plan their research. In Unit 1, Week 5, Lesson 5, the *"Reflexionar y comentar"* section in the *"Teacher's Guide"* provides teacher directions for sharing opinions about the selected text, such as "*Diga: Manténganse*

enfocados en el tema, escuchan con atención, no interrumpan, hagan preguntas y comentarios a lo que dicen las otras personas, expresan su desacuerdo amablemente, y den razones para sus sugerencias." In Unit 3, Week 6, Lesson 2, the *"Explorar y planificar: Escritura argumentativa"* section provides guidance for supporting students when forming and working in collaborative groups, including instructions like*, "Recuerda a los estudiantes que, antes de empezar a escribir o investigar, deben desarrollar un plan en colaboración con otros para repartir las responsabilidades de la investigación."*

- In the "Teacher's Guide", teachers are provided with guidance to support students in expressing opinions and working collaboratively. For example, in Unit 1, Week 1, Lesson 5, under *"Demostrar y practicar,"* teachers are prompted to model how to express opinions to students by stating, "*Creo que es importante aprender sobre nuevos lugares porque nos ayuda entender cómo se diferencian."* In Unit 3, Week 6, Lesson 2, the *"Colaborar"* activity under *"Explorar y planificar"* prompts teachers to remind students to develop a plan to share responsibilities when conducting research with two or three people in each team.

Materials include guidance and opportunities for students to follow, restate and give oral instructions as directed by the grade-level Spanish language arts TEKS. (S)

- In Unit 5, Week 5, the resource titled *"Mini Lección: Recitar eficazmente la poesía"* provides instructions for teachers to share directions on how to recite a poem. Students follow these instructions by selecting a poem from their classroom library, sharing the poem with their group, and finally reciting the poem to the whole class. Additionally, in Unit 4, Week 6, the "Teacher's Guide" prompts the teacher to ask students to restate in their own words what the project is about. An example of the instruction is, *"Converse con los estudiantes sobre lo que es un blog y lo que es una entrada. Dé ejemplos como referencia. Luego, pida a voluntarios que interpreten la instrucción."*

- In Unit 4, Week 6, the "Teacher's Guide" guides teachers to ask a student to restate the project instructions in their own words. For instance, students discuss the concept of a blog and its entries, followed by volunteers interpreting the instructions. Teachers provide transition words (sequence) and directions on how to make pancakes as practice, offering students opportunities to give and follow instructions through *"Conversaciones colaborativas."* Students listen to instructions, take notes, repeat instructions, and ask for feedback. After making changes, students will repeat the instructions. Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level Spanish language arts TEKS**.** In Unit 5, Week 3, Lesson 5, teachers explain that oral instructions help students understand how to complete assignments. The mini-lesson *"Reflexionar y comentar: En tus palabras"* provides steps for students to follow. For example, in the "*Aplicar"* section, students use the selected text to give and restate instructions, ensuring comprehension through activities like "give, turn and retell, and follow oral instructions."

- In the "Teacher's Guide", teachers are provided with guidance to support students in giving and restating directions. In Unit 5, Week 3, Lesson 5, teachers are prompted to model giving

and restating oral directions. For example, the teacher says, *"Primero, mezcla la harina, el polvo de hornear, la sal y el azúcar en un tazón,"* then restates the directions in different ways. Students work with a partner to prepare for giving and restating oral directions. The "Student Interactive" book provides independent practice where students make a list of steps, number them in order, and include keywords such as "*primero, luego,* or *después*" for clear sequencing. Additionally, as the teacher gives directions on making pancakes, a selected student acts out the instructions, ensuring they follow directions through observation and restating as necessary.

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 1, Week 2, Lesson 1, the teacher is prompted to remind students to listen actively to identify elements of biography and generate questions to better understand the text. For example, *"Pídales que generen preguntas para aclarar la información y que sigan las reglas de conversación acordadas."* Additionally, in Unit 1, Week 2, Lesson 3, students are instructed to identify either a simile or metaphor with a partner and discuss how the figurative language was used for the author's purpose. The instructions state, *"Pida a parejas de estudiantes que identifiquen otro ejemplo de símil o metáfora en el texto. Luego, pídales que describan cómo usa el autor el lenguaje figurado para lograr propósitos específicos."*
- Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level Spanish language arts TEKS. Teachers explain that oral instructions help students understand how to complete an assignment. For practice, teachers provide directions on making pancakes, giving students opportunities to practice giving and following instructions through *"Conversaciones colaborativas."* Students listen to instructions, take notes, repeat instructions, and ask for feedback. After making changes, students repeat the instructions.
- In the "Teacher's Guide", teachers are provided with guidance to support students in listening actively and asking questions. For example, in Unit 5, Week 1, Lesson 5, teachers use the *"Reflexionar y comentar"* page in the *"Libro interactivo del estudiante"* to model active listening and question-asking with a partner about Earth. Students follow conversation guidelines from their "*Libro interactivo del estudiante"* and are provided with sample questions for clarification, such as, *"¿Podrías darme un ejemplo de lo que quieres decir?"* Additionally, in Unit 3, Week 1, Lesson 5, teachers use the *"Reflexionar y comentar"* page to model making pertinent comments about different communication methods read about. Students practice making comments with a partner using sentence starters like, *"Estoy de acuerdo con lo que dices sobre…"*

Foundational Skills

4.B.1	Sound-Spelling Patterns	Not scored
4.B.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as outlined in the Spanish language arts TEKS.	Not scored
4.B.1b	Materials include guidance for the teacher in Spanish to provide explicit (direct) instruction for grade-level sound-spelling patterns and syllable combinations. (T)	Not scored
4.B.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). (S)	Not scored

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as outlined in the Spanish language arts TEKS.

- The scope and sequence start in Unit 1, Week 1, with a word study of suffixes *"-ado, -ido, -ando."* In Unit 1, Week 3, it includes hiatus combinations of different strong vowels: a, e, o. The sequence continues in Unit 2, Week 3, with a word study of weak vowel diphthongs. In Unit 3, Weeks 2 and 3, it includes accentuation of words with stress on the last and next-to-last syllables and spelling words with the suffixes *"-ción"* and *"-sión."*
- The Scope and Sequence document shows how weekly decoding skills are embedded in the *"Estudio de palabras"* section of Reader's Workshop or *"Taller de lectura"* according to required TEKS. For example, in Unit 2, Week 1, *"Estudio de palabras"* introduces the study of *"Los plurales terminados en -s, -es y -ces,"* while Week 2 focuses on *"Los diptongos de vocales fuertes y débiles."* The Foundational Skills Scope Sequence from the Getting Started with miVision webpage provides a guide for word analysis in Grade 4, showing the breakdown of word study over the five units. For example, Unit 1 begins with suffixes, while Unit 2 begins with plurals.
- The Program Overview provides the Spanish Foundational Skills and Word Study Scope and Sequence, outlining the sequence of foundational skills for sound-spelling patterns and syllable combinations. For example, Unit 3 foundational skills for Grade 4 include *"Palabras relacionadas; La acentuación de las palabras agudas y graves; Los sufijos -ción y -sión; La acentuación de las palabras esdrújulas y sobresdrújulas; Los hiatos y diptongos con h intercalada."* The Grade 4 Scope and Sequence documents outline the *"Puente Entre Los Talleres de Lectura y Escritura"* section for word study, including decoding words like *"acentuación de palabras agudas y graves"* in Unit 3 and encoding words with sound-spelling patterns.

Materials include guidance for the teacher in Spanish to provide explicit (direct) instruction for grade-level sound-spelling patterns and syllable combinations. (T)

- Guidance for the teacher to provide direct instruction for syllable combinations in Spanish. In Unit 1, Week 4, Lesson 1, the teacher edition provides instructions to focus on combining two vowels pronounced in different syllables. The online teacher edition explains that a hiatus consists of a strong vowel and a weak, stressed vowel. For example, *"En un hiato se combinan dos vocales que se pronuncian en sílabas distintas. El hiato se forma con una vocal fuerte y una vocal débil tónica, o acentuada."* Additionally, in Unit 2, Week 1, Lesson 1, the teacher edition includes instructions on teaching plurals ending in -s, -es, -ces. For example, *"Para formar el plural de un sustantivo que termina en vocal, se añade -s a la palabra. Si el sustantivo termina en consonante, se añade -es."*

- The Teacher's Edition includes direct and explicit instruction for sound-spelling patterns and syllable combinations. For example, in Unit 3, Week 2, in the "*Ortografía"* section, teacher guidance under "*Demonstrar y practicar"* is scripted as, "Escriba la palabra chimpancé. Indique que tiene tres sílabas, y la última está acentuada. Por lo tanto, es una palabra aguda que, al terminar en vocal, debe llevar acento escrito." In Unit 3, Week 4, in the "Ortografía" section entitled "Demonstrar y practicar," teacher scripting includes, "Diga: La palabra ángulo tiene tres sílabas. La sílaba que suena más fuerte es la antepenúltima."

- In the ""Teacher's Guide" Puente entre los talleres de lectura y escritura" under the "*Ortografía"* component, teachers are provided with support to instruct on grade-level sound-spelling patterns. In Unit 2, Week 2, the lesson plan includes guidance on spelling diphthongs of strong and weak vowels. For example, *"Recuerde a los estudiantes que las dos vocales que forman un diptongo siempre pertenecen a la misma sílaba."* The teacher follows with modeling, guided practice, and opportunities for independent practice. Additionally, the lesson plan includes guidance on spelling words with diphthongs with weak vowels iu and ui. For example, *"Explique que todas las palabras en la lista tienen diptongos con vocales débiles iu y ui. Pida a los estudiantes que identifiquen el diptongo de cada palabra de la lista y que la separen en sílabas."*

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). (S)

- Students engage in a variety of activities in Spanish to practice spelling patterns. In Unit 1, Week 4, students write words using hiatus with a word bank available for reference. The hiatus in the word bank include *"ía, úa, eí, aí, ío, aú."* Students write the words in the provided space below the word bank. The bottom of the page features a section titled "Mi Turno," where students unscramble words and write them correctly. Additionally, this section instructs students to use their drafts to verify their writing follows spelling patterns, such as hiatus.

- Activities and resources authentic to Spanish help students develop, practice, and reinforce grade-level sound-spelling patterns. In Grade 4, Unit 3, Week 3, students complete a table with base verbs that originated nouns ending with *"cion" or "sion."* For example, in the *"Puente Entre Los Talleres de Lectura y Escritura"* section, students read aloud each word, sort the

word list between *"cion"* and *"sion,"* and ensure each word is spelled correctly as these are *"palabras agudas."* Some words included are *"reaccion, confusion, tension, emocion."*

- In Unit 2, Week 3, the interactive student book provides practice in the *"Estudio de palabras"* section on *"Los diptongos de vocales débiles."* Students identify diphthongs in words such as "*cuidar," "gratuito," and "arruinar,"* and write the words with syllables separated to complete the table. Additional student practice pages to reinforce grade-level sound-spelling patterns are available under the *"Centro de recursos para descargar"* tab, followed by *"Estudio de palabras."* An example is the Unit 2, Week 3 practice page *"Estudio de palabras: Los diptongos de vocales débiles."*

Foundational Skills

4.B.2	Decoding and Encoding Multisyllabic Words including Diphthongs, Hiatus, and Word Types	44/44
4.B.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.	10/10
4.B.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. (T)	6/6
4.B.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). (S)	12/12
4.B.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 connected authentic Spanish text that builds on previous instruction. (S)	16/16

The materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (sílaba tónica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. 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 (sílaba tónica), word type and accent mark rules. 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). 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 connected authentic Spanish text that builds on previous instruction.

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.

- The scope and sequence outline various word types throughout the units. For example, in Unit 3, Week 2, there is a word study on accentuation of words with stress on the last and next-to-last syllables. In "Week 4" of the same unit, the focus is on accentuation of words with stress on the third-to-last and fourth-to-last syllables. In Unit 1, Week 4, the word study includes

hiatus with strong vowels and stressed weak vowels, continuing in "Week 5" with hiatus and diphthongs with intercalated h.

- The grade 4 "Teacher's Guide" provides a structured approach to teaching sound-spelling patterns and syllable combinations. For example, Unit 1 starts with *"hiato de vocales fuertes"* and *"hiato con vocal fuerte y vocal débil tónica."* It continues with *"diptongos de vocales fuertes y débiles" and "diptongos de vocales débiles"* in later lessons, ensuring a comprehensive understanding of these concepts.
- Year-at-a-glance planning documents offer a systematic sequence for encoding single and multisyllabic words. The "Scope and Sequence" document integrates weekly decoding skills into the *"Estudio de palabras"* section of Reader's Workshop or *"Taller de lectura"* according to TEKS. For example, in Unit 3, Week 4, *"Estudio de palabras"* introduces the study of *"La acentuación de las palabras esdrújulas y sobresdrújulas,"* while Week 5 focuses on "*Los hiatos y diptongos con h intercalada.*" Similarly, in the *"Ortografía"* section of Writer's Workshop or "*Taller de escritura,*" Unit 3, Week 4 *introduces "Escribir palabras esdrújulas y sobresdrújulas,"* while Week 5 covers *"Escribir palabras con hiatos y diptongos con h intercalada."*

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. (T)

- The grade 4 "Scope and Sequence" documents have an outline of *the "Puente entre los talleres de lectura y escritura"* section for word-study for decoding words such as *"palabras agudas y graves; palabras esdrujulas y sobre esdrujulas; and diptongos y hiatos."* For example, in Unit 3, some skills for grade 4 include: *"La acentuación de las palabras agudas y graves; La acentuación de las palabras esdrújulas y sobresdrújulas; Los hiatos y diptongos con h intercalada." The "Puente entre los talleres de lectura y escritura"* section for the spelling for encoding words covers writing "palabras esdrújulas y sobresdrújulas; y palabras con hiatos y diptongos con h intercalada" in Unit 3.
- In the grade 4 "Teacher's Guide", teachers provide clear explanations and modeling for teaching syllable division with hiatus and diphthongs. For example, when teaching *"hiatos"*, teachers explain the definition and model how to separate words like *"hiato"* into syllables. Similarly, for diphthongs, teachers model syllable separation for words like *triunfar, fluir, and cuidadoso*, followed by student practice.
- Explicit instruction on segmenting multisyllabic words, including diphthongs and hiatus, is detailed in teacher guidance. In Unit 2, Week 3, Lesson 1, under *"Estudio de las palabras: Enfoque de las estrategias",* teachers are scripted to demonstrate syllable division for words like *"fuiste" (fuis-te)* and *"ciudadano" (ciu-da-da-no)*. Similarly, in Unit 1, Week 3, Lesson 1, the script explains that *"El hiato es la combinación de dos vocales que al dividir en sílabas una palabra, se separan y quedan en sílabas distintas."*

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). (S)

- In grade 4, students practice identifying and separating syllables with hiatus and diphthongs. The first exercise requires students to identify words with *"hiato con vocales fuertes distintas"* and then separate those words into syllables. The next activity involves ordering syllables to form a *"hiato."* Similarly, students add five *"diptóngos"* to a table and then put the syllables in order to form a *"diptongo."*
- The interactive student book provides exercises that develop decoding and encoding skills for multisyllabic words. For example, in Unit 3, Week 2, the *"Estudio de palabras"* section focuses on *"La acentuación de palabras agudas y graves."* Students re-read the text *"La ventana de mamá"* and add *"palabras agudas" (e.g., regresó)* and *"palabras graves"* (e.g., cómo) to a table. Additional practice pages are available in the *"Centro de recursos para descargar"* tab under *"Estudio de palabras"* and *"Ortografía."* An example is the Unit 3, Week 2 practice page *"Estudio de palabras: La acentuación de palabras agudas y graves",* where students write the correct spelling of the verb tense needed in a sentence depending on whether the word is *"aguda"* or *"grave."*
- In the *"Centro de recursos para descargar"* under the *"Estudio de palabras"* section, Unit 2, Week 4 includes resources to review *"Los diptongos de vocales débiles."* Students are provided with a review of diphthongs, with instructions like, *"Los diptongos de vocales débiles se forman cuando se combinan dos vocales débiles en una misma sílaba. Por ejemplo, la combinación ui en la palabra construir o iu en viuda."* Students fill in blanks with *"iu"* or *"ui"* to complete the spelling of words with diphthongs and use words with diphthongs to complete sentences. Additionally, in the *"Ortografia"* section, students practice *spelling "palabras agudas y graves con acentuación"* by completing sentences using words from a word bank, with reminders on when to use written accents.

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 connected authentic Spanish text that builds on previous instruction. (S)

- In grade 4, students sort words based on diphthongs and syllable types. For example, students categorize words with diphthongs into groups such as *"ai, oi, ei, ue, io, ia, au, and ua."* Additionally, they sort conjugated verbs into categories of *"palabras agudas," "graves,"* and *"esdrújulas."*
- The weekly lessons include word lists that align with decoding and encoding pattern objectives. Found under the *"Ortografía"* section, these lists support the week's lessons. For example, the Unit 1, Week 3 word list includes words like *"teatro, héroe, aerolínea, and "poesía."* Digital games such as *"Mar de ortografía"* help students practice spelling. In this game, students select the correctly spelled word from given options and type words using an on-screen keyboard, receiving immediate feedback on their performance.

- The "Student Portal of Online Games" provides interactive activities to reinforce sound-spelling patterns. For instance, in *"La selva de los sonidos",* students drag and drop images representing words with diphthongs and hiatuses into corresponding boxes. They might sort images into *"Palabras que tienen el diptongo ei como veinte"* or *"Palabras que tienen el hiato ae como caer."* Another game, *"Mar de ortografía",* offers levels of difficulty where students choose the correctly spelled word from given options, guided by oral directions and feedback.

Texas Instructional Materials Review and Approval (IMRA)
Savvas Learning Company LLC, *Texas miVision Lectura*, SLAR, Grade 4

Foundational Skills

4.B.3	Morphological Awareness	19/19
4.B.3a	Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS.	1/1
4.B.3b	Materials include guidance for the teacher to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)	4/4
4.B.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). (S)	6/6
4.B.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 connected authentic Spanish text that builds on previous instruction (e.g., within sentences). (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 explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. 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 connected authentic Spanish text that builds on previous instruction (e.g., within sentences).

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.

- In the grade 4 "Teacher's Guide", it discusses word derivation, such as *cubrir, descubrir, cubierto*. The materials introduce suffixes *"-ado, -ido, -ando, -iendo, -yendo"* during morphology lessons. In the same grade, materials cover suffixes "-s," *"-es,"* and *"-ces"* to make words plural and introduce Greek roots in the same week.
- The year-at-a-glance planning document shows a systematic sequence to introduce grade-level morphemes. The "Scope and Sequence" document integrates weekly decoding skills in the *"Estudio de palabras"* section of the Reader's Workshop per the TEKS. For instance, Unit 1, Week 1 and Week 2 introduce 4.3.C *Sufijos"* while "Unit 1, Week 5" focuses on 4.3.C *Prefijos*. The "Foundational Skills Scope and Sequence" from the "Getting Started with miVision" webpage shows word study breakdown across five units, presenting *prefijos, afijos, and sufijos* in Units 1, 4, and 5.

- In the "Program Overview," the "Spanish Foundational Skills" and "Word Study Scope and Sequence" outlines a general sequence for morphemes, including prefixes and suffixes and their meanings. For example, Unit 4 includes: *"Los prefijos latinos dis-, re-, ante- y los prefijos griegos anfi-, anti-; Los sufijos derivados del latín -able, -ible, -ancia, -encia, -oso, -osa; Los prefijos des-, fono-, micro-, peri-, mega- y los sufijos -fono y -fobia."* In the "Teacher's Guide", Unit 4, Week 3, resources review *"Escribir palabras con sub-, y trans-,"* with guidance defining the prefixes' meanings, such as *"sub- significa 'bajo o debajo de."* Teachers review each of the 20 spelling sentences to activate background knowledge.

Materials include guidance for the teacher to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (T)

- In the grade 4 "Teacher's Guide", teachers explain that when suffixes *-ado* and *-ido* are added to a verb in the infinitive, the word turns into an adjective or participle. For instance, the verb *cantar* becomes *cantado,* which can be used as an adjective or participle. After modeling this to students, they practice the skill. Additionally, teachers explain that adding suffixes such as *"-dor, -dora, -ura, -ero, and -era"* changes the word's meaning, such as when *dulce* becomes *dulzura* with the suffix -ura. Guided practice opportunities are provided.
- The materials provide a systematic approach to teaching authentic Spanish language morphemes, including suffixes and prefixes. In Unit 1, Week 1, Lesson 2, under *"Ortografía,"* teacher guidance explains adding suffixes to certain infinitive verbs: *"El sufijo -ado se agrega a un verbo en infinitivo terminado con -ar"* and *"El sufijo -ido se agrega a un verbo en infinitivo terminado en -er o -ir."* The spelling pattern word list for this week includes many of these endings. Additionally, Unit 1, Week 5, in the *section "Puente Entre los Talleres de Lectura y Escritura: Estudio de palabras,"* provides instruction on prefixes such as *"im-, in-, sobre-, sub-, inter-, and mono-."* The teacher instructions are scripted to explain that prefixes are parts of words added at the beginning to change their meaning, e.g., *"Los prefijos im- e in- significant no o lo contrario."*
- The materials outline a general sequence for teaching morphemes, including prefixes and suffixes, and their meanings in the Spanish language. For example, Unit 4 covers *"Los prefijos latinos dis-, re-, ante- y los prefijos griegos anfi-, anti-; Los sufijos derivados del latín -able, -ible, -ancia, -encia, -oso, -osa; Los prefijos des-, fono-, micro-, peri-, mega- y los sufijos -fono y -fobia."* The "Teacher's Guide" in Unit 4, Week 3, includes resources for reviewing *"Escribir palabras con sub-, y trans-,"* with guidance defining each prefix, such as *"El prefijo sub- significa 'bajo o debajo de."* Teachers review spelling sentences to activate background knowledge.

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

- In grade 4, students add "-ado and -ido" to each word and write examples as adjectives and participles. Students also sort words based on the suffixes provided.

- Lesson objectives reinforce grade-level morphological skills. For example, in Unit 1, Week 5, the interactive student book provides practice in the "*Estudio de palabras*" on *Prefijos*, where students write words with prefixes *"im-, in-, sobre-, sub-, inter-, and mono" (e.g., imperfecto, inseguro, sobrecargar)*. Additional practice pages in the *"Centro de recursos para descargar"* tab under *"Estudio de palabras"* further reinforce these skills. For example, the Unit 1, Week 5 practice page *"Estudio de palabras: Los prefijos in-, im-, sobre-, sub-, inter-, mono-"* has students identify the prefix and base word and write complete sentences using these words (e.g., *incorrecto, internacional, sobrevivir*). More practice pages in the "*Centro de recursos para descargar"* tab under "*Ortografía*" help students match prefixes with their meanings and write sentences containing the words in context (e.g., *imposible, internacional).*
- In the "Student Interactive Book," "Unit 4, Week 2," the materials include resources to review *"Los sufijos derivados de latín."* Students practice identifying the suffix in each of the six words given in the table, define each word in their own words, and write a sentence for each word: *"bailable, elegancia, espantoso, reconocible, insistencia, y bondadosa."* Additionally, in Unit 4, Week 1, the materials review "*Las raices y los afijos latinos y griegos"* with guidance for students on the meaning of each root and affix: *"-ancia, -eza, -ante, auto-, y grafia."* For example*, "auto- es una raiz que significa 'por si mismo,' -eza es un sufijo que transforma adjetivos en sustantivos."* Students sort 20 spelling words according to their root and affix in the columns provided and compose sentences using three of the spelling words.

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 connected authentic Spanish text that builds on previous instruction (e.g., within sentences). (S)

- In grade 4, students sort the words in the list based on suffixes. The materials include weekly word lists that follow the morphologic decoding and encoding pattern objectives of the lessons. The word lists are found under the section of each week's lessons entitled *"Ortografía."* For example, the Unit 1, Week 5, word list includes the words *"inacción, impaciente, monoambiente, imposible, interactivo"* and more. The materials also include digital games to practice decoding multisyllabic words using knowledge of syllable and spelling patterns. For example, the game *"Mar de ortografía"* presents various spellings for orally presented words, and students must select the correctly spelled word (e.g., peinado, oído, enviando). In the second part of the game, students are given orally presented words and practice writing the word by typing it into the program using an on-screen keyboard. The game provides immediate feedback and keeps track of correctly and incorrectly spelled words.
- In the *"Centro de recursos para descargar"* unde*r the "Estudio de palabras"* in Unit 2, Week 5, materials include resources to review "*Las raíces latinas acua-, dic(t)-."* Students are provided with a review of the meaning of the Latin roots. The introduction guides students to determine the meaning of words with the Greek and Latin roots. The worksheet states: *"Acua- significa 'agua.'"* Students fill in the blanks to complete the sentences with words from the word bank. For example, *"____ es uno de los doce signos del zodíaco."* Students choose the word "acuario." Additionally, in Unit 2, Week 2, under the *"Ortografía"* components, students practice spelling *"Los diptongos de vocales fuertes y débiles." Students complete the task:*

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"Ordena las sílabas y escribe la palabra correctamente. Subraya el diptongo." For example, the syllables presented are "li-dad-cua." Students unscramble the syllables to form the word *"cualidad"* and underline the diphthong.

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Foundational Skills

4.C.1	**Vocabulary Development**	**15/15**
4.C.1a	[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 dictionaries, glossaries, eBooks, and online dictionaries.](#) (T)	**4/4**
4.C.1b	[Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin and part of speech of vocabulary.](#) (S)	**10/10**
4.C.1c	[Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade level Spanish language arts TEKS.](#) (S)	**1/1**

The 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 dictionaries, glossaries, eBooks, and online dictionaries. Materials include print and digital resources in Spanish to support students in determining the meaning, syllabication, pronunciation, word origin, and part of speech of vocabulary. Materials support students in using context to determine the meaning of unfamiliar words in Spanish according to grade level Spanish language arts TEKS.

Evidence includes, but is not limited to:

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 dictionaries, glossaries, eBooks, and online dictionaries. (T)

- The "Teacher's Guide" in Unit 3, Week 2, under *"Puente Entre los Talleres de Lectura y Escritura,"* includes an academic vocabulary section that provides guidance for teachers to explain the purpose of a thesaurus. For example, it explains that a thesaurus is a reference book like a dictionary that not only provides the definition, it also provides synonyms and antonyms. The teacher models using a thesaurus to find the word *lograr* and has students look up synonyms and antonyms. In Unit 3, Week 2, Lesson 1, the materials provide teachers with a detailed script to explain the purpose of a thesaurus, including a comparison to a dictionary and modeling the finding of synonyms for *lograr, hacer, conseguir, and obtener*.

- In the "Teacher's Guide", there is a *"Glosario"* section at the end of each unit. Teachers receive guidance under the "*Enfoque en las estrategias*" to teach the purpose of a digital and/or print glossary. For example, "*El glosario incluye palabras importantes o el vocabulario que se usa en el. También incluye la separación silábica, la clase de palabra, y la definición de una palabra.*" The teacher models how to find a word in the glossary using guide words. In Unit 2, under the *"Enfoque de las estrategias"* section, the teacher explains a glossary as a section at the end of the book that includes important words or vocabulary, syllable separation, word class, and definitions. The teacher uses the script to describe how the glossary is organized and how it can be found in print and digital forms to assist students in finding multiple-meaning words

- Materials include guidance for the teacher in Spanish to provide direct and explicit instruction on the purpose of using print and digital resources, such as dictionaries, glossaries, eBooks, and online dictionaries, ensuring teachers can effectively teach these skills. The "Teacher's Guide" in Unit 2, *"Club del libro"* describes the purpose and use of glossaries, as well as printed and electronic dictionaries. The teacher explains and models to students that they can use a printed or digital dictionary to find the meanings of words not listed in the glossary. Students work with partners to look for additional words.

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

- The material provides guidance for students to look in the glossary and write the meaning of the word *desafío*. Students separate this word into syllables and list words within the same word family, such as *desafiante*. Students share with a peer how they found the definition. Students also practice finding and defining *sobrevivir,* writing and separating it into syllables, and listing of related words from the same word family, explaining their process to a partner.
- In the "Interactive Student Book," students use a practice page and a glossary to determine the meaning and syllabication of *abandonó* and *sobrevivir* in Unit 2, "*Glosario: Cómo usar un glosario."* Students receive the instructions*, "Este glosario te ayudará a entender el significado y a conocer la clase de palabra a la que corresponden y la separación en sílabas de algunas de las palabras en este libro."* In the online teacher portal, Unit 2, Week 1, Lesson 2, *"Plumas mucha que para volar,"* the online book provides, when hovering over a vocabulary word, digital access to the text including pronunciation, definition syllabication, and part of speech for words. The "Student Interactive Book" provides a graphic for instruction on using print resources like a glossary to find syllabification, pronunciation, part of speech, and meaning. At the end of each unit, students have a print glossary in the "Student Interactive Book." This section helps students locate words, and understand their meaning, syllabification, part of speech, and pronunciation.
- The "Student Interactive Book" provides examples *of hiatos, diptongos, and triptongos* to guide students in syllabification, such as: *huevo*, *ciudad*, *bailar*, *peine*. Note: Word origin is not included as it is not a requirement of grade 4 TEKS.

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

- In the "Interactive Student Book," Unit 1, Week 1, the text "El canto de palomas" includes guidance in the margin next to paragraph 6 on how to use context to determine the meaning of unknown words. The readers can understand the meaning of uncommon words using context clues. For example, the student uses context clues to find the meaning of *arrecholados*. Then, underline the context clues that support the definition. Similarly, in Unit 5, Week 5, the text *"Un paraíso a la basura"* includes margin notes next to paragraph 16: *"Vocabulario en contexto."* The student uses context clues, such as examples, antonyms, and reformulations, to better understand a word's meaning of unknown words. For example, the student uses

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sentences from paragraphs 4 and 5 of Unit 5 Week 5 to determine the meaning of "biodegradable," and underline the meaning.

- The student uses context clues to find the meaning of biodegradable in the story. Students underline the context clues in the text that support the definition. Additionally, students underline academic vocabulary, mark context clues, and write definitions based on those clues. Before working on the independent practice, students read the definition of context clues. Another example in the same unit, is *the "Puente Entre Lectura y Escritura"* section, where students underline the vocabulary word in each sentence, highlight context clues, and write a definition based on those clues. For example, the sentence reads: "*Al trabajar juntos, todos los jugadores contribuyeron al éxito general del equipo."* Students underline the academic vocabulary word, highlight context clues, and write a definition in the provided space.

Foundational Skills

4.D.1	Reading Fluency	7/7
4.D.1a	Materials include a variety of grade-level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose. (S)	1/1
4.D.1b	Materials include practice activities and tasks to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)	1/1
4.D.1c	Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade-level authentic or transadapted Spanish texts. (T)	1/1
4.D.1d	Materials include authentic Spanish connected text for the building of fluency (accuracy, automaticity, prosody) and comprehension.	4/4

The materials include a variety of grade-level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose. Materials include practice activities and tasks to develop word reading fluency in various settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.) Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade-level authentic or transadapted Spanish texts. Materials include authentic Spanish connected text for building fluency (accuracy, automaticity, prosody) and comprehension.

Evidence includes, but is not limited to:

Materials include a variety of grade-level authentic or transadapted Spanish texts to support students to read fluently according to the reading purpose. (S)

- In Unit 3, Week 2, students read the poem *"La rosa blanca"* by José Martí, a Cuban poet and national hero. Students read this poem about friendship and write a descriptive paragraph about what they learned recently or what they would like to teach a friend. In Unit 3, Week 4, students read *"Cajas de Cartón"* by Francisco Jiménez, an autobiography about Francisco's life as a member of a migrant worker's family while attending school in California. Students closely read this story and compare and contrast the points of view of different characters, such as *Panchito, Roberto, mamá, and papá*.
- "The Interactive Student Book" includes grade-level Spanish texts across various genres, such as informational texts like "de *El planeta Tierra"* and "*Volcanes"* in Unit 5, Weeks 1 and 2, poetry like "de *Animalario de Iguazú"* in Unit 2, Week 4, biographies like "*Extraño tesoro: Los extraordinarios descubrimientos de Mary Anning"* in Unit 1, Week 2, plays like "*La culebra"* in Unit 4, Week 3, and realistic fiction stories like *"Fuera de mí"* and *"La ventana de Mamá"* in Unit 3, Weeks 1 and 2. The high-quality texts include genre-specific text features to encourage student engagement and comprehension. For example, "*Gemelos en el espacio"* in Unit 1, Week 3 includes non-fiction features like photos and captions, and the drama "*La culebra"* in Unit 4, Week 3 includes setting and stage directions.

- The "Student Interactive Book" allows students to read various texts fluently, including genres such as historical fiction, informational, myths, drama, poetry, and realistic fiction. For example, Unit 1, Week 5 features the biography *"Ellen Ochoa la primera astronauta latina."* Unit 4, Week 4 includes the historical fiction *"El secreto del calendario indígena."* Unit 2, Week 2 features the realistic fiction "*La ventana de mamá."* Unit 5, Week 3 includes the argumentative text "*Las 10 mejores maneras de reducir los residuos."* The texts address genre-specific elements and text features, with leveled readers categorized from Level O to Level T in various genres, such as fiction like "*El banquete",* informational texts titled "Las medusas", and traditional literature named *"Cómo Anansi consiguió sus historias." These* texts provide opportunities to reteach or review genre-specific elements and text features.

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

- The "Teacher's Guide" reminds students to read with precision and at a normal pace, so listeners can understand what they are reading. Students also use leveled readers to practice fluency in teacher-facilitated small group instruction, with partners, and in book clubs. For example, students read paragraphs 14-16 aloud in a small group.
- Within the texts of the "Interactive Student Book", there is student guidance on reading fluently. For instance, in Unit 4, Week 4, the text *"El secreto del calendario indígena"* includes margin instructions in which the student reads aloud paragraphs 116-122 in small groups. Additionally, under "*Género: Ficción histórica",* a practice page provides a fluency checklist: *"Al leer en voz alta"* and students practice repeated reading to increase fluency. The "Teacher's Guide" includes guidance on fluency activities, such as in Unit 1, Week 4, Lesson 2, *"Lectura atenta",* where the students are promoted to focus on automaticity.
- The "Student Interactive Book" provides practice activities to build fluency. For example, in Unit 4, Week 4, students review how to read with fluency, noticing that reading fluently helps others to understand what has been read: "*precisión ayuda a los otros a entender lo que lees.*" The text reminds students to control and correct pronunciation and continue practicing until they can read fluently. The "Teacher's Guide" includes guidance for teachers to practice fluency with a partner, focusing on prosody. For instance, the teacher guides students to read with prosody stanzas 45-52 to a partner.

Materials include materials and tools for teachers in Spanish, with strategies to support students through self-sustained reading with high-quality grade-level authentic or transadapted Spanish texts. (T)

- The "Teacher's Guide" in Unit 3, "*Presentar la unidad*", in the section *"Lectura independiente",* provides guidance on independent reading with selected texts. It instructs students to: "Determine a purpose for reading and choose an appropriate genre. Select texts that are neither too easy nor too difficult. Read independently for a sustained period." Similar guidance is provided at the beginning of each unit. The "Interactive Student Book" contains strategies to

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support sustained reading, such as the "*Registro de lectura independiente*," where students record titles, genres, and reading time. Each unit starts with a new reading log.

- In "*Club de libros*", teachers introduce the book "*Los fósiles y las rocas*" to students, explaining it is an informational text about the study of rocks and fossils to understand Earth's history. Teachers ask students to observe and analyze the images and use the "*Tabla de apuntes"* to annotate details or connections. Additionally, teachers encourage students to ask questions on how to choose a book, evaluate the text quality, and write a summary or critique after reading. Students log their book choices in the "*Registro de lectura independiente*" in the "Student Interactive Book."
- In Unit 3, Lesson 5 under the "*Evaluación y diferenciación*" section of the "Teacher's Guide", teachers receive guidance to use "*Lecturas independientes para fluidez y la comprensión*" from the "Online Portal." Teachers prompt students to adjust their reading speed to convey atmosphere, modeling if necessary. Students read aloud to a partner to practice rate and accuracy. The "Student Interactive Book" includes *a "Registro de lectura independiente"* for students to track their reading. The log includes areas for dates, titles, genres, reading minutes, word count, and a five-star rating. This tool is available at the beginning of each unit.

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

- While following the material prompts, students read independently for fluency and comprehension. They have access to texts at different levels of complexity, followed by comprehension questions, such as comparing and contrasting texts. Teachers can use these resources to build students' fluency (accuracy, automaticity, prosody) and comprehension.
- In the "Interactive Student Book", after each text, materials include pages from "*Taller de lectura"* or Reader's Workshop that provide opportunities for students to build fluency and comprehension. For example, in Unit 1, Week 1, after the selected text "*El canto de las palomas"*, the student works on the practice pages to develop vocabulary, check for comprehension, and find text evidence to improve both fluency and comprehension.
- The "Online Portal" includes materials for teachers to assign "*Lecturas independientes para la fluidez y la comprensión."* The materials include three levels: *Desarrollo, al nivel, and avanzado* to provide differentiation for students building fluency and checking comprehension. Each passage includes 4-5 multiple-choice questions to assess students' reading comprehension. For example, in the Unit 1 Week 3 passage "*Realidad virtual"*, the students answer the question "How does the brain work with virtual reality versus during real-life situations?"

Foundational Skills

4.E.1	Handwriting Development	8/8
4.E.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. (T)	2/2
4.E.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. (S)	6/6

The materials include explicit instruction in Spanish on teaching 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. (T)

- In the grade 4 "Teacher's Guide", materials include "*modelos de caligrafía,*" "*cursiva,*" and "*cursiva D'Nealian,*" which illustrate the sequence of handwriting strokes for each letter in Spanish. There is explicit instruction, such as mini-lessons in Spanish, for teachers to use for teaching handwriting skills. Moreover, the "*Prácticas de caligrafía para todos*" section in the *"Centro de recursos para descargar"* offers guidelines for demonstrating handwriting strokes for letters like L, l, Ll, ll. From the "Teacher Dashboard" and "*Centro de recursos para descargar,*" teachers can select "*Práctica de caligrafía para todos.*" This resource provides teacher instructions for grades K–2 on proper sitting posture, paper positioning, and pencil grip. For example, the teacher explains the illustration to the students and shows the appropriate sitting position and how to hold the pencil. These instructions align and review skills from grades K-2. In Unit 1, Week 5, the teacher reminds students to write legibly, and in Unit 3, Week 5, students write in cursive.
- In the *"Centro de recursos para descargar"* under "Cursive handwriting models", materials include visual guides for teachers to introduce cursive writing for both lowercase and uppercase letters. There is guidance for explicit instruction, and teachers have a script or suggestions for teaching cursive handwriting.

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)

- The "*Prácticas de caligrafía para todos*" in the *"Centro de recursos para descargar"* provides frequent opportunities for students to develop handwriting skills in Spanish. The materials

include other activities and tasks in Spanish for students to authentically develop handwriting skills.

- Through the "Teacher Dashboard" and "*Centro de recursos para descargar,*" teachers can select "*Práctica de caligrafía para todos*." This resource offers students practice pages to write letters in both print and cursive. For example, each cursive practice page contains two letters per page and one blank line per letter for practice. The student materials provide opportunities to write in cursive connected to current learning, as evidenced by the "Interactive Student Book" in Unit 1, Lesson 5, "*Publicar y celebrar,"* which instructs students to "*Escribe de manera legible y en cursiva.*"
- In the "Student Interactive Book," Unit 2, Week 5, "*Taller de escritura,*" students practice cursive handwriting skills. In the "*Publicar y celebrar*" section, students are prompted to "*Completa estas oraciones sobre tu experiencia de escritura. Escribe de manera legible, es decir con claridad, en cursiva, para que los demás no tengan problemas para leer lo que escribiste.*" Each question provides four lines for students to write their responses. In the "*Centro de recursos para descargar,*" under "*Práctica de caligrafía para todos,*" teachers are provided with guidance on teaching handwriting skills, such as proper pencil grip, correct letter formation, and word handwriting practice.

Knowledge Coherence

5.A.1	Connected Knowledge-Building Units and Lessons	13/13
5.A.1a	Units are designed to build knowledge based in the fields of science, history, literature, and the arts.	4/4
5.A.1b	Materials provide a connected scope and sequence to demonstrate the approach to knowledge building within and across grade levels.	2/2
5.A.1c	Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts.	2/2
5.A.1d	Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.	1/1
5.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., three 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 2, the provided texts share a common theme related to science, focusing on adaptations. The unit includes books such as "*Animales imitadores,*" "*Plumas: Mucho más que volar*," and "*de Animalario del Iguazú*." In the ""Teacher's Guide", Unit 1, the "*Compara textos"* section connects knowledge from the texts to compare and contrast adaptations. For example, students read about how living beings adapt to different habitats and environments.
- Grade 4 materials include high-quality science texts such as "*La deforestación y sus efectos,*" "*Las 10 mejores maneras de reducir los residuos,*" and *"El planeta Tierra"* in Unit 5, aligning with science TEKS 4.7. The materials provide differentiated leveled readers on history and literature topics like "*Una nación, un pueblo," Un mundo, muchas culturas*," and "*El código indescifrable.".* Unit 4, "*El cielo es el límite*" covers music history, while U nit 3," "Movimientos y ritmos" explores dance and movement as art forms.
- In the "Teacher's Guide," Unit 4, Week 2 under *"Perspectivas intercurriculares: Estudios sociales,"* teachers receive guidance to connect social studies content (TEKS 4.4) with Spanish language arts selections. For instance, the teacher explains how the story set in the 1800s relates to the main character Rose and the end of slavery in 1865. Similarly, in Unit 1 Week 2, *"Perspectivas intercurriculares: Ciencias"* links science content (TEKS 4.7) with

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Spanish language arts selections. Teachers ask students to connect the section "*La corteza"* with the infographic *"La superficie de la tierra."* The "Student Interactive Book" includes a collection of three poems, with one titled *"Mozart es genial,"* where students identify figurative language like similes and metaphors. For example, under the *"Lectura atenta"* margin adjacent to line 34, students identify a simile to visualize the character in the poem.

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

- In grade 3, Unit 1 is about *"Entornos"* and how the environment affects us, while in grade 4, Unit 1 focuses on *"Redes"* and how the environment changes our lifestyle. Both units explore the common topic of the environment and its impact on human beings in different ways. In grade 4, Unit 1, *"Presentación de la Semana,"* resources like maps, infographics, and digital content are used to examine how environments affect human lifestyles. Examples include *"Descubre California y sus cultivos," "Donde vivimos," "Hogares fascinantes en todo el mundo,"* and *"Volando hacia las estrellas."* These resources introduce and provide brainstorming material for the students' "*lectura atenta."*
- The "Teacher's Guide" offers individual unit "Scope and Sequences" that detail reading selections, text types, and weekly essential questions for each unit. The "TEKS K–8 Vertical Alignment" in the *"Introducción a miVisión Planning Resources"* provides an overview of skills covered across grade levels, including oral language, beginning reading and writing, vocabulary, fluency, and comprehension.
- The materials indicate when skills are introduced, continued, and expected to be mastered, such as singular and plural nouns introduced in grade K and expected to be mastered by grade 4. The "Detailed Skills Scope and Sequence" for grade 4 outlines skills covered in "Unit 1," including analyzing text structure, text elements, and the main idea with supporting details.

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

- The grade 4 materials are organized into five thematic units over six weeks each, such as *"Redes, Adaptaciones, and La diversidad."* Each unit offers guidance on building knowledge across the weeks with specific texts like *"El canto de las palomas",* Week 1, "*Extraño tesoro: Los extraordinarios descubrimientos de Mary Anning",* Week 2, *"Gemelos en el espacio",* Week 3, *"La cima en la cima",* Week 4, and "*Ellen Ochoa: La primera astronauta latina",* Week 5. In "Week 6", students create a persuasive brochure about a local site of historical interest. Unit 4, *"Los impactos,"* includes various genres like traditional literature *("¿Puedes adivinar mi nombre?"*), tall tales ("Thunder Rose"), drama ("*La culebra*"), historical fiction *("El secreto del calendario indígena*"), and myths (*"Pandora" and "Carrera a la cima")*. The materials provide digital resources, Week 1, poetry, Week 2, fairy tales Week 3, primary sources, Week 4, and infographics Week 5.
- The "Detailed Skills Scope and Sequence for Grade 4" in the *"Introducción a miVisión Planning Resources"* provides an overview of the skills covered throughout the year. These skills are

taught and spiraled across various units. For example, text structure is covered in informational texts throughout the year in Unit 1, Week 3, Unit 1, Week 5, and Unit 2, Week 2. Similarly, analyzing the main idea and details is addressed in Unit 1, Week 2, Unit 2, Week 1, and Unit 5, Week 2.

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

- In grade 4, students start the year with expository texts about how places affect human living in Unit 1, *"Redes."* Later, in Unit 4, *"Impactos,"* they read narrative stories to explore how stories shape our world, including how stories from different places influence human actions and the world. Throughout the year, the narrative and informational texts consistently build upon each other, and lessons connect background knowledge across units. In Unit 2, *"Adaptaciones,"* articles discuss how and why animals adapt to their habitats, connecting to Grade 4 Science TEKS, 4.13, but these connections are explicitly reinforced in other units.
- The materials connect current lessons to previous learning. For example, in the *Teacher's Edition*, Unit 4, Week 2, Lesson 2, *"Lectura compartida, Lectura atenta: Hacer conexiones,"* teacher guidance instructs students to compare and contrast events from a tall tale with realistic fiction. Students are asked to read paragraphs 2-4 and highlight text to support their comparisons. The materials provide sufficient opportunities for making connections across genres, texts, or topics. Teacher's Edition lessons consistently remind students of previously read texts, and student materials referencing past readings in connection with new content.
- In the grade 4 "Teacher's Guide", under "*Unidad de estudio Tema de la unidad: Diversidad,"* an essential question guides each week of the unit. For example, in Unit 3, the essential question is, "How do we gain new knowledge through exploring diversity?" Weekly questions tie in with this theme, such as "Why do people communicate in different ways?" and "How do our experiences help us see the world differently?" The weekly selections align with the unit theme, essential questions, and guiding questions and make references to knowledge acquired over time.

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

- In grade 4, students begin the year with expository texts about how places affect human living in Unit 1, *"Redes"* Later in the year, in Unit 4, *"Impactos,"* they read narrative stories to explore how stories shape our world and actions. For example, Unit 2, *"Adaptaciones,"* includes articles about how and why animals adapt to their habitats, connecting to grade 4 Science TEKS 4.13, which focuses on organisms' survival structures. This approach exposes students to both narrative and informational texts while building their background knowledge about external factors.
- The materials connect current lessons to previous learning, such as in the Teacher's Edition, Unit 4, Week 2, Lesson 2, *"Lectura compartida, Lectura atenta: Hacer conexiones."* Here, teacher guidance asks students to compare and contrast events from a tall tale with realistic

fiction by reading paragraphs 2-4 and highlighting text to support their comparisons. The Teacher's Edition consistently reminds students of previously read texts, and student materials reference past readings in connection with new content.

- In the grade 4 "Teacher's Guide", under *"Unidad de estudio Tema de la unidad: Diversidad,"* an essential question guides each week of the unit. For example, in Unit 3, the essential question is *"¿Cómo logramos nuevos conocimientos mediante la exploración de la diversidad?"* Weekly questions tie in with this theme, such as *"¿Por qué las personas se comunican de distintas maneras?"* and *"¿Cómo nos ayudan nuestras experiencias a ver el mundo de una manera diferente?"* The unit theme is reinforced through weekly selections and the *"Proyecto de indagación"* in Week 6.

Knowledge Coherence

5.A.2	Context and Student Background Knowledge	3/3
5.A.2a	Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.	1/1
5.A.2b	Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. (S)	1/1
5.A.2c	Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (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 materials activate or supply background knowledge, making connections to previously learned content. For instance, in grade 3, Unit 5, "*Soluciones*" covers science topics like earthquakes and volcanoes, and in grade 4, Unit 5, "*Las características*" revisits volcanoes. Both grades discuss the impact of environmental changes on Earth, The connections are explicitly made to prior learning, indicating intentional design.
- The materials reference previously taught topics from other grade levels. The "Teacher's Guide" and the "Interactive Student Book" connect current content to prior learning. The K–8 Alignment Document in the "*Introducción a miVisión*" provides vertical alignment for Language Arts TEKS.
- The "*Perspectivas intercurriculares*" connect content areas such as Science and Social Studies using resources like maps, infographics, and videos for background knowledge in the "*Presentación de la semana*." For example, the "Teacher's Guide" connects Social Studies to high-altitude areas in Unit 1, Week 4. These connections extend to content learned in previous grade levels.

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

- The materials explain how units build students' background knowledge, and there is visible connection across units within the grade level. The materials also provide opportunities to connect prior knowledge across genres, texts, or topics.

- The "Teacher's Guide" includes guidance to remind students of previously read texts in connection with new ones, and student materials reference previously visited texts in relation to current learning. The "Interactive Student Book" offers a pre-reading activity in Unit 3, Week 1 to connect ideas with prior knowledge, it does not specifically link to previously learned concepts.
- The materials provide opportunities to make connections across texts in Week 6 of each unit by linking them to the unit's theme. For instance, in Unit 3, Week 6, students select a character trait to describe a character from each weekly selection and discuss how these traits relate to the theme of "*Diversidad*." There are connections made across different units or references to content taught in previous units within the grade level.

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 5 (*Las características*), digital resources such as videos enhance student engagement with topics like "*Actividad Volcánica*." Students watch a video about types of lava and how new earth is created, followed by a discussion question. Similarly, in grade 4 SI, students watch a video about "*diversidad*" and answer a related question.
- At the beginning of Unit 5, the "Interactive Student Book" provides background knowledge to the teacher through "*Presentación de la unidad: Infografía,*" which includes information about "*La superficie de la Tierra*." This is complemented by additional resources in Unit 5, Week 2, which provide background information about volcanoes.
- The materials use infographics to introduce unit themes, such as in Unit 2, Week 1 for "*Adaptaciones,*" explaining animal adaptations, and in Unit 1, Week 4 for "*Redes,*" explaining why people live in different types of homes. These infographics provide visual and textual information to build background knowledge.

Knowledge Coherence

5.A.3	Developing Student Comprehension with Connected Topics, Questions, and Tasks	20/20
5.A.3a	Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)	2/2
5.A.3b	Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)	16/16
5.A.3c	Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)	1/1
5.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 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)

- The Unit 4 essential question explores how our stories shape our world. Students read various genres to understand different perspectives on this theme. Each week, grade 4 materials provide a different weekly question connected to the unit theme to help students build their knowledge. Students engage in discussions with peers about these essential questions. Examples of weekly questions include: "how revealing a secret can lessen its power, how being different can be advantageous, why good deeds should be done without expecting anything in return, how stories can guide our actions, and how disobedience can cause problems."
- Each unit contains an essential question in Spanish that facilitates the instruction and investigation of big ideas throughout the six weeks. Each week's lesson provides a more focused question leading students to study topics and themes aligned with the big idea of the unit. For example, in Unit 3, the essential question is about gaining new knowledge through exploring diversity. The weekly questions supporting this big idea include: "why people communicate in different ways, how experiences help us see the world differently, how music unites people, how new places influence us, and how different interests help us grow." Student tasks offer opportunities to learn and practice language arts skills while considering the big ideas and themes of the units. For instance, after reading the Unit 3 text "*de Fuera de mí*," students analyze characters concerning the theme of diversity in communication.

- In the "Teacher's Guide", the "*Unidad de Estudio*" provides an overview containing the essential questions for each unit. The thematic units in grade 4 cover topics such as networks, adaptations, diversity, impacts, and characteristics. The weekly selections are tied to the theme of each unit, and the essential question is presented throughout the six weeks. Examples of essential questions include: how the environment affects our way of life, how living beings adapt to their surroundings, how exploring diversity leads to new understandings, how our stories shape our world, and why understanding our planet is important. Each unit also includes weekly questions related to the theme, such as how revealing a secret can lessen its power, how being different can be advantageous, why good deeds should be done without expecting anything in return, how stories can guide our actions, and how disobedience can cause problems. "Week 6" of each unit focuses on applying the knowledge gained throughout the unit in a research project.

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 grade 4, Unit 5, students write an argumentative essay on which natural phenomenon (tornadoes, snowstorms, hurricanes, or floods) poses the greatest danger, using primary and secondary sources found in articles and websites to support their opinion. Additionally, in grade 4, Unit 4, Week 4, students explore how stories shape our world by reading various texts, including poetry. They then write a response connecting their actions to family or community stories from the past.
- In Unit 3, Week 2, the section "*Reflexionar y comentar*" includes tasks and questions for students to synthesize learning across texts. For example, the activity "*Comparar y contrastar ideas*" instructs students to compare the setting of "*La ventana de mamá*" with another text, focusing on setting descriptions and their impact on the story. Furthermore, in Unit 3, Week 3, the section "*Verificar tu comprensión*" has students answer comprehension questions comparing genres and structures, such as analyzing "Trombone Shorty" and "*Fuera de mí*" to discuss differences between autobiography and realistic fiction and comparing text structures to a song.
- The materials provide opportunities for students to synthesize information within weekly lessons in the "Student Interactive Book." For instance, in Unit 3, Week 5, students underline sentences about squirrel adaptations in paragraphs 20–23 of the first selection and highlight details in paragraph 1 of the second selection to compare and contrast information about the squirrels' habitat. These tasks help students check their understanding by using evidence and context clues to combine, compare, and contrast information.

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

- The materials include projects that encourage students to connect the unit topic with content standards, particularly in science, through culminating tasks like research projects, debates, or discussions. For example, in Unit 2 (*Proyecto de indagación*), students create a poster about an endangered animal, building background knowledge by researching the animal's diet, habitat, adaptations, and environmental threats. They then share the poster with peers. In grade 4, Unit 5, Week 6, students synthesize the information learned throughout the unit by answering the essential question about the importance of understanding our planet before starting their research project.

- Each unit includes a culminating task in the form of a research project that integrates the themes of the unit. For example, Unit 3 concludes with a Week 6 project where students investigate adaptive playgrounds for people with disabilities and write an argument for or against such playgrounds. The "*Planifica tu investigación*" section guides students to list keywords and start researching with a plan. The Unit 5 final project involves researching dangerous weather phenomena and writing an explanatory piece, where students determine which weather phenomenon poses the greatest danger, supported by data.

- In Unit 3, Week 6, the "Teacher's Guide" *"Comparar textos"* section includes the "*Intercambiar ideas y comentar*" component, where students describe a character from each of the five selections read in Unit 3. They work with a partner to discuss how each character's traits relate to the unit theme of diversity. For example, Trombone Shorty is noted for playing different musical styles and learning from various musicians. Additionally, students participate in the "*Proyecto de indagación*," writing an argumentative letter to the school principal about the importance of inclusive playground equipment, completing the activity collaboratively in the "Student Interactive Book" under the "*Colaborar*" section.

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

- The grade 4 materials provide a variety of text options for students to explore the unit theme "*Las características*" through book clubs. Students expand their understanding of why it is important to understand our planet with titles like "*Los fósiles y las rocas*," "*El abecé visual de los mares y océanos*," "*El abecé visual del universo*," "*La tierra y el sol para los más curiosos*," "*El ciclo de la roca*," and "*El maravilloso ciclo de agua*." Students collaborate to extend each other's ideas respectfully. Additionally, students research inclusivity in their school and write a letter to the principal advocating for inclusive games for children with disabilities, using resources like "*Los deportes unen a las personas*" and "*El cielo es el límite*."

- Unit 1, Week 6 includes a project where students consider a site or building in their community that should be a historical site. They research and present findings to support their claim, with instructions guiding them to create a brochure to convince their audience. Unit 2, Week 6 features a project where students investigate endangered animals. They create a poster with

information about the animal's diet, habitat, adaptations, and reasons for endangerment, fostering research skills and environmental awareness.

- In Unit 5, Week 6, the "Student Interactive Book" allows students to apply their knowledge on the unit theme "*Características*" by researching and writing an opinion article on which natural phenomenon poses the greatest threat to Earth. In Unit 4, Week 1, students apply their knowledge on the unit theme "*Los impactos*" by answering a question directly tied to the theme in the "*Reflexionar y comentar*" section, discussing how revealing a secret can cause it to lose its power.

Knowledge Coherence

5.A.4	Key Academic Vocabulary and Grade-Level Concepts	12/12
5.A.4a	Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge building.	2/2
5.A.4b	Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. (S)	8/8
5.A.4c	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)	1/1
5.A.4d	Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization. (T)	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.

- Grade 4 resources show a variety of ways to apply words in appropriate grade-level contexts, such as teaching roots and Latin and Greek affixes so students can determine the meaning of uncommon words. Students apply this learning by creating new words and adding definitions, such as combining *abundar* and *-ancia* to form *abundancia*, which means a large amount of something. Materials include a year-long scope and sequence for building tier 2 and tier 3 Spanish academic vocabulary in the context of knowledge-building. For example, the grade 5 "Teacher's Guide" provides techniques on using context clues to understand unknown words in a text. Techniques include testing the definition within the sentence to see if it makes sense and looking for synonyms or contrasting words as authors often define a word within the same sentence. The materials provide a core academic vocabulary scope and sequence, a year-long sequence for building tier 2 and tier 3 Spanish academic vocabulary.
- The materials provide a unit breakdown of weekly vocabulary words in the "*Vistazo a la unidad: Plan para los talleres.*" For example, in Unit 2, the weekly vocabulary words are listed as follows: Week 1" includes words like *presa, quebradiza, sistema* and others; Week 2 includes *mimetismo, especies, entorno*, and so on. The materials provide a breakdown for teachers of tier 2 and tier 3 words. The materials offer various opportunities for teachers to help students

work with vocabulary. Examples from Unit 2 include "*Presentar la unidad: Vocabulario académico*," where teacher guidance is provided to establish vocabulary routines. Additional guidance is found in "*Lectura Compartida: Presentar el texto: Primer vistazo al vocabuario*," where teachers introduce new vocabulary words for the unit. The "Interactive Student Book" includes before, during, and after activities to acquire new vocabulary terms, such as in Unit 2 Week 1, "*Primer vistazo al vocabuario*," where students are guided to pay attention to specific vocabulary while reading "*Plumas*."

- The *"Teacher's Guide"* contains a unit overview at the beginning of each unit with a detailed sequence of the "Plan de talleres," including "*vocabulario, lectura atenta, comparar textos, y hábitos de texto.*" For example, the vocabulary words for Unit 2, Week 2 include *mimetismo, especies, entorno, ordenadas,* and *hábitat*. The *"Teacher's Guide"* includes guidance for teachers to introduce vocabulary each week under the Lectura compartida component. Before the weekly selection, teachers review the vocabulary in "*Primer vistazo al vocabulario*," where the teacher introduces and defines each of the weekly vocabulary words. Later in the lesson, teachers review the "*Lección de vocabulario*" to develop words connected to the topic and to connect/explain ideas in the text.

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)

- Grade 4 materials provide visuals for students to acquire vocabulary, such as in "*Presentación de la semana: Infografía*," where resources show photos of different landforms like "*los accidentes geográficos*," "*la corteza de la Tierra*," and "*la plataforma continental*." Based on these photos, students learn the appearance of these tier 3 vocabulary words. In grade 5, "*miEnfoque*," the teacher explains that *preservar* can mean "to protect" or "to keep safe" depending on the context. Students then choose the best meaning (synonym) that fits the sentence about understanding the importance of preserving certain sites.
- The "Interactive Student Book" contains a scaffold within each selected text called "*Vocabulario en contexto*," which guides students on using skills to determine the meaning of vocabulary words. For example, in Unit 2, Week 3, guidance is located in the margin next to paragraph 10, instructing students to use context clues to determine the meaning of *revestían* and underline the context clues that support their definition. From the "*Intervención*" tab on the teacher dashboard, teachers can select "Teacher Resources" to find a book titled "*miEnfoque: Guía del maestro para la intervención,*" which provides additional lessons for vocabulary intervention. Lesson 7, "*Determinar el significado de palabras poco comunes,*" offers teacher guidance on using a dictionary to find meanings of uncommon words. The materials provide teacher guidance for scaffolded support of academic vocabulary acquisition in Unit 1, Week 5, Lesson 1, under the section "*Vocabulario académico: Desarrollo del lenguaje en español.*" The teacher guides students to think of related words when encountering unfamiliar words and then group students to change words into different parts of speech. The student-facing page in the "Interactive Student Book" titled "*Vocabulario académico*" provides a table for students to fill in different words. For example, in the

sentence "*El líder hizo una contribución para ayudar a su comunidad*," students identify *contribución* as a noun and change it to a verb in a sentence like, "*Me gusta contribuir a causas importantes.*"

- The "Teacher's Guide" provides guidance for teachers to teach weekly vocabulary. This includes defining words, providing synonyms, and using context clues from the text. For example, in Unit 3, Week 1, Lesson 2, the teacher models filling out a graphic organizer provided in the "Student Interactive Book." The teacher identifies synonyms for *frustrado* such as *desalentado* and *molesto*. An illustrative sentence explains that Melody's understanding of Stephen Hawking's frustration demonstrates her empathetic personality. Students then fill out the graphic organizer for additional words like *fabuloso*, *preocuparse*, irritable, and *confundido*. The materials also offer differentiated vocabulary instruction under the "*Evaluación y diferenciación*" component of Unit 3, Week 1. Students are guided to use vocabulary words by acting out the emotions with a partner, utilizing visual support and context clues. Additionally, the "Teacher's Guide*"* includes visual aids to help students understand volcanic formation and eruptions through diagrams, maps, and photographs. These resources explain each part of a volcano, such as the volcanic chimney, magma chamber, volcanic crater, magma, and volcanic cone, emphasizing that the magma chamber is where magma accumulates before erupting.

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

- The materials include opportunities for students to engage in purposeful use of key Spanish vocabulary. For example, in the grade 4 "Student Interactive Book," during Unit 5, Week 1, students write down the definition of the word *circula* and complete the sentence stem, "*El aire circula_____*." Additionally, students work on noticing the relationship between two academic words, such as *rotula* and *rotularon*. They classify these words as verbs, understand their meaning and complete the provided sentence stem.
- The "Interactive Student Book" includes activities before, during, and after reading to acquire new vocabulary terms. For example, in Unit 2, Week 1, in "*Primer vistazo al vocabulario*," before reading "*Plumas*," students are guided to pay attention to vocabulary words, noting how they provide specific information about the topic and aid in understanding the text.
- The materials include opportunities for students to develop academic vocabulary each week under the "*Desarrollo de vocabulario*" component of the "Student Interactive Book." For example, in Unit 2 Week 3, students fill out a word web to visualize the setting of the selection using vocabulary words. The teacher models using the word *rápidos* by explaining its context, and students write sentences to explain how the vocabulary helps create mental images of the setting for words like *abandono, resplandeciente, rápidos,* and *honda*. Additionally, students use context clues to define underlined vocabulary words in the "*Puente entre lectura y escritura*" component. Instructions guide students to read the sentence, identify context clues for the vocabulary word in bold, and write a definition for words like *sobrevivió, clasificar, adquirir,* and *suficiente*.

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

- The materials include "*Carteles de referencia*," which are similar to student-facing anchor charts, displaying basic information in a visually appealing format. For example, in Unit 5, Week 1, a "*Cartel de referencia*" for "*Ficción realista*" describes the attributes of realistic fiction. The *"Teacher's Guide"* includes a section titled "*Desarrollo del lenguaje en español*" under "*Interacción con las fuentes*," guiding teachers to provide visual support for vocabulary. Teachers are encouraged to use images to illustrate concepts, reinforcing terms such as *microplásticos, desechables, vertederos, residuos, descartables, utensilios, reciclado,* and *legisladores*.

- The materials include guidance for using images and non-verbal support to help solidify understanding of vocabulary. In Unit 2, Week 4, a "*Cartel de referencia*" for "*Poesía*" outlines the attributes of poetry, though it lacks images for a picture glossary of terms. In Unit 1, Week 5, Lesson 1, under "*Interacción con los fuentes*" and "*Desarrollo del lenguaje en español*," the "Teacher's Guide*"* provides teacher guidance on using diagrams and gestures to explain concepts, such as a diagram of outer space to illustrate the concept of space.

- The "Teacher's Guide" includes a section titled "*Desarrollo del lenguaje en español*" under "*Interacción con las fuentes*," guiding teachers to provide visual support for vocabulary. Teachers are prompted to ask students to describe homes based on images from the infographic before reading. The teacher then encourages students to read and notice words such as *vista panorámica, nivel de suelo, madera, material, estepa, cabañas, herramientas, iglúes,* and *refugios*. Additionally, the "*Desarrollo del lenguaje en español*" section in the "Student Interactive Book" advises teachers to discuss how infographic images relate to the theme from the paragraph read aloud. Teachers introduce keywords like *flexible*, *seda, hileras, and hilo*, asking students to identify commonalities.

Knowledge Coherence

5.B.1	Recursive Inquiry Process	4/4
5.B.1a	Materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying, and gathering relevant information from a variety of sources and synthesizing the information. (S)	1/1
5.B.1b	Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources. (S)	2/2
5.B.1c	Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. (S)	1/1
5.B.1d	Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8). (S)	Not Scored

The materials include opportunities in Spanish for students to engage in critical inquiry as part of the research process, such as generating questions, developing a plan, identifying, and gathering relevant information from a variety of sources and synthesizing the information. Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources. Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8).

Evidence includes, but is not limited to:

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

- The materials include step-by-step guides and graphic organizers for creating a research plan on topics like extreme weather phenomena in the grade 4 "Student Interactive Book," Unit 5, Week 6, "*Semana de indagación.*" Students generate questions about the article "*¡Advertencia! ¡Advertencia!*," develop a plan in "*Planifica tu investigación*" about how dangerous weather phenomena are, identify and gather relevant information from various sources, and synthesize it using a table in "*Consulta a un profesional.*" Finally, students complete "*Fuentes fantásticas*" by sorting primary and secondary sources and use "*Hallar datos en archivos en línea*" to complete the research.
- The "Interactive Student Book" provides resources to help students plan and conduct research. For instance, in Unit1 Week 6, the student book includes "*Planifica tu investigación,*" guiding students in deciding their stance and creating a plan to find supporting evidence. Student guidance is provided to help write a statement and plan the search for evidence. Additionally, in Unit1, Week 6, on the page "*Colaborar,*" students are given a graphic organizer

to include details and important information about their topic, along with a drawing and description of the place of interest.

- The "Student Interactive Book" contains opportunities for students to conduct research in Unit2, Week 6. For example, under the "*Indagar*" section, students generate three questions about the article "*Adaptarse a hábitats urbanos*" after reading it with a partner. They use these questions to guide their research and gather information for the activity. The Unit 2, Week 6 activity involves creating a poster about an endangered animal, gathering important information about its diet, habitat, adaptations for survival, and reasons for its endangered status. The materials also guide students in writing an argumentative letter as part of the research process, including defining a claim and supporting it with evidence. An example of a claim provided states, "*Los médicos dicen que comer verduras todos los días puede ayudarte a vivir más tiempo.*"

Materials include guidance and opportunities for students in Spanish to differentiate between primary and secondary sources. (S)

- The materials include multiple sources such as a research article "*Isla Ellis: una entrada a los Estados Unidos*" and a text fragment in the grade 4 "Student Interactive Book," Unit 1, Week 6, "*Proyecto de indagación*," to help students differentiate between primary and secondary sources. Additionally, in Unit 5, Week 6, students read the article "*Vivir cerca de un volcán*" and create a T-chart to sort primary and secondary sources with a peer. They then read a paragraph "Stephen Bishop, *experto en cuevas*" and answer questions about identifying the type of source it is, whether primary or secondary.
- The student materials provide guidance and opportunities to identify primary and secondary resources. In the "Interactive Student Book," Unit1, Week 6, on the page "*Ve a la fuente*," students read the instructional text and follow the instructions in "*Colaborar*" to determine if a resource is primary or secondary. They read the article "*Isla Ellis: una entrada a los Estados Unidos*" and identify at least one primary and one secondary source for their research on historical sites. In Unit *5, Week 6*, in the section titled "*Fuentes fantásticas*," students read "*Vivir cerca de un volcán*," create a T-chart, and work with a partner to identify primary and secondary sources used in the article.
- The materials include an explanation of the differences between primary and secondary sources in Unit 5, Week 6. Primary sources are created at the time of an event and documented by witnesses, such as a diary written by someone living near a volcano, a photo of an erupting volcano, and a newspaper article written at the time of the eruption. The materials provide an opportunity for students to practice differentiating between primary and secondary sources by reading the research article "*Isla Ellis: una entrada a los Estados Unidos*" and identifying at least one primary and one secondary source for their research on historical sites.

Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism (6-8). (S)

- In Unit 1, Week 6, materials include "*Proyecto de indagación*." Students read "*Entender las discapacidades físicas*" and paraphrase the facts. In the following activity, students read the paragraph "*Alergias alimentarias en niños*" and paraphrase the first sentence while maintaining the meaning and logical order. Then, students determine if the sentence "*Esto ocurre en países de todo el mundo*" is an example of paraphrasing, citation, or plagiarism. In Unit 4, Week 2, "Student Interactive Book," under "*Lectura atenta*," students paraphrase the underlined parts to complete the graphic organizer and infer the theme of the story "Thunder Rose."

- The student materials provide instruction on the difference between paraphrasing and plagiarism in the "Interactive Student Book," Unit 3, Week 6, in the section "*¡Con tus palabras!*" Students learn that plagiarism means using someone else's exact words without giving credit, while paraphrasing is writing information in their own words. Students practice analyzing essays for plagiarism or paraphrasing in the activity on the page "*Colaborar*," where they determine if the sentence "*Esto ocurre en países de todo el mundo*" is an example of plagiarism, paraphrasing, or citation.

- The "Student Interactive Book" provides an explanation of the differences between paraphrasing and plagiarism in Unit 3, Week 6. The text explains that plagiarism is using someone else's exact words without giving credit, while paraphrasing is writing the information in one's own words. Students then practice citing a source and paraphrasing the information. In the "*Colaborar*" section of the "Student Interactive Book," Unit 3, Week 6, students read the article "*Entender las discapacidades físicas*" with a partner and practice citing and paraphrasing one fact from the article.

Materials include a progression of focused research tasks in Spanish to encourage students to develop knowledge in a given area by confronting or analyzing different aspects of a topic using multiple texts and source materials (6-8). (S)

- The materials include a culminating project-based inquiry at the end of Unit 5, Week 6 of grade 4, where students apply their understanding of extreme weather phenomena and write an opinion piece about which extreme weather phenomenon is the most dangerous. This project combines inquiry and research skills to provide factual evidence related to a real-world problem through writing. Similarly, at the end of Unit 2, Week 6, students create a poster about an endangered animal, combining inquiry and research skills to provide facts about the animal and explain why it is in danger.

- The materials include guidance on adding digital media to ongoing research projects in Unit 1, Week 6, Lesson 4, "*Ampliar la investigación*," where the "Teacher's Guide" instructs on incorporating visual elements. Each unit concludes with a research project where students present their findings in various formats. For example, in Unit 1, students create a brochure display and present their brochures to other groups or classes, ensuring to make eye contact and speak clearly and at a natural pace and volume.

- The "Student Interactive Book" provides guidance for using online archives such as magazines and newspapers in Unit 5, Week 6," under "*Hallar datos en archivos en línea*." Teachers model how to search and use keywords to find information, and students are shown visual representations of search engines and tips for better search results. For example, students learn to click "*Más nuevos*" for the most recent sources or "*Más viejos*" for older sources. In Unit 3, Week 6, materials explain how to use online search engines and provide an opportunity to practice. Students search for credible information online, noting the most reliable sources for their research on inclusive playgrounds.

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Text Quality and Complexity

6.1	High-Quality Grade-Level Texts	11/11
6.1a	Materials reflect the inclusion of text types and genres required by the grade-level Spanish language arts TEKS.	2/2
6.1b	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
6.1c	Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.	1/1
6.1d	Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.	4/4
6.1e	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.

- The grade 4 materials include a variety of genres such as autobiography, biography, informational texts, realistic fiction, poetry, traditional tales, tall tales, drama, myths, and argumentative texts. These multi-genre units expose students to different text structures in Spanish language arts. Students have access to thematic leveled readers like "*El ciclo del agua*" and teacher read-alouds like "*La energía de los residuos*" in Unit5" to develop listening comprehension. Additionally, students read articles such as "*El planeta Tierra*."
- The materials provide diverse reading experiences with various text types. Unit4 includes" 15 leveled readers from levels P–T, such as "*Cuentos fantásticos de Abuelo Bill*," "*La historia de dos volcanes,*" "*Melodías inolvidables*," and "*Grandes discursos estadounidenses*." Digital resources include the "Interactive Student Book" with text-to-speech capabilities and a printed "Student Book." Unit4" features texts like "*¿Puedes adivinar mi nombre?*" (traditional literature), "*Thunder Rose*" (tall tale), "*La culebra*" (drama), "*El secreto del calendario indígena*" (historical fiction), and "*Pandora*," and "*Carrera a la cima*" (myths).
- The "Program Overview" documents include a Table of Contents and Scope & Sequence detailing the genre focus for each unit: Unit 1: non-fiction, Unit 2: informational texts, Unit 3:

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fiction, Unit 4: traditional literature, and Unit 5: informational texts. The "Program Overview" also lists Leveled Readers for grade 4, covering various genres like historical fiction, science fiction, biographies, and informational texts. Examples include "*Observar el estado del tiempo*" (informational text) and "*El medallón de Mongolia*" (historical fiction).

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 Unit 5, Week 1, the Spanish core texts such as "*El planeta*" include a text complexity analysis that has a Lexile level of 820 with 1,834 words provided by the publisher. This analysis includes quantitative measures, like Lexile levels. In Unit 4, Week 5, read-aloud and shared-reading texts such as "*Pandora"* from "*Las hermosas historias de la vida*" are at or above the complexity level of what students can read independently and are authentic or appropriate Spanish transadaptations with a Lexile level of 750 and a word count of 1,273.
- The materials provide a text complexity analysis titled "*Tablas de complejidad del texto,*" measuring Lexile levels and aspects like text structure and language usage. For example, in Unit 5, Week 3, the grade 4 text "*Las 10 mejores maneras de reducir los residuos*" has a Spanish Lexile level of 980, which corresponds to a grade 7–8 level, while in Unit 3, Week 1, "*de Fuera de mí"* is rated at 670L, a grade 3 level text. Some texts, such as "*Las ardillas en Luján*" in Unit 2, Week 5, with a Lexile level of 800, and "*de La ventana de mamá*" in Unit 3, Week 2, with a Lexile level of 810, fall within the grade 4 range of 700-810L.
- The instructional materials include Lexile Information for each weekly selection in the "Program Overview" documents. For example, the grade 4, Unit 4, Week 4 selection "*El secreto del calendario indígena"* has a Lexile level of 770 and a word count of 3,523. The Lexile range for grade 4 core selections is from 670 to 980L. The "Program Overview" documents include a Text Complexity Chart that provides the Lexile level and word count for each core selection from the materials. For instance, the grade 4, Unit 4, Week 1 selection "*¿Puedes adivinar mi nombre?*" has a reading Lexile level of 870 and a word count of 2,212.

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

- The grade 4 literacy texts provide rich characterizations, diverse representations of authors, and stories with multiple perspectives. For example, *Fuera de mí* by Sharon Draper tells the story of Melody, who has cerebral palsy, and the challenges she faces in school. The materials include authentic traditional tales from various cultures, such as "*La culebra*" by Pamela Gerke and "*Pandora de Las hermosas historias de la vida*" by Cynthia Rylant, a Greek myth about Prometheus stealing fire for humans.
- The materials contain high-quality examples of poetry, such as the collection in Unit 3, Week 5," featuring poems by Gwendolyn Zepeda, Alma Flor Ada, and Dana Crum. Illustrations enhance the appeal, with "*Un día en el barco*" showing a mermaid, "*Voy a ser químico"* by Mario José Molina, depicting DNA and microscopes, and "*Mozart es genial,*" displaying musical notes and instruments. The "Student Interactive Book" includes high-quality

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informational texts like "*Animales imitadores*" in Unit 2, Week 2, with colorful photos and captions that explain their significance to the theme.

- The "Student Interactive Book" contains a variety of well-crafted selections. For example, in Unit 4, Week 3," the core selection "*La culebra*" by Pamela Gerke, transadapted from "*Obras de arte multiculturales para niños*," features rich characterizations like the Coyote from North American Native traditions and Anansi the spider from Ghana and Liberia. The materials include grade-level informational texts with engaging diagrams, photos, captions, and maps. In Unit 5, Week 2," the selection "*Volcanes*" includes a map of the "Ring of Fire" and tectonic plates, explaining the reasons for the location of volcanoes. The selection's diagrams visually represent academic vocabulary terms like *chimenea volcánica, cámara magmática, cráter volcánico, magma,* and *cono volcánico.*

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

- The materials include classic novels in grade 4, such as *Cajas de cartón* in Unit 3, Week 3 and *Fuera de mí* in Unit 3, Week 1, which are transadapted to Spanish with considerations for sentence structures, grammar, and vocabulary appropriate for grade 4. For example, a unit may focus on science, "*Las características*" through various texts, such as the informational text "*El planeta Tierra*" and the argumentative text "*Las 10 mejores maneras de reducir los residuos.*" Unit 2, focusing on "*Adaptaciones*" in science, includes poetry like "*Animalario de Iguazú*" and fiction like "*Minn del Misisipi.*"
- The materials include both traditional and contemporary high-quality texts. In Unit 1 Week 1, a traditional text, "*El canto de las palomas*," provides a narrative biography, while in Unit 1, Week 3, the contemporary text "*Gemelos en el espacio*" offers an informational magazine article. The "Student Interactive Book" encourages diversity with texts like "*de Fuera de mí*" in Unit 3, Week 1, which is about a child with physical impairments starting school, and "Trombone Shorty" in Unit 3, Week 3, an autobiography of a boy growing up in New Orleans learning to play the trombone.
- The materials feature a variety of traditional and transadapted Spanish texts. For example, in Unit 4, Week 5, "*Pandora de Las hermosas historias de la vida*" by Cynthia Rylant is a myth that is transadapted into Spanish, considering figurative language. The "Student Interactive Book" includes informational texts on animal adaptations in "*Animales imitadores*" by Marie Racanelli and environmental protection in "*La deforestación y sus efectos*" by René Colato Laínez. Core selections cover topics in science, social studies, and the arts through various informational texts.

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

- The materials include a variety of texts highlighting the achievements of diverse people, such as Ellen Ochoa*, "la primera astronauta latina,*" in Unit 1, Week 5, and Trombone Shorty, an African-American musician from New Orleans, in Unit 3, Week 3.

- The materials provide relevant texts that address contemporary topics. In Unit 5, Weeks 3–4, "*Las 10 mejores maneras de reducir residuos*" discusses ways to reduce waste and "*La deforestación y sus efectos*" sheds light on the impact of deforestation.
- In Unit 3, Week 2, the weekly selection "*La ventana de mamá*" is appropriate for different racial, cultural, and ethnic backgrounds. This realistic fiction text is about an African American boy, Sugar, who recently lost his mother and is now under the care of his uncle, Free. Students analyze the story to identify elements that characterize it as realistic fiction and make connections to their own experiences and the wider world.

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Text Quality and Complexity

6.2	Interaction with Grade-Level Text	8/8
6.2a	Materials include opportunities in each lesson for students to interact with grade-level authentic or transadapted Spanish text. (S)	1/1
6.2b	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
6.2c	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.).	1/1
6.2d	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)

- The materials include questions and blurbs for both student-read and teacher-read texts, such as "*¿Puedes adivinar mi nombre?*" Before reading, students see a blurb that activates background knowledge and piques interest in the plot and characters from various cultures. After reading, questions like "What common elements reveal that these three stories are traditional tales?" help support comprehension. The grade-level texts, such as "Thunder Rose" in Unit 4, Week 2 include questions requiring students to apply their understanding through listening, speaking, and writing, such as explaining how characters in exaggerated stories differ from those in realistic fiction and giving two examples from "Thunder Rose."
- The "Teacher's Guide" provides questions and think-alouds for read-alouds. For example, in Unit 1, Week 3, Lesson 1, under "*Comprensión auditiva*" the teacher reads "*Explorando Marte*" and models how to determine the central idea of a non-fiction text. After the read-aloud, students complete a T-chart comparing Earth and Mars. Guiding questions throughout the text like "What is the central idea of the text? and "Which sentence helps identify the central idea?"

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are provided in Unit 1, Week 3 in "*Gemelos en el espacio*." The "Interactive Student Book" includes margin notes for student interaction, such as highlighting key information in paragraphs 11–12 of "*Gemelos en el espacio*."

- The "Student Interactive Book" offers engagement opportunities during shared reading. Students explain drama elements and identify the setting by underlining key evidence. They practice vocabulary, infer themes, and make connections within grade-level texts. For example, in Unit 4, Week 2, "Thunder Rose," students infer the theme by analyzing the text and underlining evidence showing how the main character, Rose, achieves her goals.

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

- The grade 4 materials include shared-reading routines, such as in Unit 5, Week 1," where students use strategies like setting their purpose for reading, making predictions, and connecting information from various texts. During the first read, students are guided to notice graphic elements, generate questions, connect information, and respond with the weekly question in mind. For example, the student book provides a prompt in "*Escritura breve*" where students write responses and text evidence to the question "How does learning about the Earth's characteristics and processes help you understand our planet?" after discussing the infographic with their teacher and peers.

- The "Teacher's Guide" includes read-aloud texts for each weekly lesson, such as in Unit 1, Week 4, where the teacher reads "*Las primeras exploraciones*" following the "*Rutina de lectura en voz alta*." The teacher reads the text aloud while students listen, then stops during the second read to complete think-alouds that guide student thinking. Students respond to the reading by completing a T-chart to record important details. The "Interactive Student Book" provides first-read routines, such as in Unit 1, Week 4, where, before reading "*La vida en la cima,*" students are guided to notice how the author emphasizes facts, generate questions about the text structure, connect details with known people and places, and respond by writing about confusing parts. In "*Reflexionar y comentar*," students create a Venn diagram to compare and contrast two places and write a composition to show similarities and differences.

- The "Teacher's Guide" provides opportunities for listening comprehension, such as in Unit 5, Week 1," where the teacher reads "*La energía de los residuos*" while students focus on text features and ask clarifying questions. Students engage in Think Alouds to identify elements of informational texts and the text structure. The materials offer numerous opportunities to respond to texts in writing, such as in Unit 3, Week 5," where students answer questions about the core selection in the "*Verificar la comprensión*" section of the "Student Interactive Book." These questions require students to justify their answers with text evidence. For example, one question asks students to choose a poem, explain its theme, and describe the poet's choices, giving examples of vivid imagery.

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.).

- In the grade 4 materials, the "*Leer como escritor*" section allows students to discuss text structure using paragraph 1 of the article "*El planeta Tierra*" as a mentor text. Teachers are guided to demonstrate strategies for identifying and analyzing an article's text structure. The "*Libro Interactivo del Estudiante*" enables students to discuss the text structure of a grade-level paragraph in Spanish. Additionally, the materials include texts for small groups, student-led discussions, and book clubs. In Unit 5," students read "*Los fósiles y las rocas*" and use a note-taking table to organize their observations, connections, and doubts. After completing the reading, they discuss the theme and evaluate the ideas presented in the book by considering what the author teaches and whether the ideas are clearly explained.

- The materials provide opportunities for authentic, text-based discussions in the "Interactive Student Book." For instance, in Unit 1, Week 5," "*Reflexionar y comentar,*" students plan a discussion about working hard to realize dreams like Ellen Ochoa. They write their opinion using the sentence stem "*Creo que...*", support their opinion with texts they have read, and write supporting details on sticky notes before sharing their thoughts and opinions. In the "Teacher's Guide", Unit 1, Week 4, Lesson 3, "*Analizar los elementos del texto: Desarrollo del lenguaje en español,*" students Turn and Talk or summarize the main themes of the text "*La vida en la cima*" in their own words.

- The "Student Interactive Book" provides multiple opportunities for students to interact with the text and discuss various topics. For example, in Unit 2, Week 1, teachers instruct students to read paragraphs 1–2, underline the word that best represents the topic, and identify the main idea. The materials also focus on figurative language. In Unit 4, Week 4, the teacher models a strategy for understanding idioms used throughout the text. Students complete a graphic organizer, and teachers provide additional support if needed.

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

- The materials include guidance for teachers in grade 4, Unit 5, Week 1, Lesson 2 to help students notice text features and the structure of informative text using prompts to explain how text elements clarify written content. For example, in the "Interactive Student Book," students read "*El planeta Tierra*" and answer questions about the text being informative and the usefulness of knowing Earth's structure, supporting their answers with quotes from the text.

- The "Teacher's Guide" provides guidance for engaging students in various reading skills for each selection. In Unit 2, Week 1, "*Plumas: Mucho más que para volar*," teachers prompt students to predict the main idea, generate questions, and analyze context clues for unfamiliar words. The "Interactive Student Book" supports these skills before, during, and after reading. Before reading, students notice details, ask thematic questions, and mark text

features. During reading, margin notes guide comprehension, such as using context clues in paragraph 5. After reading, students complete a main idea organizer.

- Students have multiple opportunities to practice generating questions, inferring, and making predictions within grade-level texts provided in the materials. For example, in Unit 1, Week 2, students analyze text details to generate and answer questions. The materials also provide practice in engaging with various reading skills, such as analyzing the main idea and details to determine why a male sandgrouse's feathers soak up water.

Text Quality and Complexity

6.3	Supporting Access to Grade-Level Text	3/3
6.3a	Materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames.). (T/S)	1/2
6.3b	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.). 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.). (T/S)

- The materials include a think-aloud strategy for making text-to-text connections in grade 4. In Unit 5, Week 1, Lesson 2, the teacher is provided with a script to guide students in discussing the section "*La corteza*." Before reading, the teacher asks, "What else have we read this week about the Earth's crust?" Students then practice making text-to-text connections by discussing this question with peers. Additionally, students engage in "book talks" with texts like "*Los fósiles y las rocas*" in the Unit 5, "*Club de Libros*." Teachers provide sentence stems to help students express their ideas respectfully in Spanish, such as agreeing but offering a different perspective with the frame, "*Así es, pero por otro lado___*," agreeing and giving a reason with the frame "*Estoy de acuerdo porque ___*," and asking for clarification with the frame "*No estoy seguro de comprender. ¿Me podrías explicar?*"
- In Unit 2, Week 2, the "Teacher's Guide" includes guidance and support for the grade-level text "*Animales imitadores*" with a Lexile level of 890L. The "*Primera lectura*" section includes a think-aloud for the teacher to model connecting the words *imitadores* and *mimitismo* to the text's central idea. In "*Lectura atenta: Confirmar o corregir las predicciones*," teachers guide students in thinking about their initial predictions and finding text evidence to support or correct them. The "Interactive Student Guide" provides scaffolds and supports, such as prompting students to underline text evidence showing why predators rarely attack snakes and highlighting evidence that confirms or corrects a prediction.
- In Unit 3, Week 1, Lesson 2, the materials provide guidance for teachers to help students analyze and make inferences about characters. For example, the teacher asks students to read paragraphs 1–2 of the core selection "*Fuera de mí*" and underline details portraying Melody's difficulties and obstacles. Students work with partners to annotate the text and

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analyze characters based on their actions, feelings, thoughts, and words. In Unit 2, Week 1, the "Teacher's Guide" offers support for summarizing texts by providing sentence frames for students to summarize what they just read with a partner, such as "*La idea principal es ___. El primer detalle que la apoya es ___.*" Students write a short paragraph summarizing the main idea and key details. The "Teacher's Guide" also provides a script for teachers to model and practice finding the main idea and key details, asking students to work with a partner to underline details that provide evidence of the main idea.

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

- The materials include guidance for planning and delivering enrichment instruction to challenge students' literacy development. For example, in grade 4, students engage in on-level and advanced inquiry. Proficient students use the infographic "*La superficie de la Tierra*" in Unit 5, Week 1 to generate questions about Earth's features and processes, then choose one to investigate. Throughout the week, students conduct research about their question. Additionally, students who demonstrate proficiency with a text can engage in further analysis using "*Lecturas independientes para la fluidez y la comprensión: Avanzado,*" such as the passage "*Combustible para el cuerpo,*" which includes five questions focusing on the main idea, details, and text features.
- The materials guide grade 4 students in analyzing grade-level texts, such as in Unit 2, Week 3, with "*de Minn de Misisipi,*" in the section "*Usar la evidencia del texto.*" Students revisit notes taken during the reading and highlight text evidence influencing the setting. The *"Teacher's Guide"* suggests enrichment activities for students on or above grade level. For instance, in Unit 2, Week 3, Lesson 1," under "*Opciones guiadas por el maestro: Al nivel y avanzado,*" students generate questions about the challenges animals face in their environment and then choose one to investigate independently.
- The materials include academic vocabulary practice through the "*Ampliar y preguntar*" section from the "*Rutina de vocabulario oral.*" For example, in Unit 2, under "*Presentar la unidad,*" the teacher says, "*Para poder ir de excursión con la escuela, los estudiantes deben adquirir la firma de uno de los padres.*" The teacher checks for understanding with the question, "*¿Qué más podrían adquirir antes de irse de viaje?*" Students respond using the academic vocabulary word. The materials also provide guidance for students to plan and write a personal narrative. Students work in pairs to discuss the topic of their narrative and the sequence of events, using sentence frames like "*El tema de mi narración es __. El primer suceso es __. Luego, __. El último suceso es __.*" They then ask each other questions to seek clarification if needed.

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Text Quality and Complexity

6.4	Analysis of Text Complexity	6/6
6.4a	Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text's educational purpose and grade-level placement.	4/4
6.4b	Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.	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.

- The grade 4 materials include resources like videos of experts and whitepapers. For example, "The Complexity Systems: A Teacher's Toolkit" by Dr. Elfrieda "Freddy" H. Hiebert discusses the quantitative (Lexile framework) and qualitative measures (Guided Reading Levels) used to analyze and evaluate text complexity. The Text Complexity Charts in grade 4 materials explain the rationale for incorporating specific texts. For instance, "*Un paraíso a la basura*" in Unit 5 Week 5," has a Lexile level of 880L and a word count of 2,626. The qualitative measures indicate subtle but clear text structure, complex language conventionality, and clarity, with knowledge demands limited to presenting "The Adventure of a Drop of Water" without cultural elements.
- The materials include a Text Complexity chart with quantitative measures for each selected text, including Lexile level and word count. For instance, "*de Minn de Misisipi*" from Unit 2 Week 3" has a Lexile level of 800L and a word count of 1,469. The rationale states that the quantitative measures place this text in the grade 4–5 complexity band. The chart also provides qualitative measures such as levels of meaning, text structure, language conventionality and clarity, and knowledge demands. For example, "*de Minn de Misisipi*" is rated as relatively simple in levels of meaning and text structure but more complex in language conventionality and clarity, as well as knowledge demands. The rationale portions state that the story has one level of meaning, the organization is clear and chronological, sentences are primarily simple and compound, and experiences portrayed are uncommon to most readers.
- The materials include Spanish texts ranging in Lexile levels from 670-980L. The Text Complexity Chart in the "Program Overview" contains quantitative data for each core selection. For example, in Unit 4 Week 5, "*Pandora de Las hermosas historias de la vida*" has a Lexile level of 750L, falling within the grade 4–5 complexity band, and a word count of 1,273. The chart also provides qualitative analysis, noting that this myth references figurative language, such as idioms, which may require additional student support. Some idioms in the

selection include "*caer en manos*" and "*llegar con las manos vacías*." Knowledge demands mentioned include Greek mythology, such as gods and goddesses.

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 materials include a white paper, "Text Complexity Systems: A Teacher's Toolkit" by Dr. Elfrieda "Freddy" H. Hiebert, discussing the qualitative measures used to analyze and evaluate text complexity for different grade levels. According to Fountas and Pinnell (2012), guided reading levels (GRLs) are based on 10 dimensions: genre, text structure, content, themes and ideas, language and literacy features, sentence complexity, vocabulary, words (number and difficulty), illustrations, and book and print features. Text Complexity Charts in grade 4 provide specific details about readability (Lexile and GRLs) and qualitative text features, such as levels of purpose, text structure, language conventionality and clarity, and knowledge demands. For example, in Unit 5 Week 2," the text "*La deforestación y sus efectos*" has recommendations for Spanish language learners to use strategies for deciphering unfamiliar words. For intervention, students are reminded that the essay tries to persuade the reader, and for on-level/advanced students, the task is to design a poster to convince the public of the need to plant trees.
- The materials provide Text Complexity charts explaining the rationale behind each rating given to core texts. For example, "*Animalario del Iguazú*" is rated moderately complex for levels of meaning because it contains metaphors and other figurative language, with mostly clear meaning. The last two pages in prose reveal the author's intention. The chart provides alternative tasks for on- or above-grade level students, such as identifying figurative language and writing descriptions using literary devices. For text structure, "*Animalario del Iguazú"* is rated moderately complex because it is descriptive poetry, not in chronological order, with prose providing objective information. Illustrations complement understanding but are not necessary. The chart provides tasks for intervention-level students, such as explaining special rules of poetry using examples from the text.
- The materials include complex texts such as "*Carrera a la cima*" from "*La piscina de cristal: Mitos y leyendas del mundo,"* a Maori myth with a Lexile level of 840L. The Text Complexity Chart notes that complex sentences with figurative language, such as idioms, may require additional support. For example, the text uses imagery like "*Como hiedra, como una robusta araña negra trepando en silencio una pared*." Students generate questions about the text and the author's intent. In Unit 5, Week 3, "*Las 10 mejores maneras de reducir los residuos*" by Nick Winnick uses descriptive text structure with features like photographs, captions, and headings to help students understand and identify reasons the author provides for persuading readers to reduce waste.

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Text Quality and Complexity

6.5	Self-Sustained Independent Reading	6/6
6.5a	Materials include explicit (direct) guidance for teachers in Spanish on how to monitor students' comprehension and hold them accountable during independent reading. (T)	2/2
6.5b	Texts designated for independent reading are authentic or transadapted Spanish texts and have a range of complexity levels for students to practice reading independently. (S)	1/1
6.5c	Materials include a plan for students to self-select high-quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)	3/3

The materials include explicit (direct) guidance for teachers in Spanish on how to monitor students' comprehension and hold them accountable during independent reading. Texts designated for independent reading are authentic or transadapted Spanish texts and have a range of complexity levels for students to practice reading independently. Materials include a plan for students to self-select high-quality authentic or transadapted Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals.

Evidence includes, but is not limited to:

Materials include explicit (direct) guidance for teachers in Spanish on how to monitor students' comprehension and hold them accountable during independent reading. (T)

- The materials include rubrics like the "Skills Conference Record" for teachers to document their findings while conferring with students during independent reading. This rubric focuses on conversations about a student's reading, writing, speaking, and listening skills. Additionally, students record their annotations to monitor comprehension. In Unit 5, Week 1, students read "*El planeta Tierra*," make inferences by observing the diagram, and highlight evidence in the text and caption to support their inference about tectonic plates.
- The materials include explicit guidance under "*Opciones de evaluación formativa"* in Unit 2, Week 4, Lesson 2. Teachers assess how vocabulary words help readers visualize descriptions in "*Animalario del Iguazú*." If students struggle, teachers revisit the vocabulary mini-lesson; if successful, they extend vocabulary instruction with a follow-up activity. The materials also include graphic organizers to monitor comprehension, such as in Unit 2, Week 4 where students use a "*Visualizar imágenes*" organizer to show text evidence and corresponding visualizations.
- The materials provide guidance for monitoring comprehension during independent reading. For instance, in Unit 4, Week 1, teachers use talking points to facilitate student conversations about the text, asking questions like "Why did Ratón fall into the pot?" and "What did Martina's friends do when they found out?" In Unit 1, Week 2, Lesson 4, teachers encourage students to ask and respond to questions using sticky notes as placeholders to generate or answer questions during reading.

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

- The materials include texts for independent reading in grade 4, ranging from Lexile 730–980 and word counts from 703–3811. For example, "*Cajas de cartón*" has the lowest Lexile level of 730L and a word count of 2224, found in Unit 3, Week 4." Another example is *"Las 10 mejores maneras de reducir,"* which has the highest Lexile level of 980L and a word count of 3811, found in Unit 5, Week 3. The Text Complexity Charts for grade 4 provide information about complexity levels, such as purpose, text structure, language conventionality and clarity, and knowledge demands, along with "Reader and Task Considerations" for Spanish language learners, interventions, and on-level/advanced students. For instance, "*Un paraíso a la basura*" in Unit 5, Week 5 is recommended for the grade 4–5 complexity band and may need additional support with domain-specific vocabulary and knowledge about pollution and plastics.
- The materials include Text Complexity charts that provide quantitative measures for each selected text, including Lexile levels and word counts. For example, the selection "*El hacha*" in Unit 2, Week 3 has a Lexile level of 940L and a word count of 3,465. The rationale states that the quantitative measures place this text in the grade 4–5 complexity band. The qualitative measures for each selected text include levels of meaning, text structure, language conventionality and clarity, and knowledge demands. For example, "*El hacha*" is rated as very complex in levels of meaning, moderately complex in text structure and language conventionality and clarity, and relatively simple in knowledge demands. The rationale states that there are multiple subtle levels of meaning, but the central ideas of survival and self-reliance are clear. The narrative follows a chronological structure, but it includes a dream sequence that may require assistance to understand. The vocabulary is familiar, with simple and some compound, complex, and compound-complex sentences. The plot events are clear and easy to follow, though students may not be familiar with surviving alone in the wilderness.
- The materials include texts with an appropriate complexity level. For example, "*Ezekiel Johnson va al oeste*" in Unit 4, Week 5 has a Lexile level of 460L. This selection is a graphic novel composed of simple sentences and familiar vocabulary, with a chronological text structure supported by illustrations. Students create their own comic strip and share their work with a partner, using sentence frames to develop their dreams or goals, which aligns with the selection's theme. Another example is "*La Declaración de Derechos*" by Amie Jane Leavitt in Unit 4, Week 3, with a Lexile level of 950L. Students analyze different text structures, such as chronological order, cause and effect, and compare and contrast, making the text more complex.

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

- The materials include independent reading logs for Unit 5 in "*Lectura independiente.*" Students record books by noting the date, book title, genre, number of pages read, minutes,

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and their rating. Materials recommend students consider if the book's level is appropriate and if it will hold their attention. Students are advised to ask questions while reading, take notes, and write a summary to share with a peer. Additionally, students set monthly reading goals across various genres and track their progress in a chart by Unit .

- The materials include an independent reading log at the beginning of each Unit titled "*Registro de lectura independiente*." Students record the date, title, genre, number of pages read, minutes read, and rate the book up to five stars. The "Interactive Student Book" contains a student-centered plan for independent reading, which varies by Unit . For example, in Unit 1, students reflect on past enjoyable titles and read two pages to gauge comprehension. In Unit 2, they establish their purpose for reading and set a goal for independent reading.

- The "Student Interactive Book" includes a "*Registro de lectura independiente*" for logging self-selected texts at the beginning of each Unit . Students fill in details such as the date, title, genre, number of pages, minutes read, and a rating scale. The book provides steps and suggestions for selecting appropriate books based on preferences and reading levels. For instance, in Unit 3, students identify their purpose for reading to select a suitable genre. The plan adjacent to the reading log includes steps like determining the purpose for reading, selecting a genre, and ensuring the book aligns with their purpose. Accountability questions include prompts like identifying the book's theme and whether it is realistic or imaginary.

Evidence-Based Tasks and Responses

7.A.1	Use of Text Evidence	18/18
7.A.1a	Materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)	**4/4**
7.A.1b	Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)	**10/10**
7.A.1c	Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)	**2/2**
7.A.1d	Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)	**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)

- The materials provide comprehension checks where students use text evidence to justify their thinking. For example, students read traditional tales in Unit 4, Week 1 and identify details that make these stories traditional. Another example is in the "Interactive Student Book," where students read a tall tale and provide text evidence about what the main character, Rose, values.
- The materials include text-dependent tasks requiring students to use evidence from the text to demonstrate comprehension. For instance, in Unit 3, Week 2, for the text "*La Ventana de Mamá,*" students underline words or phrases that help identify the conflict between characters. They also compare a character's feelings across different scenes using text evidence.
- The "Interactive Student Book" offers opportunities for students to answer comprehension questions using text evidence. In Unit 2, Week 5, students explain the author's purpose for

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each selection and justify their claims with text evidence. Additionally, they complete graphic organizers with text evidence to summarize the text.

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

- The materials contain questions and tasks for students to evaluate text structure using text evidence. For example, in Unit 1, Week 1, a graphic organizer requires students to analyze the elements of fiction, including plot and setting, by filling in sections for climax, solution, and corresponding settings. Additionally, in Unit 3, Week 4, students determine how the setting affects the plot and analyze three cause-and-effect examples from the text, using sentence frames to explain why the author uses this structure.
- In Unit 5, Week 2, students discuss how diagrams and photos help them understand volcanoes. Similarly, in Unit 3, Week 4, students identify important details in paragraph 23 to determine the author's purpose and message in "*Cajas de cartón*." They use prompts to explain the author's intent and message based on these details.
- The "Interactive Student Book" provides Spanish-language questions requiring text evidence to evaluate texts. For example, in Unit 1, Week 1, students analyze three characteristics of an autobiography and provide text evidence to support claims about characters' living conditions. Additionally, students use text evidence to complete graphic organizers and determine the author's purpose and message, with weekly practice in the "*Usar la evidencia del texto*" section.

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

- The materials include a graphic organizer that requires students to summarize texts using text evidence. For example, in Unit 3, Week 4, students compare the points of view of two texts, "Westlandia" and "*Cajas de cartón*," underlining text evidence that reveals the main characters' feelings and points of view. Students contrast these points of view to make text-to-self connections with the main characters.
- The materials include tasks that require students to summarize details from "Westlandia" and "*Cajas de cartón*" in Unit 4, Week 4 to create a dialogue between the characters Wesley and Panchito on a topic like school. In Unit 5, Week 5," students identify shared features of the informative text "*Un paraíso a la basura*" and the digital text "*El agua: Cuidemos nuestro planeta*," discussing how both texts address similar themes.
- The materials include tasks requiring students to support their claims using text evidence. For example, in Unit 3, Week 2, students compare "*La ventana de mamá*" to another text to analyze how authors develop settings and how these settings influence characters' actions. Students answer specific questions about the descriptions and impacts of the settings, then write a response comparing and contrasting both settings.

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

- The materials include questions and tasks that ask students to analyze characters. For example, in Unit 3, Week 1," students analyze characters based on their actions, thoughts, feelings, interactions with others, and changes they undergo, using a graphic organizer with annotations from the text. In Unit 4 Week 2, the Check for Understanding component includes questions with Depth of Knowledge levels 1–3, requiring students to differentiate elements of realistic fiction from tall tales and explain how being polite and helpful can boost a person's self-confidence.
- The materials include tasks for students to find evidence supporting themes and main ideas. For example, in Unit 4, Week 2, students underline evidence in "Thunder Rose" that shows what Rose values and actions that help determine the theme. In Unit 1, Week 3, students complete a main idea organizer in "*Lectura atenta: Analizar la estructura del texto*," identifying the main idea and supporting details of comparison and contrast.
- The materials include questions designed at different levels of cognitive complexity. For example, in Unit 3, Week 2, "*Reflexionar y comentar*," students compare the settings of two texts with questions ranging from direct textual evidence to inferential analysis. In Unit 3, Week 1, "*Lectura atenta: Fuera de mí*," students underline details describing Melody's difficulties and highlight evidence to infer her thoughts and desires

Evidence-Based Tasks and Responses

7.A.2	Teacher Guidance for the Use of Text Evidence	4/4
7.A.2a	Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)	2/2
7.A.2b	Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. (T)	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)

- The materials include guidance for teachers to support students when comparing and contrasting texts. For example, in Unit 3, Week 2, "*Reflexionar y comentar: Mini-lección: Demostrar y practicar*," teachers use a think-aloud strategy to explain how to compare and contrast texts using text evidence. The teacher models how to analyze the similarities and differences between characters or settings and guides students to use text evidence in their responses.
- The materials provide instruction for teachers to help students support their opinions with text evidence. In Unit 1, Week 2, Lesson 5, "*Reflexionar y comentar: Mini-lección: Enfoque en las estrategias*," teachers guide students to re-read sections of the text and use sticky notes or cards to record citations that support their ideas. This helps students learn to back up their opinions with specific examples from the text.
- The materials include activities to facilitate group discussions for developing thoughts. In Unit 5, Week 1, "*Club de libros*," teachers remind students of the importance of group discussions. Teachers provide sentence stems such as, "*Un detalle que me parece interesante es ____*" to facilitate discussions. Students use text evidence from their readings to answer questions and provide feedback in small group instruction, reinforcing their understanding and ability to cite evidence.

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

- The "Teacher's Guide" includes guidance for teachers to support students in identifying organizational patterns using academic vocabulary such as text structure, informational text,

genre, chronological order, and cause and effect. For example, teachers model reading headers and identifying key words like *resultado* and *porque* to help students identify the text structure as cause and effect. The teacher models self-reflection by asking, "*¿De qué manera la estructura del texto me ayuda a comprenderlo?*" and how to make pertinent comments about the selection, such as suggesting that Melody could use text messaging as a form of communication.

- The grade 4 materials include a bulleted list of teacher guidance for discussions in the "Teacher's Guide", Unit 3, Week 1, Lesson 5, "*Reflexionar y comentar: Mini-lección: Enfoque en las estrategias*." Teachers guide students to consider the pertinence of their questions before asking them and to use positive language during conversations. In "*Reflexionar y comentar: Mini-lección: Demostrar y practicar*," the materials provide scripted examples the teacher can use to guide student discussions, such as responding to a partner's observation about graphic aids.

- The materials include guidance for teachers on structured opportunities to engage students in evidence-based discussions using academic vocabulary. For example, in Unit 2, Week 1, "*Reflexionar y comentar*," the materials instruct teachers to have students discuss which adaptation from the text "*Plumas*" they find most interesting, using sentence frames like "In my opinion, _____ is the best adaptation of the text. *Elegí esa porque* _____." This helps students use academic vocabulary and syntax in their discussions.

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Evidence-Based Texts and Responses

7.B.1	Genre Characteristics and Craft to Compose Multiple Texts	8/8
7.B.1a	Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish language arts TEKS.	1/1
7.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
7.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
7.B.1d	Materials include opportunities for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)	1/2
7.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 language arts 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 argumentative 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 language arts TEKS.

- The materials include a list of mentor texts connected to the Unit theme, available for teachers to use as writing models during the "Writing Workshop." For example, in Unit 2, titles such as "*La adaptación, ¡qué sensación! Ojos*" by Yanitzia Canetti, "*Adaptaciones de los animales*" by Julie Lundgren, and "*Cómo migran los animales*" by Susan Labella and Susan Nations are provided as mentor texts. In Unit 4," titles include "*Conoce a Sor Juana Inés de la Cruz*" by Edna Iturralde, "*Bajo las palmas reales*" by Alma Flor Ada, and "*Conoce a Bernardo de Gálvez*" by Guillermo Fesser y Alejandro Villén.
- The "Interactive Student Book" provides mentor texts in the form of short excerpts or paragraphs for mini-lessons. For example, in Unit 1, Week 2, in the "*Narración personal: Crear un ambiente"* section, students use a mentor text of a personal narrative to underline details indicating the setting and explain how events influence the setting. In Unit 1, Week 6, students

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read the mentor text "*Salvemos nuestro cine local*" to identify details that classify it as argumentative, such as the author's opinion and supporting evidence, and then create their own argumentative texts.

- The materials include transadapted and authentic Spanish mentor texts that serve as models for students to compose texts. For example, in Unit 3, Week 1, "*Mini-lección: Reconocer los elementos de ficción realista*," students learn about elements of realistic fiction and use mentor texts like "*Paco, un niño latino*" by Margarita Robleda and "*El señor del cero*" by Maria Isabel Molina to find details in their story pointing to realistic fiction. During independent writing, students refer to mentor texts to generate ideas and verify elements of realistic fiction in their own writing.

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

- The "Interactive Student Book" provides opportunities for students to compose literary texts such as personal narratives. For example, in Unit 1, Week 2, students use a graphic organizer to include sensory details (sight, hearing, touch, taste, smell) in their writing. They share parts of the narrator's experience using these details in their personal narrative drafts. In Unit 1, Week 3, students organize events in a sequence to write their own personal narratives.
- The materials include opportunities for students to plan and draft opinion essays. In Unit 4, Week 1," "*Taller de escritura*," students learn about the elements of opinion essays. They plan and draft their essays using a graphic organizer that includes reasons and supporting information. The materials provide tools like rubrics, including the "*Lista de comprobación de textos argumentativos*," to assist students in their writing process.
- Materials include opportunities for students to compose literary texts for various purposes and audiences. In Unit 3, Week 3, "*Mini-lección: Elegir un género*," students learn about different genres and the factors to consider when selecting a genre for their writing, such as audience and purpose. They brainstorm potential audiences and purposes, then choose a genre like informational text, personal narrative, poetry, or a letter to a publisher, and begin drafting their texts.

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

- The materials include opportunities for students to write informational texts. For example, in Unit 2, Week 6, students create a poster about an endangered species, including facts about the animal, such as what it eats, where it lives, and why it is endangered. In Unit 4, Week 6, students research the origin of a tall tale, folktale, or legend and write a post for a class blog to share their findings.
- The materials include opportunities for students to plan and draft research projects. In Unit 5, Week 6, "*Proyecto de indagación*," students read articles about extreme weather and develop a research plan to write an opinion essay about the worst extreme weather. They plan, draft,

revise, and edit their essays using primary and secondary sources. In Unit 3, Week 6, students read about people with disabilities and write a letter to the school principal explaining the need for inclusive games.

- Students write informational summaries in the "Interactive Student Book." For example, in Unit 2, Week 1, "*Taller de escritura: Analizar un artículo de viaje*," students read an informational text, use a graphic organizer to record information, and summarize the article. In Week 6 of each Unit, students engage in "*Proyecto de indagación*," writing for different audiences, such as creating an informational poster about an endangered species for the general public.

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

- The materials provide opportunities for students to compose argumentative texts. For example, in Unit 1, Week 6, students create a brochure to persuade others to designate a local place as a historical landmark by researching its importance. In Unit 5, Week 6, students conduct research on storms and environmental events, then write an opinion essay on which event poses the greatest threat to Earth.
- The materials include scaffolded opportunities for students to develop claims and support them with evidence. In Unit 5, Week 6, "*Explorar y planificar*," students analyze an opinion article about recess, answering questions about the writer's claim, evidence used, and target audience. Students then research inclusive playgrounds and write an argumentative letter to the school principal, using a checklist provided in the "Interactive Student Book" to ensure their letter contains all necessary elements.
- The "Interactive Student Book" provides opportunities for students to publish argumentative texts for different audiences. For example, in Unit 4, Week 2, "*Taller de escritura: Desarrollar detalles de apoyo y datos*," students analyze a mentor text, remove extraneous details, and add relevant supporting details to their opinion essays. In Week 6 of each Unit, during the "*Proyecto de indagación*," students publish their compositions, such as argumentative foldables to convince community members to preserve a local historical site.

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

- The materials provide opportunities for students to compose argumentative texts. For example, in Unit 1, Week 6, students create a brochure to persuade others to designate a local place as a historical landmark by researching its importance. In Unit 5, Week 6, students research storms and environmental events and write an opinion essay on which event poses the greatest threat to Earth.
- The materials include scaffolded opportunities for students to develop claims and support them with evidence. In Unit 5, Week 6, "*Explorar y planificar*," students analyze an opinion article about recess by answering questions about the writer's claim, evidence used, and

target audience. Students then research inclusive playgrounds and write an argumentative letter to the school principal, using a checklist in the "Interactive Student Book" to ensure their letter contains all necessary elements.

- The "Interactive Student Book" provides opportunities for students to write for various purposes and audiences. For example, in Unit 4, Week 2, "*Taller de escritura: Desarrollar detalles de apoyo y datos,*" students analyze a mentor text, remove extraneous details, and add relevant supporting details to their opinion essays. In Unit 3, Week 6, students read an opinion article about recess, analyze its elements, research inclusive playgrounds, and write an argumentative letter, using a checklist to ensure all elements are included.

Evidence-Based Texts and Response

7.B.2	Writing Process	11/11
7.B.2a	Materials support students' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions of writing. (S)	5/5
7.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' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions of writing. 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' use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions of writing. (S)

- The "Student Interactive Book" provides students with an independent writing activity to practice the writing process. In Unit 3, Week 5, students write a realistic fiction story using guidance presented in the student materials. Steps include studying instructions, free writing, planning the story, drafting, and revising and editing the realistic fiction story.
- The materials include opportunities for students to plan and draft opinion essays. In Unit 4, Week 1, students use a checklist to complete their opinion essays, and a graphic organizer to plan their essays with space for three reasons and supporting evidence. Students ensure their plans align with their purpose.
- The materials provide opportunities for students to use the planning, drafting, revising, and editing phases of the writing process. In Unit 1, Week 6, "*Proyecto de indagación: Colaborar*," students use a graphic organizer to plan important details for their drafts. In the sections "*Colaborar y comentar: Revisa*" and "*Proyecto de indagación: Corrige*," students collaborate, revise, and edit their final drafts before publishing.

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)

- The materials include guidance for teachers to support students during the writing process. For example, in Unit 2, Week 6, "*Colaborar y comentar: Revisar y corregir entre compañeros,*" the teacher provides step-by-step instructions for students to conduct revisions, focusing on clarity and structure. The materials also guide teachers on how to model steps of the writing process, such as in Unit 3, Week 5, "*Mini-lección: Reorganizar y combinar las ideas*," where teachers help students reorganize and combine ideas for coherence.
- The materials include opportunities for teachers to help students recognize the characteristics and structure of argumentative texts. In Unit 5, Week 6, "*Proyecto de indagación,*" teachers use an argumentative article and a research plan chart to guide students in identifying the introduction, body, and conclusion of an argumentative article.
- The *Teacher's Guide* provides strategies for brainstorming and planning writing tasks. For example, in Unit 2, Week 1, "*Taller de escritura: Hacer una lluvia de ideas y establecer un propósito: Mini-lección*," teachers guide students to brainstorm topics they enjoy writing or learning about. In Unit 2, Week 2, "*Desarrollar elementos*," teachers support students in composing drafts, providing explicit instruction on writing introductions and conclusions for their travel brochures.

Evidence-Based Texts and Responses

7.B.3	**Explicit (Direct) and Systematic Writing Instruction**	13/13
7.B.3a	Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (T)	**3/3**
7.B.3b	Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (T)	**4/4**
7.B.3c	Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. (S)	**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. (T)

- The "Teacher's Guide" includes explicit instruction on adverbs. For example, in Unit 1, Week 3, Lesson 2, the teacher defines adverbs and models identifying adverbs of frequency and degree using sample sentences. Students then create sentences containing adverbs. The materials also provide guidance on writing complete sentences, explaining that a complete sentence must have a subject, a predicate, and express a complete idea. Teachers read sentences aloud, and students identify subjects and verbs, compose complete sentences, and distinguish them from fragments.
- The materials include explicit instruction on sentence structure, such as writing compound and complex sentences using conjunctions. For example, in Unit 2, Week 1, Lesson 2, students combine sentences using coordinating conjunctions. In Unit 1, Week 4, Lesson 2, teachers model identifying and correcting run-on sentences. Teachers show how to break run-on sentences into separate sentences or combine them correctly with conjunctions.
- The "Teacher Guide" contains explicit instruction on revising word selection to improve sentence structure. In Unit 5, Week 4, "*La técnica del escritor: Revisar la selección de palabras*," teachers guide students to add, delete, or rearrange words for coherence, adjust word choice for rhythm, and add descriptive words for clarity. The materials also provide direct instruction on using conjunctions to combine sentences in Unit 3, Week 5, "*Publicar, celebrar y evaluar: Reorganizar y combinar las ideas*," where students use connecting words to rewrite sentences.

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

- The "Teacher's Guide" provides guidance on removing irrelevant details from writing. For example, teachers explain that an article about a trip should include the main idea, focus, and relevant details. Teachers guide students to remove irrelevant details from sample articles and encourage them to compose drafts with relevant details. Additionally, the materials provide guidance on writing body paragraphs, explaining how to plan the main idea, add supporting details, and organize them logically, either from most important to least important or in chronological order.
- The materials include specific guidance on using concrete words and phrases. In Unit 1, Week 2, "*Narración personal: Usar palabras y frases concretas*," teachers model improving vague writing with precise language, and students analyze mentor texts, complete companion organizers, and practice writing narratives with concrete language. In Unit 1, Week 3, "*Narración personal: Escribir diálogo*," teachers model turning oral conversations into written dialogue, and students practice editing sentences to include dialogue in their compositions.
- The materials include guidance for teachers to provide explicit instruction on using transition words and combining ideas. In Unit 4, Week 3, "*Mini-lección: Usar las palabras y frases de transición*," students learn about words and phrases that connect ideas coherently. Teachers read mentor texts aloud, identify transitions, and provide examples. In Unit 3, Week 5, "*Mini-lección: Reorganizar y combinar las ideas*," students learn to combine sentences using conjunctions and pronouns and to reorganize sentences for better flow. Teachers and students work together on sentences about a familiar topic, then practice combining and reorganizing ideas in their drafts.

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

- The materials provide explicit opportunities for students to edit their writing. For example, in the "Student Interactive Book," students use a table as a reference for capitalization rules and highlight the letters that need to be capitalized in a provided paragraph. Students then edit their travel article draft. Additionally, students review subject-verb agreement rules and edit sentences to ensure compliance. They continue to edit their travel article draft, focusing on correcting subject-verb agreement and sentence structure.
- The materials include guidance for peer editing and revising. In Unit 4, Week 4, "*Taller de escritura*," student materials provide guidance for peer editing. Teachers direct students to a bulleted list in the interactive workbook and explain how to use the guidelines for editing each other's essays. The "My Turn" activity on page 363 reinforces this process. Each five-week unit includes studying an opinion essay, with the fifth week dedicated to publishing and sharing the writing.

- The materials provide extended time for students to write compositions. For example, in Unit 1, students write a personal narrative over several weeks. Weekly lessons in the "*Taller de escritura*" (Writer's Workshop) extend their compositions, including brainstorming, developing ideas, creating sequences, eliminating unnecessary details, and publishing. In Unit 1, Week 6, "*Colaborar y Comentar*," students revise and edit their compositions in pairs using checklists to analyze their drafts. The "*Revisa*" checklist includes questions like "*¿Usaste oraciones de diferentes tipos y longitudes?*" and "*¿Agregaste o combinaste oraciones para conectar o aclarar ideas?*" These questions ask whether they used a variety of sentence types and whether they added or combined sentences to enhance clarity and connectivity.

Evidence-Based Texts and Responses

7.B.4	Grade-Level Standard Spanish Conventions	20/20
7.B.4a	Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) according to the grade-level Spanish language arts TEKS. (S)	4/4
7.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 language arts TEKS. (S)	4/4
7.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 language arts 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)

- The "Teacher's Guide" provides guidance for students to practice combining sentences to create compound subjects, predicates, and sentences. Students look at pairs of sentences in the "Student Interactive Book" and combine them using conjunctions like *y, o,* and *pero*, then rewrite the revised sentence. They apply this knowledge to their writing drafts. The materials also provide opportunities to practice and apply knowledge of common and proper nouns by editing a draft to correct gender and quantity, and changing underlined common nouns to proper nouns using details from the core selection.
- The materials include opportunities for students to practice correct adverb usage and sentence combination. In Unit 4, Week 3, "*Puente entre lectura y escritura*," students correct a draft by changing adverbs such as *adverbios de grado* and *adverbios de frecuencia* to alter its meaning. In Unit 2, Week 4, "*Taller de escritura*," students combine pairs of sentences into

one using a coordinate conjunction, such as "*Los marineros desataron las cuerdas. Los marineros empujaron el barco desde el muelle*."

- The materials provide students with opportunities to practice and apply the conventions of Spanish academic language, such as subject-verb agreement. In Unit 3, Week 2, "*Lenguaje y normas: La concordancia entre el sujeto y el verbo*," students review verb conjugations and their agreement with subjects out of context, then revise and correct a paragraph to ensure subject-verb agreement in simple and compound sentences. Similarly, in Unit 4, Week 2, "*Lenguaje y normas: Los adjetivos*," students learn about adjective-noun agreement out of context and then revise a paragraph to ensure adjectives agree in gender and number with the nouns they modify.

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 language arts TEKS. (S)

- The materials include frequent opportunities for reading responses that require students to write in complete sentences. In the *"Taller de lectura: Comprensión*," students answer comprehension questions such as "What elements and characteristics of fiction are included in Weslandia and *Cajas de cartón*?" and "Contrast the circumstances in which the characters in Weslandia and *Cajas de cartón* harvest crops." Additionally, in Unit 3 Week 5, students follow a structured plan to write a realistic fiction story, including characters, setting, plot, sequence of events, and resolution, applying previously learned skills and grammatical rules to their writing.

- The materials provide opportunities for students to practice editing using correct capitalization and punctuation rules. In Unit 3, Week 5, "*Ficción realista: Corregir el uso de las mayúsculas*," students review capitalization rules and edit a paragraph to practice this skill. In Unit 1, Week 5, "*Narración personal: Corregir los signos de puntuación*," students learn to use dashes for dialogue and edit a paragraph for punctuation practice. They then apply this knowledge to their personal narrative drafts.

- The materials offer opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. In Unit 1, Week 4, "*Lenguaje y normas: Corregir las oraciones mal formadas*," students learn to correct poorly structured sentences by adding or replacing conjunctions or punctuation. In Unit 1, Week 5, "*Corregir los signos de puntuación*," students practice using commas in compound sentences, lists, and direct addresses. They revise and correct provided paragraphs to apply what they have learned in context.

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

- The materials include systematic opportunities for students to practice and apply punctuation and capitalization rules both in and out of context. For example, in Unit 1, Week 5, students complete an editing task from the "Student Interactive Book," adding quotation marks where

needed and following specific guidelines such as highlighting important words. Additionally, in the "*Centro de recursos para descargar: Lenguaje y normas,"* students focus on capitalization rules for proper nouns, historical events, documents, names of organizations, and political parties by identifying sentences with capitalization errors.

- The materials provide opportunities for students to apply grammar, punctuation, and usage rules in context. In Unit 2, Week 6, during "*Colaborar y comentar: Revisa y corrige*," students reread their drafts with partners and use checklists to revise and edit them, checking for elements like compound and complex sentences and subject-verb agreement. Similarly, in Unit 2, Week 3, "*Lenguaje y normas: Los sustantivos comunes y los sustantivos propios*," students analyze a table with examples of common and proper nouns and practice interchanging them.

- Materials provide systematic opportunities to practice and apply Spanish grammar, punctuation, and usage. For example, in Unit 1, Week 5, "*Colaborar y comentar: Revisa*," students work with partners to revise their brochures using a checklist to verify sentence structures, varied sentence beginnings, and the addition or combination of sentences for clarity and precision. In the following section, "*Corrige*," students use another checklist to revise conventions like adjectives, verbs, punctuation, and comparative and superlative forms. Another example is in Unit 2, Week 5, "*Corrige*," where students use a checklist to ensure they have correctly applied language and conventions, including compound and complex sentences, common and proper nouns, singular and plural nouns, subject-verb agreement, and gender-specific articles.