

Publisher Name	Program Name
Savas Learning Company, LLC	<i>Texas miVision Lectura</i>
Subject	Grade Level
Spanish Language Arts and Reading	5

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

- 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 includes a variety of tasks designed to engage students in evidence-based discussions and text-based responses, but novice teachers might need additional guidance to ensure all students, including those needing differentiated instruction, can fully access and benefit from these materials.
- 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, concepts, and knowledge taught in the course.	4/4
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	0/4

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

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence, with units and lessons aligned to TEKS. For example, in Grade 5, Unit 1, Lesson 3 lists genre, vocabulary, and compound sentences.
- Materials outline the TEKS, concepts, and knowledge taught in the course, focusing on science and social studies themes. Literacy skills based on TEKS are taught through reading, writing, word study, or connections between reading and writing. The *Teacher Guide* includes "*Correlación con los TEKS*" for locating TEKS and lessons in the "*Libro interactivo del estudiante, Guía del maestro, and Recursos en línea para el estudiante.*"
- Each unit begins with a scope and sequence called "*Plan de destrezas,*" detailing the TEKS, concepts, and knowledge taught. A single document with the entire year's overview is not available, but "*Correlación a los TEKS*" outlines the TEKS instruction within each unit and week. For example, TEKS 5.9Di is taught in Units 1 and 5 during Week 1.

- The grade 5 "Teacher Edition" includes a scope and sequence in the "*Plan de destrezas*" section, outlining the TEKS, concepts, and knowledge for each unit and week. This scope and sequence is found at the beginning of each "Teacher Edition."

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 5 materials include a suggested pacing guide with units and lessons to support effective implementation, consisting of five units with six lessons each. The teacher guide provides a weekly presentation with necessary resources, but no specific instructional days are included for various calendars.
- The materials include a pacing guide titled "*Guía rápida para comenzar*," detailing instructional components such as mini-lessons, shared reading, and small groups implemented in Unit 2, Weeks 1–6." The guide explains each instructional component and its purpose. There is no material specifying instructional days.

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 5 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 grade 5 materials include guidance for lesson internalization. Unit 1, Lesson 1, provides an editable lesson with a breakdown of minutes spent on each teaching component, color-coded for different sections: "*Taller de lectura*" (green), "*Puente entre los talleres de escritura y lectura*" (blue), and "*Taller de escritura*" (purple).
- The "*Unidad 2, Semana 2, Plan sugerido de la semana*" includes an outline for weekly lessons, such as 20–30 minutes for independent reading. Materials include a lesson plan stating learning goals, time allotment, resources, lessons, and assessments for each workshop.

- Materials provide digital, editable weekly lesson plan templates in the "*Centro de recursos para descargar*" for each lesson in Units 1–5. These templates can be customized by adding, deleting, or moving items as needed. The "*Plan sugerido de la semana*" includes guidance for time allotments, lessons, and TEKS, with teacher guidance on probing questions, addressing misconceptions, formative assessments, and making connections across common themes. Lessons incorporate audio, independent and group work, and student interactive books. The materials do not include guidance, protocols, and/or templates for unit internalization.

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

- The materials include student and teacher editions, an online portal, and additional teacher print resources like "*Guía de evaluación*," "*Guía del maestro para la intervención*," and "*Guía para grupos pequeños*." 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.

- In grade 5, Unit 2, Week 4, Lesson 1, the "Teacher Edition", includes a section titled "Explore the Primary Source" which connects to the Essential Question for the unit: "How do we learn through our observations?" In Unit 4, Week 3, Lesson 3, the "Vocabulary" section provides important vocabulary for teaching, such as phrases to complete sentences about leadership. The section includes the following statement: "*Un buen líder fortalece a otros cuando _____. Un líder que se resiste a tratar a otros con gracia no es _____.*"
- The "*Vistazo a la Unidad*" offers a comprehensive overview of each unit, including essential questions, themes, and weekly topics. It shows the pathway leading to the "*Proyecto de indagación*" and details about texts, reading skills, writing skills, and the connection between reading and writing skills. For instance, it includes how texts are thematically connected and the progression of skills over the weeks.
- The materials provide a unit overview, "*Vistazo a la unidad: Plan para los talleres,*" that includes a row of vocabulary words for each week. For example, the unit overview for grade 5 Unit 4, gives the vocabulary words for week one as "*alboroto, perdura, meditarlo, rechazar, and robusto.*"

In the grade 5 "Teacher Edition" the unit overviews provide background information for teachers to preview before teaching the unit. For example, Unit 5 includes "*Presentar la unidad,*" which contains written paragraphs that describe the essential question, TEKS taught in the unit, and the goals for the unit. The unit overviews in the "Teacher Edition" contain "*Vocabulario académico,*" which provides important vocabulary in the unit along with its definitions.

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

- Grade 5 materials contain support for families in both Spanish and English for each unit. For example, the Unit 2 parent letter, themed "*Observaciones*," suggests having students write their own informative articles. The "*Guía de evaluación*" includes parent letters for all units, such as the Unit 5 letter, which provides conversation-starting questions in the section "*Formas de ayudar al niño*." These questions include prompts like, "*¿Qué hace que leer un texto sea fácil o difícil?*" to help engage parents in their child's learning.
- The grade 5 Family Connection Letter provides an overview of the unit and the final project for parents in both English and Spanish, explaining key concepts and how parents can support their children at home.
- The materials include the "*Guía de evaluación*," which includes Family-School Connection letters in English and Spanish for each unit, explaining important classroom concepts. For example, the Unit 1 letter provides information about suffixes and reading and writing skills. These letters also include specific ways for parents to support their children at home, such as conversation starters for reading comprehension and questions to help brainstorm compositions. The guidance provided helps parents understand the academic goals and how to assist their children effectively. These sections provide conversation starters for reading comprehension support after reading, and questions parents can ask to help students brainstorm compositions.
- The family connection letters for each unit are available to print for distribution. These letters cover genres, spelling patterns, writing conventions, reading concepts, and ways to help students at home, and are available in Spanish and English. They also provide practical activities and tips for parents to reinforce learning at home, ensuring consistent support across different learning areas.

Intentional Instructional Design

1.3	Lesson-Level Design	3434
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- The materials include comprehensive, structured, detailed lesson plans with daily objectives and questions. For example, in Unit 2, Week 1, Lesson 3, the objective is "*Usar evidencia textual para apoyar una respuesta apropiada,*" and the question is "*¿Por qué la autora escribió este párrafo?*" Materials include resources and assessments required to meet content and language standards, such as the "*Opciones de evaluación formativa*" in Unit 4, Week 1, Lesson 2, which provides options for formative evaluation.
- The lesson plans include daily objectives, questions, tasks, materials, and instructional assessments to monitor student comprehension. For instance, in grade 5, Unit 5, Week 2, the "*Plan Sugerido de la Semana*" outlines daily learning goals, tasks, materials, and the time allocated for each component. The "Teacher Guide" specifies objectives for each section, such as TEKS 5.7A, and provides directions and questions for teachers to check student understanding.
- The lesson plans provide detailed explanations for each part of the lesson, such as systematic instruction for listening comprehension, guided reading, and independent reading for informational texts. For example, in grade 5, Unit 5, Lesson 1, each lesson includes a daily

objective "*meta de aprendizaje*." In grade 5, Unit 5, Lesson 2, highlighted questions and on-grade-level reading passages support the learning goal for informational texts.

- The materials available to teachers include print and digital resources like student and "Teacher Guide," leveled readers, ExamView, practice games, unit launch videos, an Intervention Guide, Assessment Resources, and a Small Group Guide. Lesson plans encompass objectives, questions, academic vocabulary, tasks, and Spanish language development to meet content and language standards. The lessons also feature pausing points for teachers to review cross-curricular perspectives, vocabulary, comprehension checks, and skill reviews with possible student answers.

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

- The materials include a lesson overview outlining suggested times for each lesson component. For example, the resource titled "*Plan Sugerido de la Semana*" includes a writer's workshop suggestion of 30–40 minutes for independent writing in Unit 2, Week 3, Lesson 2, and 10–20 minutes for reading workshop and 20–30 minutes for small groups in Unit 2, Week 5, Lesson 1.
- The materials include a lesson overview outlining the suggested timing for each lesson component, ensuring that various instructional activities are appropriately timed to support effective teaching.
- Weekly lesson overviews include a suggested time frame for each of the lesson components. The suggested small group instruction time allotment is 20–30 minutes daily, and independent writing is 30–40 minutes daily.

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

- The materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. For example, the online "Teacher Guide" provides visual representations of the books teachers will use throughout the course, such as "*Libros por nivel*" and "*Guía del maestro para los libros por nivel*." Student materials are available online and in print, including interactive books like "*Libros interactivos del estudiante*."
- In the "*Plan Sugerido de la Semana*," the table provides a detailed list of each daily lesson with the student and teacher materials necessary to deliver instruction. For example, the Unit 1 table lists materials needed for the writer's workshop ("*Taller de escritura*") for Lesson 1 as "*Narración personal: Analizar una narración personal: inmersión en el género, and comentarios (share out)*."
- The materials provide a comprehensive list with resources for the students. For example, graphic images of student leveled readers available for each week in "*Taller de lectura*" in the section titled "*Seleccionar libros para el aprendizaje*." Specific titles of varying levels have been selected to use for small group instruction that support weekly learning objectives. The activities required of students are provided in the "*Libro interactivo del estudiante*." The Teacher Guide specifies which pages should be completed and includes images of the

pages/activities for the teacher's reference. Additional support for students is provided through leveled readers and the *"Guía de maestros para los libros por nivel,"* which offers book titles and instructional support to further assist students.

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

- The printable *"Actividades de ampliación"* includes several pages, such as *"Mi registro de lecturas,"* a reading log for students to complete at home and have their parents sign. Additional pages help students track genres and bookmarks and recommend books, like *"Mi registro de géneros,"* with headings for different units.
- Materials provide guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment). In the Savvas dashboard, students can practice spelling by playing games like *"Mar de Ortografía"* and *"Las Islas de las Palabras,"* where they choose the correctly spelled word or match the oral word with the printed word.
- The materials include online lesson materials to support extended practice. Teachers can assign practice games on the Online Student Portal, where students practice sounds, spelling, and identifying words through interactive, student-friendly games. These games can be played for extension, enrichment, or homework, with instructions that may be read aloud to students. Teachers can also access additional resources for extended practice, including printable worksheets and graphic organizers for tracking books and genres read probing questions, and activities to show comprehension of fiction and non-fiction texts. The materials also offer digital practice games called *"Juegos,"* assignable by teachers, allowing students to practice different word skills. For example, in *"La selva de los sonidos,"* students practice *ch-*, *ñ-*, and *qu-* sounds.

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.

- The grade 5 assessments vary at the lesson level. For example, grade 5, Unit 3, assessment includes the question, "*¿Cuál de las siguientes situaciones de la historia corresponden al clímax?*" For example, Unit 2, Week 4 includes an online selection quiz with questions like "*¿Qué opción describe mejor por qué la autora escribió 'Tras la pista del monstruo'?*"
- The "*Guía de evaluación*" offers several assessment tools such as Skill Conference Record, Second-Language Learners Observation Assessment Checklist, Writing Strategy Assessment Checklist, and "*Sobre mi capacidad de escritura (student self-assessment)*."
- The grade 5 online platform allows students to practice multiple-choice questions similar to state standardized assessments, such as in Unit 5, Week 5, with the question, "*¿Cuál es la afirmación principal del autor?*" The online portal provides teachers access to all unit assessments, which can be administered through the ExamView portal. Editable versions of each assessment can also be printed.
- The materials include digital and print diagnostic assessments intended to be administered at the beginning, middle, and end of the year. The baseline "*Examen inicial*" assesses vocabulary, reading comprehension, and fluency, with instructions for administering and

interpreting results provided in the *"Exámenes sumativos: Manual del maestro y Clave de respuestas."* Each lesson includes daily formative assessment options aligned to the lesson objective, such as the *"Mi turno"* activity on page 113 in Unit 3, Lesson 3. Unit assessments measure performance on objectives covered within lessons, and materials include *"Pruebas de las selecciones"* to assess reading comprehension, such as *"Prueba de la Unidad 3 Semana 2: Una mascota para Calvin."*

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

- The Grade 5 resource titled *"Guía de evaluación"* includes a section titled "Types of Assessment" explaining that miVisión assessments fall into three categories, each gathering different types of information such as "assessments that will give you data about how your students performed with the skills, strategies, and concepts learned in each unit."
- The *"Guía de evaluación"* explains the roles of diagnostic, formative, and summative assessments, listing specific assessments such as teacher observations, checklists, and *"exámenes de las unidades."* The "Overview of miVisión Assessment" lists available assessments and their goals, while the "Vistazo a las evaluaciones" explains assessments like "examen inicial y examen de la unidad," detailing their purposes in determining students' strengths, weaknesses, and progress.
- The *"Guía de evaluación"* includes all assessments available for teachers to administer throughout the year, with a brief summary of each assessment's description and purpose. It also provides the names and definitions of diagnostic, formative, and summative assessments and their purposes.

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

- The grade 5 materials include teacher guidance to ensure consistent administration of instructional assessments. The *"Guía de evaluación"* includes a section titled "When should I use different types of assessments?" which advises combining short-answer assessments with multiple-choice, informal, and observational assessments for a complete picture of student learning. Another section, "How do I determine and monitor the instructional reading level of each student?" explains using unit assessments to reconsider student placements and progress.
- The grade 5 *"Guía de evaluación"* introduces each assessment/rubric and explains how to administer them, such as the Skills Conference Record. It suggests teachers identify questions and leave space for observations to gather useful student data. Additionally, teachers evaluate students' comprehension and correction techniques during conferences with formative assessment prompts. The "Teacher Guide" offers *"Instrucciones para la conferencia"* as a formative assessment and conference prompts: *"Si los estudiantes necesitan apoyo adicional, pregunte: ¿Qué área de la escritura de poesía les resultó más difícil?"*

- The *"Manual del maestro"* for *"Evaluaciones sumativas"* includes scripted instructions for administering fluency, reading comprehension, and vocabulary tests for summative and unit assessments. The *"Práctica de los TEKS"* provides suggested time allotments for administering tests and reviewing all grade-level TEKS compared to the state test. The *"Manual del maestro"* also offers guidance on informal assessment examples and observational assessments, explaining their purpose and who may benefit from them.

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

- In grade 5, Unit 3, Lesson 1, a formative assessment for realistic fiction texts includes the instruction, *"Pida a los estudiantes que usen las estrategias para identificar un texto de ficción realista."* The summative assessment aligns with the objectives about how to analyze literary elements within complex texts.
- The instructional assessments include standards-aligned items at varying levels of complexity. In the Student Interactive book, open-ended questions target many TEKS, such as 5.9Dii, where students identify interesting details or facts learned in an informational text after sharing with a partner. For instance, *"Describe a un compañero un hecho o detalle interesante que aprendiste de un texto informativo que hayas leído. Toma apuntes de tu conversación."*
- The material contains sections indicating how assessments align with the TEKS. In *"Exámenes sumativos: Guía del maestro y clave de respuestas,"* the *"Tablas de análisis de las preguntas de las unidades, de medio año y de fin de año"* section provides test item analysis with corresponding TEKS. For example, question 7 of the summative unit evaluation assesses understanding point of view and aligns with TEKS 5.10E. The *"Tabla de análisis de las preguntas del Examen inicial"* aligns diagnostic questions to previous and current TEKS, such as questions 18 and 19 aligned to TEKS 5.10A and 5.10D.
- The *"Teacher's Guide for the Evaluaciones sumativas"* provides 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.

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

- The grade 5 *"online teacher guide"* provides options for formative assessments. For example, in Unit 3, Lesson 1, one option is for students to work with a partner on an assigned worksheet and create a T-chart with the headings *"Sentimientos"* and *"Acciones."* In Unit 1, Week 5, Lesson 1, students can either work with a partner on a worksheet to exchange ideas or work independently to list transition words from an independent reading book..
- Instructional assessments include standards-aligned items at varying levels of complexity. In the Student Interactive book, there are open-ended questions targeting many TEKS, such as 5.10A, where students must identify the message in the selection, start with a topic sentence, and add appropriate evidence. Additionally, in the assessments, students apply their knowledge of 5.10A by identifying the theme in a STAAR format question, *"¿Cuál es el tema de la selección?"* Students choose the best option demonstrating their understanding of the

selection's theme, and teachers examine students' understanding of the text and identification of appropriate text evidence.

- The materials contain a variety of assessment types. For example, unit tests are digital, while fluency assessments provided in the resource are running record-type evaluations, such as found in *"Exámenes sumativos: Manual del maestro y Clave de respuestas,"* entitled *"Texto de fluidez de la unidad 1 de grado 4.* The materials also provide project-based performance assessments detailed in the *"Guía de evaluación," Chapter 6, "Proyecto de indagación and Other Performance Assessments."* However, digital assessments include only multiple-choice items and do not offer other types, such as drag-and-drop or multi-select items
- The *"Verificaciones del progreso"* are progress checks for teachers to use to drive their instruction. These checks include test items with varying levels of complexity aligned to the grade-level standards. The Online Assessment Portal allows teachers to assign assessments online, including various question types such as multiple-choice, multi-select, constructed responses, and drag-and-drop.

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 5 instructional assessments guide interpreting student performance aligned to the standards. The resource titled "*Guía de evaluación*" includes information on evaluating student performance. For example, it states, "Two students in particular are unable to identify or explain the importance of setting in fables based on their reading responses and 'miVisión Verificaciones del progreso.'"
- In Unit 1, Week 5, Lesson 1, the section titled "*Comprobación rápida*" includes options for teachers to evaluate student performance and provide response if students struggle with the formative assessment, based on the standards, the online "Teacher Guide" states, "*Repase la enseñanza de los elementos de los textos informativos en grupos pequeños de la p. T296.*"
- The grade 4 materials provide instructional assessments and scoring information. Types of assessments include Teacher Observations, Checklists, Homework, and Fluency checks. The "*Guía de evaluación*" states that "*Verificaciones del progreso*" is administered weekly, and the scoring guide is used to identify skills and strategies that students have mastered or need to review. Another assessment available is the "*Work Habits Conference Record*," which assesses students' understanding of tasks and time management behavior.

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

- The grade 5 "*Evaluación y diferenciación*" provides intervention activities, such as "*Estudio de Palabras*," with guidance for teachers to use "*miEnfoque: Guía del maestro, Lecciones*" to reteach and provide practice to students based on their assessment performance. Examples

include guidance on implementing specific fluency, leveled reader, and vocabulary activities. Tasks can be teacher-led or performed by students in small groups or independently, based on needs.

- In Unit 3, examples of tasks include a teacher-led prosody activity, a small group task to explain literary structure, and independent literacy activities. The grade 5 "*Actividades de ampliación del Centro de recursos para descargar*" provides resources and guides for further enrichment for students on grade level and above.
- The "*Verificaciones del progreso*" teacher manual includes formal assessments for progress monitoring and reteaching options using "*miEnfoque Intervention, Level E book*." The grade 5 "*Evaluaciones sumativas Manual del maestro*" provides a list of intervention lessons to reinforce concepts covered on unit assessments. Teachers can use flexible grouping for these interventions and refer to the item analysis chart to target specific growth areas for each student.

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

- Materials include tools for students to track their progress and growth. The "*Guía de evaluación*" provides resources like the "Student Progress Report: Grade 5," which lists TEKS and dates for teachers to note when students accomplish a TEKS. Another tool is the "Second-Language Learners Observational Assessment Checklist: Writing," which tracks behaviors such as using Spanish to express ideas in writing and understanding verb tenses beyond the present tense.
- The materials include a student score tracking page and a blank graph to track student scores on lesson and unit assessments. The resource "*Exámenes sumativos: Guía del maestro y clave de respuestas*" provides a student tracking page designed to follow their progress on end-of-unit tests.
- The resource includes templates for teachers to track students' progress and growth on weekly and unit assessments. These templates allow teachers to note and observe their students' assessment data.

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.

- Each grade 5 lesson provides activities for differentiation for students who have not yet reached proficiency on grade-level content and skills. For instance, at the end of Unit 2, Lesson 3, "*Actividad de intervención*" instructs teachers to use Lesson 32 in "*Libro miEnfoque: Guía del maestro*" to teach comparing text structures. Additionally, online texts are assigned to practice skills, such as teaching problem and solution skills in "*Vecinos salvajes*" and practicing comprehension with questions like "*¿Qué podemos aprender estudiando a los animales en su hábitat natural?*"
- Materials provide differentiated instruction and activities in the "*Evaluación y diferenciación*" section of each lesson. This section offers teacher-guided activities like "*Grupo de estrategia*" and independent activities such as "*Actividades de lectoescritura.*" Specific intervention passages by unit and week support content objectives, such as the Unit 5, Week 1 intervention passage "*¿Cómo cambian las rocas?*" for main idea and details. The "*miEnfoque: Guía del maestro para la intervención*" provides scripted lessons for remediation, like Lesson 2 on "*Diptongos, triptongos, y hiatos.*"
- In the Teacher's Guide, the "*Evaluación y diferenciación*" section offers guidance on using additional resources for students who have not reached proficiency. For example, in Unit 4, Week 1, Lesson 3, teachers are suggested to use "*miEnfoque: Guía del maestro*" to review analyzing characters. Each intervention lesson includes components like Introduce, Model, Teach, Practice, Monitor Progress, and Independent Practice. For example, Lesson 3, provides

a scripted intervention on accents: "*Las palabras sobresdrújulas siempre llevan tilde en una sílaba anterior a la antepenúltima.*" "Quick Check" sections guide teachers to "Teacher Led Options," recommending small group activities like 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)

- Materials provide pre-teaching supports for unfamiliar vocabulary. The online "Teacher Guide" includes a section titled "*Primer vistazo al vocabulario,*" providing instructions to preview and define vocabulary words, such as in Unit 2, Week 2, Lesson 2: "*Presente las palabras del vocabulario de la p. 256 del Libro interactivo del estudiante y defínalas según sea necesario.*" Additionally, embedded supports for text references are included, such as in Unit 2, Week 1, Lesson 1, in the "*Rutina de lectura en voz alta*" section, guiding teachers to model think-aloud strategies for identifying the main idea and key details.
- Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). For instance, before starting "*Lectura atenta*," teachers guide students to focus on words like "*perdurar, meditarlo, alboroto, rechazar, and robusto*" to see how these words provide context clues about characters and events. During "*Lectura Atenta,*" teachers model how to identify context clues to understand the meanings of words like "*perdurar*" and "*meditarlo.*" The "Teacher Guide" includes a sidebar "*Vocabulario académico*" for introducing new words and having students use them in sentences.
- Materials provide opportunities to preview vocabulary within the lesson cycle. For example, Unit 5, Lesson 2 includes "*Primer vistazo al vocabulario*" to preview words like "*abundante, sustancia, condensa, altitud, and discurre*" before reading the text. The "Teacher Guide" also provides guidance on teaching vocabulary in context during read-alouds. For example, Unit 5, Lesson 2 includes "*Lectura atenta: Vocabulario en context,*" guiding teachers on using context clues to determine the meaning of words like "*encogido.*"
- Lesson 1 of each week and unit includes a preview of genre-based vocabulary words. For example, Unit 4, Week 2, Lesson 1, "*Género y Tema*" previews academic vocabulary words like "*personajes, ambiente, propósito, argumento, and histórico.*" The "Teacher's Guide" includes a "*Presentar la unidad*" section where the teacher introduces academic vocabulary tied to the unit theme, followed by questions for students to respond to using the new vocabulary. For example, in Unit 4, Week 1, the teacher states, "*Una limitación te impide hacer algo,*" and asks, "*¿Cuál es una limitación al visitar un museo?*" Students then work on a graphic organizer to review new vocabulary and "Turn, Talk, and Share" with partners.

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

- Materials include guidance for differentiated instruction, enrichment, and extension activities for proficient students. In Unit 5, Week 5, Lesson 5, students on level or above are encouraged

to organize information about natural forces, which the teacher then discusses with them. The *"Guía para grupos pequeños"* offers guidance on working with advanced students using complex texts, modeling skills, and creating visual aids for strategies.

- The materials do contain guidance for differentiation for remediation, but they lack explicit enrichment instruction for advanced students within the lesson plans. While leveled readers for differentiated guided reading are provided, the range of reading levels is narrow (e.g., Levels S-W in grade 5). There are no additional extension activities specifically designed for proficient students beyond the on-grade level supports. In Unit 1, Week 1, Lesson 1, the *"Comprobación rápida"* section suggests having students continue practicing reading strategies for informational texts. Additionally, the *"Al nivel y avanzado"* section provides an activity for students to research questions about biodiversity in the ocean.
- Each week, the Teacher's Guide offers opportunities for enrichment activities for advanced students. For example, in Unit 4, Week 1, Lesson 5, students organize their findings on Buxton, Ontario, Canada. The *"Centro de recursos para descargar"* includes *"actividades de ampliación"* for each unit, such as organizing information on non-fiction texts. The Teacher's Guide also provides leveled readers tied to the unit theme (Levels T to W), with activities like noticing characteristics of historical fiction.

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 guidance to support teacher modeling and explaining concepts. For example, in grade 5, Unit 5, Week 3, Lesson 1, the "*Comprensión auditiva*" section guides the teacher to read aloud an informational text and explain that students should listen carefully to identify elements of informational text. In Unit 1, Week 3, Lesson 1, the "*Pensar en voz alta*" section prompts the teacher to model a think-aloud, with scripted guidance in blue text.
- The "Teacher's Guide" provides explicit prompts for modeling lesson content. For example, in Unit 5, Week 1, Lesson 1, the mini-lesson offers scripted guidance in blue text for analyzing informational texts. It also provides guidance for explaining strategies used by authors, focusing on text features and their purposes. In Unit 1, Week 1, the writing mini-lesson on writing with a purpose includes step-by-step instructions and sentence frames to scaffold learning. Additionally, in "*Puente Entre Los Talleres De Lectura y Escritura*", the lesson on the suffix "*-ismo*" guides teachers in explaining and demonstrating its use.
- Teachers are provided with prompts to model and practice concepts. For instance, in Unit 3, Week 3, Lesson 1, the teacher is prompted to model asking relevant questions. In Unit 4, Week 3, Lesson 2, the teacher is guided to explain how texts can include words that organize events in time. The "*Presentar la unidad*" section in Unit 4 provides prompts to communicate unit goals and concepts, such as writing a science fiction narrative using elements of fiction.

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

- In the Teacher's Guide, teachers are provided with guidance to implement different instructional approaches for evaluating students' understanding of concepts. For example, in Unit 2, Week 5, Lesson 2, teachers have two options for evaluating students' understanding of new vocabulary: having students work independently on an activity page in the "*Libro interactivo del estudiante*" to answer questions in complete sentences, or having students work with a partner to identify context clues and determine the meaning of unknown words. Additionally, the "*Explorar el video*" section in Unit 2, Week 5, Lesson 1, includes guiding questions for facilitating discussions, such as: "*¿Qué acción de conservación les pareció más interesante?*"
- In grade 5, Unit 5, Week 3, Lesson 1, the "Teacher Guide" provides guidance in the "*Desarrollo del lenguaje en español*" section to prepare students for the text "*Una tarde de lluvia.*" An example of the instruction is: "*Para ayudar a los estudiantes a prepararse para la lectura oral de 'Una tarde de lluvia', lea en voz alta el siguiente resumen: Agustina vive en el barrio de La Boca, en Buenos Aires.*" Additionally, materials provide recommendations for effective facilitation using various instructional approaches. In Unit 1, Week 4, Lesson 1, the "*Opción flexible, cartel de diferencia*" section suggests displaying an anchor chart and having students share headings and graphic features throughout the week.
- The grade 5 materials recommend students practice new vocabulary orally using sentence stems like: "*La perspectiva de Abuelita sobre las pérdidas es que, a veces, ____.*" Another approach is the "*Club del libro*", where a group of students read the same book, such as "*Esperanza renace*", annotate connections with the theme and genre, and discuss their annotations to enhance comprehension collaboratively. Teachers facilitate the conversation and provide examples of how to annotate their connections about the book.
- In Unit 5, Lesson 2, the "*Pensar en voz alta*" section guides teachers on facilitating a think-aloud, modeling the internal dialogue a reader has when engaging with a new text. Additionally, the "*Lectura atenta*" section in Unit 5, Week 1, Lesson 2 provides instructions on how to have students read paragraph 40 and connect ideas to previously read information. The "*Guía para grupos pequeños*" offers explicit guidance for small group instruction using leveled texts, with strategies like summarization, graphic organizers, and questioning techniques.

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.

- In grade 5, Unit 1, Week 5, Lesson 2 of the "Teacher Guide" provides guidance on having students work independently or with a partner to ask questions about the selected text. In Unit 1, Week 5, Lesson 1, the "*Grupos pequeños*" section offers structures for conferencing, independent reading, and literacy activities. For example, it suggests having students discuss what they learned about text structure and how it helped them understand the text. At the end of class, teachers can invite students to share comments on identifying historical fiction and

praise their good work. Additionally, teachers are encouraged to confer with students for 3-4 minutes about their historical fiction readings, using questions like *"En qué época transcurre el texto?"* and *"Qué sucesos o personajes son reales?"*

- Student materials provide opportunities for practice within the interactive workbook. For example, Unit 4 includes a vocabulary practice section, *"Vocabulario académico"* where students use newly acquired vocabulary. Teacher materials offer guidance on pre-teaching vocabulary by building background knowledge in the *"Primer vistazo de vocabulario"* section. The *"Evaluación y diferenciación"* section of each lesson provides activities for teacher-guided or independent practice. For instance, in Unit 4, Lesson 2, teachers can choose a teacher-led vocabulary development activity or an independent graphic organizer task.
- The "Teacher's Guide" includes various teacher-led options in the *"Evaluación y diferenciación"* component. In Unit 2, Week 5, Lesson 1, options include a Strategy group to review argumentative text characteristics, an Intervention Activity using the *"miEnfoque: Guía del maestro"*, and an Inquiry group for generating research questions about threatened animals. The *"Evaluación y diferenciación"* component also provides independent and collaborative practice activities, such as retelling a story to a partner, playing myView games, and writing about their reading in a notebook.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/9
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	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
3.3d	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.

- Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual programs. One recommendation is to make connections between Spanish and English through cognates, such as *"camera/cámara, solar/solar, aluminum/aluminio, eclipse/eclipse, and minutes/minutos."* The program also offers suggestions for Project-Based Inquiry (PBI) options in English and Spanish, highlighting cross-linguistic transfer skills that can be covered in either language.
- In grade 5, Unit 1, Week 1, Lesson 1, the "Teacher's Guide" provides sections to guide teachers in using materials for the bilingual program. The *"Lenguaje del género"* section has guidance on how the teacher reminds students to use words related to informational texts, such as *"Idea principal, Detalle, Causa y efecto, Orden cronológico."* The *"Desarrollo del lenguaje en español"* section includes a model and practice activity for determining the main idea of an informational text with instructions like *"Hacer una lluvia de ideas Pida a la clase que piensen en ejemplos de textos informativos y anótelos en el pizarrón. Pregunte qué tipo de información contienen esos textos."*
- The materials include "Dual Language Program Planning Guides," providing specific guidelines for yearly, daily, and unit planning for dual language instruction. These guides include a "Biliteracy Unit Planning table for miVisión", offering guidance on determining Spanish and English elements in a dual language classroom. It suggests reading selections and other lesson components in both languages to ensure a balanced approach. The online teacher dashboard contains additional digital resources to support Emergent Bilingual students. The

"Dual Language Educators' Implementation Guide" provides guidance for developing biliteracy in dual-language learning environments. It includes professional development articles, teaching routines with student practice pages, and additional lessons to build lasting metalinguistic awareness and metacognitive abilities. The "MyView Literacy/miVisión Lectura K-5 Program Overview" offers additional Spanish resources, such as planning and pacing suggestions, sample routines, activities, and a bilingual glossary.

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 grade 5, Unit 1, week 3, lesson 2, the "Teacher Guide" provides sections to guide teachers in modeling and practicing vocabulary usage. The "*Desarrollar el vocabulario*" section instructs the teacher to tell students that words sometimes have multiple meanings and to use visual and contextual support to understand these meanings, such as, "*Hoy les quiero recordar que muchas palabras tienen más de un significado. Pueden usar las claves del contexto para determinar qué significado se usa. Pida a los estudiantes que identifiquen otras palabras de varios significados en El diario de Pedro y comenten los significados.*" Additionally, in Unit 1, Week 4, Lesson 2, the "*Desarrollo del lenguaje en español*" section includes an activity for teachers to group students and have them identify figurative language in their texts with guiding questions like "*¿Qué tipo de lenguaje figurado es este? ¿Es un símil u otra forma de escritura figurada? ¿Qué significa?*"
- The "Professional Development Resources" section offers articles such as "Dual Language Instruction and Contrastive Analysis in the Elementary Grades" by Richard Gomez Jr. and "Using Concrete Materials to Create Engaging Early Childhood Environments for Dual Language Learners" by Maria G. Arreguin-Anderson. This section also includes a Dual Language Toolkit, covering topics like contrastive analysis, cognate analysis, the language experience approach, developing academic vocabulary, the Dictado, and scaffolding for diverse learners.
- In Unit 3, Week 2, Lesson 3, this section includes activities for responding to questions. The "*Primer vistazo del vocabulario*" section in the "Teacher Guide" provides opportunities for students to build background knowledge and orally respond to new vocabulary words. For example, in Unit 3, Lesson 2, the "*Lectura compartida*" section has students practice using the newly acquired vocabulary by writing sentences.
- 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 2, Week 5, Lesson 1, the teacher activates background knowledge by asking students if they have ever visited a zoo and to describe their experiences. Additionally, students work with a partner to develop sentences using argumentative text academic vocabulary, with sentence stems provided if needed. 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" provides an overview of the biliteracy program and guides for planning and pacing for Spanish and English. For example, it states, "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. An example from the guide is, "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 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)	2/4
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)

- In Unit 1, Week 1, Lesson 5, the "Teacher Guide" provides instructions for teachers to show students how making personal connections with the text helps understand characters and develop opinions about them. The materials also guide teachers in helping students organize presentations. For example, in Unit 1, Week 1, Lesson 5, the "Teacher Guide" includes instructions to have students annotate texts to organize notes and use evidence to support their responses.
- In Unit 5, Week 5, Lesson 5, teachers guide students in expressing their opinions using text evidence about ways to protect the environment. In the "Club del libro" in Unit 5, teachers provide examples on how to express ideas productively and respectfully using sentence stems such as, "Estoy de acuerdo con ___ porque ___.", "La parte sobre ___ me resultó confusa porque ___.", "Tengo una pregunta sobre ___."
- In Unit 1, Week 5, Lesson 5, the mini-lesson in the "Reflexionar y comentar" section provides teacher directions for sharing opinions regarding the selected text. For example, "Explique a los estudiantes que, cuando escriben o expresan una opinión, es importante que recopilen información para apoyarla. Apoyar una opinión con hechos y detalles puede ayudarlos a convencer a otros de que la opinión dada es correcta." In Unit 4, Week 6, the "Indagar" section in "Presentar el proyecto" provides specific Spanish teacher guidance for supporting students when forming and working in collaborative groups. The materials guide teachers to remind students about the importance of comparing and contrasting their questions with those of

their peers. The "*Colaborar*" section instructs students to develop a plan together and share responsibilities when reading an article, emphasizing collaborative efforts in research and presentation tasks.

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 2, Week 4, Lesson 1, the teacher provides instructions on how to interpret analogies. The "Teacher Guide" prompts the teacher to have students practice the taught strategies using a different analogy from their student practice book. Additionally, in Unit 4, Week 6, the "Teacher Guide" prompts the teacher to ask a student to restate in their own words what the project is about, such as, "*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.*"
- Materials include guidance and opportunities for students to follow, restate, and give oral instructions as directed by the grade-level Spanish language arts TEKS. For example, the materials include steps on how to exchange ideas with peers. Teachers remind students to keep discussions on topic, use sentence stems listed in the student activity book if needed, listen to one another, and ensure everyone has the opportunity to share ideas. Lastly, teachers expect students to write down something they learned during the conversation. In Unit 2, Week 4, Lesson 5, "teachers model to students how to give instructions orally, and then students give instructions on how to draw a scene in nature.
- The materials provide Spanish guidance for teachers to provide instruction on students following oral instructions. In Unit 2, Week 4, Lesson 5, the "*Reflexionar y comentar: En tus palabras*" mini-lesson includes teacher directions to "*Repita las instrucciones de diferentes maneras.*" The guidance that follows has teachers giving directions for making a sandwich, and students retell the instructions in order. Additionally, in Unit 2, Week 4, Lesson 5, option 3, "*Dar y repetir instrucciones,*" provides an opportunity for students to give and restate instructions, such as making a ham and cheese sandwich and students retell the instructions in order. Additionally, in Unit 2, Week 4, Lesson 5, option 3, "*Dar y repetir instrucciones,*" provides an opportunity for students to give and restate instructions, such as making a ham and cheese sandwich.

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

- The materials include steps on how to exchange ideas with peers, reminding students to keep discussions on topic, use sentence stems from the student activity book if needed, listen to one another, and ensure everyone has the opportunity to share ideas. Teachers model how to give oral instructions, then students practice by giving instructions on how to draw a scene in nature. In Unit 2, Week 4, Lesson 5, teachers model how to give instructions orally, followed by students giving instructions on drawing a nature scene.

- The materials provide opportunities for students to listen actively and ask relevant questions. In Unit 3, Week 1, Lesson 5, the "*Reflexionar y comentar*" section, under "*Enfoque en las estrategias*," guides teachers on discussion strategies and norms. Students should listen attentively, ask questions, and make appropriate comments related to the topic. Another example in Unit 3, Week 1, Lesson 5, is the "*Demostrar y practicar*" section, which allows students to engage in active discussions about a previously read text, improving understanding through listening, questioning, and commenting.
- In the "Teacher Guide", teachers are provided with guidance to support students in making pertinent comments. In Unit 2, Week 1, Lesson 5, teachers use the "*Reflexionar y comentar*" page in the "*Libro interactivo del estudiante*" to model making pertinent comments about the importance of working in a team. Students practice making comments with a partner, following guidelines in the "*Libro interactivo del estudiante*," using sentence starters like: "*Tu comentario me hizo recordar que...*" Additionally, in Unit 3, Week 1, Lesson 5, students practice listening actively and making pertinent comments with a partner, using sentence starters to seek clarification, such as: "*Observe que moviste la cabeza cuando dijiste _____. ¿Por qué moviste la cabeza?*"

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.

- Instructional content features a systematic sequence for syllable combinations to decode single and multisyllabic words. The scope and sequence start with Unit 1, Week 3, covering hiatus, diphthongs, and triphthongs. In Unit 2, Week 4, the focus is on words with stress on the next-to-last syllable, and in Week 5, on words with stress on the third-to-last and fourth-to-last syllables. Unit 5, Week 1 covers commonly confused words and phrases, and Week 2 includes words with unusual spellings.
- The year-at-a-glance planning document outlines a systematic sequence to decode single and multisyllabic words. The Scope and Sequence document demonstrates 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 instance, in Unit 3, Week 4, "*Estudio de palabras*" introduces 5.2.A.iv "*Los sufijos -oso, -osa,*" while Week 5 focuses on 5.2.A.ii "*Las palabras de origen árabe.*" The Foundational Skills Scope Sequence from the Getting Started with *miVisión* web page details the breakdown of word study over the five units. For example, Unit 1 begins with suffixes, while Unit 2 begins with Latin roots.
- The Program Overview details the Spanish Foundational Skills and Word Study Scope and Sequence. This outlines the sequence of foundational skills for sound-spelling patterns and syllable combinations. Unit 1 foundational skills for grade 5 include: "*Los sufijos -logía, -ismo, -ista; Las raíces griegas; Los hiatos, diptongos y triptongos; Los sufijos -able, -ible; Los sufijos -mente, -ante.*" The grade 5 Scope and Sequence documents outline the "*Puente Entre los Talleres de Lectura y Escritura*" section for word study for decoding words, such as the concept of "*acento diacrítico*" in Unit 3, and for encoding words with sound-spelling patterns, covering writing words with "*acento diacrítico*" in Unit 3.

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 direct instruction on syllable combinations in Spanish is provided. In Unit 2, Week 3, the Teacher Edition offers an overview of accentuation for words with stress on the last syllable. For example, the instructions explain that *canté* and *cantó* are verbs in the simple past and words stressed on the last syllable (agudas) only have a written accent when they end in *n*, *s*, or a vowel. Additionally, in Unit 2, Week 1, Lesson 1, the "Teacher Guide" includes instructions on teaching plurals ending in *-s*, *-es*, *-ces*, explaining that if a noun ends in a vowel, an *-s* is added to make it plural, and if it ends in a consonant, *-es* is added.
- Teachers are provided with models to demonstrate correct spelling based on "*hiatos acentuados*" and "*diptongos*." In Unit 2, Week 2, teachers use an anchor chart or board to show how diphthongs and hiatuses are formed and separated into syllables, with examples like "*peine*" (diptongo) and "*caer*" (hiato). In grade 5 TE (Unit 2, Week 3, *Puente Entre los Talleres de Lectura y Escritura*), teachers remind students that "*palabras agudas*" always have a "*tilde*" on the last syllable if they end in *n*, *s*, or a vowel, and that verbs in the past and future tenses also have a "*tilde*." Students sort a list of words into categories such as "*n, s, vocal*" or "*otra letra*," using examples like *correr*, *emoción*, *jugar*, *jabalí*, *audaz*, and *además*.
- Direct and explicit instruction for sound-spelling patterns and syllable combinations is included. For example, in Unit 2, Week 3, the "*Ortografía*" section includes scripted guidance such as, "*Diga la siguiente oración: Si Laura no fuera tan sería, sería más divertida. Pida un voluntario para que corrija los errores de ortografía. Señale que, en este caso, 'sería' y 'seria' tienen significados diferentes, por lo que es importante distinguir cómo se acentúan teniendo en cuenta si tienen diptongo ('seria') o hiato ('sería').*" Additionally, in Unit 2, Week 4, the "*Ortografía*" section provides detailed teacher scripting for accented spelling patterns like "*palabras graves*," with instructions such as, "*Escriba o muestre las palabras árbol, encima, césped y valiente. Dígalas en voz alta y pida a los estudiantes que las repitan, enfocándose en marcar la acentuación.*"

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)

- Activities and resources authentic to Spanish help students develop, practice, and reinforce grade-level sound-spelling patterns. In grade 5 TE (Práctica adicional), students circle the "hiato" in words like *línea*, *trineo*, and *toalla*, read them aloud, and separate them into syllables. In grade 5 SI (Unit 2, Week 2, Puente Entre los Talleres de Lectura y Escritura), students sort words by "*hiatos y diptongos*" while practicing spelling patterns through syllable separation with words like *nuestro*, *criaturas*, and *ciudadanos*.
- Student practice pages develop and reinforce sound-spelling patterns. In Unit 2, Week 3, the interactive student book includes practice in "*Estudio de palabras*" on "*La acentuación de palabras agudas.*" Students read "*palabras agudas con y sin tilde,*" find more words matching these patterns in a previously read text, and add them to a table. Additional practice pages are available in the "*Centro de recursos para descargar*" tab, including "*Estudio de palabras: La acentuación de palabras agudas*" and "*Ortografía: Escribir palabras agudas.*"
- The Student Interactive Book in Unit 4, Week 4, includes activities where students define words and identify root words for "*Raíces griegas 'grafo', 'micro', 'tele', y 'scopio'.*" Students verify their responses using a dictionary. In Unit 4, Week 3, students are provided with a word bank of prefixes "*sub*" and "*trans*" and infer meanings, confirm with a dictionary, and write sentences with words like "*subconjunto,*" "*transatlántico,*" "*subcampeón,*" and "*transplantar.*" Additionally, on the Student Portal of Online Games, students can play "*La selva de los sonidos,*" which targets beginning, ending, and rhyming sounds, such as "*Palabras que tienen el diptongo ei como veinte.*" Students drag and drop images representing words with the "ei" sound into corresponding boxes.

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 (sílabla 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 (sílabla 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.

- Detailed scope and sequence for decoding multi-syllabic words based on different word types are provided. For example, in Unit 2, Week 4, the word study focuses on words with stress on the next-to-last syllable. In Week 5 of the same unit, it continues with words stressed on the third-to-last and fourth-to-last syllables. Additionally, in Unit 1, Week 3, the word study covers

hiatus, diphthongs, and triphthongs. This continues with diphthongs and hiatus in Unit 2, Week 2.

- Systematic sequence for decoding single and multi-syllabic words is outlined in the year-at-a-glance planning document. 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 4, *"Estudio de palabras"* introduces the study of 5.2.A.iv, *"La acentuación de las palabras graves o llanas,"* while Week 5 focuses on 5.2.A.i, *"Las palabras esdrújulas y sobresdrújulas."* Additionally, in the *"Ortografía"* section, Unit 2, Week 4 covers *"Escribir palabras graves o llanas"* and Week 5 focuses on *"Escribir palabras esdrújulas y sobresdrújulas."*
- The "Program Overview" includes the "Spanish Foundational Skills" and "Word Study Scope and Sequence," outlining a general sequence for word analysis. For example, Unit 2 includes *"La acentuación de las palabras agudas; La acentuación de las palabras graves o llanas; and Las palabras esdrújulas y sobresdrújulas."* The grade 5 Scope and Sequence documents outline the *"Puente Entre los Talleres de Lectura y Escritura"* section for word-study in decoding and spelling for encoding. Unit 2 outlines the word-study skills for grade 5, including *"Los diptongos y los hiatos; La acentuación de las palabras agudas; La acentuación de las palabras graves o llanas; y las palabras esdrújulas y sobresdrújulas."* It also includes spelling words with diphthongs and hiatus, spelling words with the accent on the last syllable, and spelling words with the stress on the next-to-last syllable.

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)

- In the grade 5 "Teacher Guide", when teaching about *acentos diacríticos*, teachers explain homographs and homophones. The *acento diacrítico* in a word changes its meaning. Teachers provide examples and have students distinguish the meanings of words with and without *"acento."* Additionally, teachers model how to separate *"dipthongs"* and *"hiatos"* based on the strong or weak syllable, helping students identify strong and weak syllables before practicing them themselves.
- Teacher guidance for explicit instruction on segmenting multisyllabic words, including diphthongs, triphthongs, and hiatus, is provided. For example, in Unit 1, Week 3, Lesson 1 under *"Estudio de las palabras: Enfoque de las estrategias"* explains that "a simple or accented hiatus is a group of two contiguous vowels in different syllables (e.g., toalla), a diphthong is two contiguous vowels in the same syllable (e.g., puente), and a triphthong is three contiguous vowels in the same syllable (e.g., buey)." Unit 2, Week 2, Lesson 2 under *"Ortografía: Demostrar y practicar"* demonstrates advanced spelling patterns and rules for diphthongs and hiatus, using examples like *"continúa, continua, and gradúan,"* and separates them into syllables.
- The "Teacher Guide" includes materials for decoding and encoding multi-syllabic words, such as *"la acentuación de palabras graves o llanas."* For example, in Unit 2, Week 4, Lesson 1, the

teacher is prompted to explain that "*palabras graves*" have an accent on the next-to-last syllable but do not have a written accent if they end in *n*, *s*, or a vowel. The teacher provides examples and models through practice. In Unit 2, Week 4, Lesson 2, the teacher guides students in placing written accents on "*palabras graves*" by modeling with words like *árbol*, *encima*, *césped*, and *valiente*, reading them aloud, having students repeat, and identifying the accented syllable.

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 5, students choose the correct word with "*acento diacrítico*" to fit the meaning in the sentence. Additionally, students sort words into two columns: "*hiato*" or "*diptongos*."
- Student-facing practice is included to develop lesson objectives for decoding and encoding multisyllabic words. For example, in Unit 3, Week 2, the interactive student book provides practice in the "*Estudio de palabras*" on "*El acento diacrítico*." This practice includes opportunities for students to read words with and without "*el acento diacrítico*" (e.g., *quién*, *quien*) and complete sentences using the appropriate spelling. Additional student practice pages continue to develop and reinforce these skills, available in the "*Centro de recursos para descargar*" tab under "*Estudio de palabras*." An example is the Unit 3, Week 2 practice page "*Estudio de palabras: El acento diacrítico*" where students use a word bank to complete sentences correctly. Another example is the Unit 3, Week 2 practice page "*Ortografía: Escribir palabras con el acento diacrítico*," where students read sentences and circle the correct spelling of the word based on context.
- The "*Centro de recursos para descargar*" under "*Estudio de palabras*" in Unit 2, Week 2 includes resources to review "*Los diptongos y los hiatos*." Students circle the "*hiatos*" in the given words, read them aloud, and separate them into syllables. They then complete words with provided "*hiatos*" (e.g., *eo*, *ea*, *oe*, *oa*). In the "*Ortografía*" components, students practice spelling "*palabras graves o llanas*" by completing sentences with words from a word bank, with the worksheet reminding them when to use the written accent.

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)

- The materials include digital games to practice decoding multisyllabic words using knowledge of syllable and spelling patterns. For example, the "*Juego*" entitled "*Mar de ortografía*" gives various spelling for orally presented words and students must select the correctly spelled word (e.g., *optimista*, *racismo*, *meteorología*). The game provides immediate feedback and keeps track of correctly and incorrectly spelled words.

- Weekly word lists align with decoding and encoding pattern objectives and are found in the "Ortografía" section of each week's lessons. For instance, Unit 1, Week 3, word list includes "aire, causa, aceituna, and deuda," among others. Digital games also support practicing decoding multisyllabic words using syllable and spelling patterns.
- On the Student Portal of Online Games, "La selva de los sonidos" offers games to target beginning, ending, and rhyming sounds, such as "Palabras que tienen el diptongo ei como veinte." Students drag and drop images representing the ei sound into the correct box. If the image does not represent a word with the ei sound, it is placed in the corresponding box. "Mar de ortografía" on the same portal presents several difficulty levels where students select the correctly spelled word. Directions can be read aloud, instructing students to "Revienta la burbuja que contenga la palabra escrita correctamente." Students listen to the word and choose the correctly spelled option from three given choices.

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 5 "Teacher Guide", Unit 1, the materials discuss the suffixes "-logía, -ismo, -ista" and provide a systematic sequence for introducing grade-level morphemes as outlined in the Spanish language arts TEKS. The materials also cover roots such as "dict, port, terr, and ficar."
- The materials provide a systematic sequence to introduce grade-level morphemes, as shown in the year-at-a-glance planning document. 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 the required TEKS. For example, in Unit 4 Week 1, "Estudio de palabras" introduces the study of 5.3.C "Prefijos," while Unit 4, Week 2 focuses on 5.3.C "Sufijos." The "Foundational Skills Scope Sequence" from the "Getting Started with miVisión" web page provides a breakdown of word study over the five units in the material. For example, Unit 1 begins with suffixes while Unit 2 begins with Latin roots.

- In the "Program Overview," the materials provide the "Spanish Foundational Skills" and "Word Study Scope and Sequence." This component outlines a general sequence for morphemes, such as prefixes and suffixes, and their meanings. For example, the Unit 4 morpheme outline includes, *"Los prefijos con-, com-, pro- y epi-; Los prefijos super-, anti-, semi- y sobre-; Los prefijos sub- y trans-; Las raíces griegas grafo, micro, tele y scopio; Las raíces latinas audi, rupt, scrib y speco."* In the "Teacher Guide", Unit 4 Week 3, the materials include resources to review *"Escribir palabras con sub- y trans-."* The "Teacher Guide" includes guidance for teachers by defining the meaning of each of the prefixes. For example, *"El prefijo 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 5 "Teacher Guide", teachers demonstrate the root *"terr"* using the word *"terreno,"* which means a portion of land. Teachers also explain the suffixes *"-izo"* and *"-iza"* with examples like *"enfermo"* becoming *"enfermizo."*
- The materials provide a systematic approach to teaching authentic Spanish language morphemes when teaching suffixes. For example, in Unit 1, Week 1, Lesson 2, *"Ortografía,"* teacher guidance describes adding suffixes to words, sometimes requiring a change and sometimes not. An example from the lesson includes: *"Señale que a veces una palabra base no cambia cuando se agrega un sufijo. Otras veces, las palabras base pueden cambiar. Por ejemplo, para formar modismo, hay que eliminar la -o de la palabra modo."* The spelling pattern word list for this week's lessons contains many of these endings. In Unit 4, Week 2, *"Puente Entre los Talleres de Lectura y Escritura: Estudio de palabras,"* teacher instructions include examples such as, *"Para demostrar cómo los prefijos son claves de significado, escriba la palabra sobrevolar en el pizarrón y explique que significa 'volar por encima.' Luego, pida a los estudiantes que piensen en la palabra anticongelante y sugieran un posible significado. Señale que anti- da una clave del significado de anticongelante incluso si no saben qué significa congelante."*
- In the "Teacher Guide", Unit 5, Week 5, the materials include resources to teach *"Las raíces y los afijos latinos y griegos."* The *Teacher's Guide* provides guidance for explaining the affixes *"trans-, tele-, -grafo; foto-, bio-, metro- y -metro"*, and how they help determine word meanings. Teachers model and practice using affixes to determine the meaning of words such as *"fotosíntesis"* and *"transatlántico."* For example, *"Fotosíntesis es un sustantivo formado por el prefijo foto- y la palabra síntesis, que significa fabricación. Por tanto, fotosíntesis significa fabricación mediante la luz."* Teachers guide students in determining the meanings of *"métrico"* and *"biodiversidad."* In Unit 4, Week 3, the materials include resources to review *"Escribir palabras con sub- y trans-."* The *Teacher's Guide* defines each prefix, such as *"El prefijo sub- significa 'bajo o debajo de.'"* Teachers review each of the 20 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 5, students read words with suffixes and write the definition of each word. Students sort words based on their suffixes. The materials include student practice that develops lesson objectives for decoding and encoding multisyllabic words. For example, in Unit 4, Week 2, the interactive student book provides practice in the "*Estudio de palabras*" on "*Prefijos.*" Students write words with prefixes "*super-, anti-, semi-, and sobre-*" (e.g., *antiácido, súperdotado, sobrecargo*). Additional practice pages continue to reinforce morphological understanding in the "*Centro de recursos para descargar*" tab under "*Estudio de palabras.*" An example is the Unit 4, Week 2 practice page "*Estudio de palabras: Los prefijos semi- y sobre-*", where students match words from a word bank with the correct definition (e.g., *sobretodo, superhéroe, anticongelante*). Another example is the "*Ortografía*" practice page, where students write sentences using words with prefixes (e.g., "*Usa la palabra semifinal en una oración sobre tu deporte favorito.*").
- In the "*Student Interactive Book,*" Unit 2, Week 1, materials include resources to review "*Las raíces latinas dict, port, terr, y ficar.*" The workbook introduction defines each root and its meaning (e.g., "*El significado de la raíz por está relacionado con 'llevar'*"). Students practice defining four words in the table, verifying their definitions using a dictionary, and writing a sentence for each of the following words: "*terron, edicto, portátil, y amplificar.*" In Unit 4, Week 2, the workbook includes resources to review "*Escribir palabras con los prefijos super-, anti-, semi-, y sobre-*." The workbook defines each prefix (e.g., "*El prefijo super- significa 'excesivo o algo que está por encima.'*"). Students read 20 spelling words, determine their meanings, and sort them by prefix, then compose sentences using these 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 5, students order the words in the word bank alphabetically. Additionally, students sort the words in the word bank into two columns based on the suffix. Weekly word lists follow the morphological decoding and encoding pattern objectives of the lessons. These lists are found under the section of each week's lessons entitled "*Ortografía.*" For example, the Unit 4, Week 2, word list includes "*superabundancia, anticuerpo, súperdotado, antiácido,*" and more. Digital games also support practice in decoding multisyllabic words using knowledge of syllable and spelling patterns. For example, the game "*Mar de ortografía*" provides various spellings for orally presented words, and students must select the correctly spelled word (e.g., *optimista, racismo, meteorología*). The game gives immediate feedback and tracks correctly and incorrectly spelled words.
- In the "*Centro de recursos para descargar*" under "*Estudio de palabras*" in Unit 1, Week 5, materials review "*Los sufijos -mente, -ante.*" Students review the meaning of these suffixes

and identify and circle words that can have the suffix "*-mente*" added, such as "*simple, completo, activo*." Students also practice changing verbs to adjectives by adding the suffix "*-ante*," such as changing "*ayudar*" to "*ayudante*." In Unit 3, Week 1, under the "*Ortografía*," components, students practice spelling words with the suffixes *-izo* and *-iza*. They complete tasks like reading words (e.g., *cobre, roja*) and writing the corresponding words with the suffixes (e.g., *cobrizo, rojizo*). Students also fill in blanks with the correct word ending in *-izo* or *-iza*."

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)

- Materials provide guidance for teachers to explain how to use the dictionary guide words to find a word. In Unit 3 (*Apoyo para el Glosario*), teachers explain that printed or digital dictionaries can be used to find meanings of words not listed in the glossary and that the printed dictionary has the same order as the glossary, using letter separators and guide words to locate terms. For example, in "*Apoyo para el Glosario*," teachers explain that "the glossary is a section at the end of the book and includes key words used in the book or reading selection and that it includes word meaning and syllabication." The materials provide explicit Spanish guidance for teachers on the purpose and use of glossaries and dictionaries, as shown in the "Teacher Guide" after Unit 3, "*Club del libro*." The teacher explains to the students that they can use a printed or digital dictionary to find the meaning of words that do not appear in the glossary, then explain that the printed dictionary follows the same order as the glossary, using letter tabs and guide words to locate terms. Teachers use the scripted guidance from "Glossary: How to Use a Glossary: Demonstrate and Practice" to explain and model glossary use, stating, "When I look up a word in the glossary, I am looking for an entry. Entries are in bold..." Then students work with partners to practice finding additional words in the glossary.
- Teachers are provided with guidance under "*Enfoque en las estrategias*" in the Teacher's Guide. Each unit ends with a "*Glosario*" section to teach the purpose of a digital and/or print

glossary, explaining that the glossary contains key terms or vocabulary used in the text, along with their syllable separation, part of speech, and definitions. In the glossary section under "*Demostrar y practicar.*"

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)

- In Unit 5 of the "Interactive Student Book," students use a practice page and a glossary to learn the meaning and syllabication of the words "*abandonó and sobrevivir.*" The practice page explains that the glossary will help students understand the meaning, origin, part of speech, and syllable separation of some words in the book. The "Glossary: How to Use a Glossary" section provides a graphic to instruct students on using print resources like a glossary to find information such as syllabification, pronunciation, part of speech, word origin, and meaning. Additionally, the grade 5 student textbook provides guidance for digital resources, stating that to use a digital resource, students should type the word they are looking for into the search bar at the top of the page. The word origin is in the digital platform in the "*Glosario.*" In the "*Glosario,*" students look for the meaning of the word *inspirado*, write it down, separate it into syllables, and note its origin. Lastly, students share how to find the meaning of a word not in the glossary. Similarly, students look for the meaning of the word *tácticas*, write it down, separate it into syllables, and note its origin, then share how to find the meaning of a word not in the glossary.
- The interactive online book provides digital access to the text including, when hovering over a vocabulary word, its pronunciation, definition syllabication, and part of speech for words. The "Interactive Student Book" includes 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.
- At the end of each unit, students have a print glossary in the "Interactive Student Book." This section supports students in locating words and understanding the meaning, origin, syllabification, pronunciation, and syllabication of some words in this book. The "Interactive Student Book" provides examples of "*hiatos, diptongos, and triptongos*" to guide students in the syllabification portion. For example, some hiatos on the list include "*rí-o, pa-ís, ca-o-ba, te-a-tro.*"

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 Unit 2, Week 3, students learn the definition of context clues. Then, for each practice, they identify the context clues for the underlined academic words and write a short definition based on those clues. For example, in Unit 5, Week 5, students closely read the page and underline context clues to determine the meaning of bolded words like "*perenne.*"

- In the "Interactive Student Book," Unit 3, the text "*Con cariño, Amalia*" includes a note next to paragraph 18 that provides guidance on using context clues to determine the meaning of unknown words. It explains that context clues are words and sentences around an unfamiliar word that help readers understand its meaning. Students are instructed to use these context clues to find the meaning of the word *untar* and underline the clues that support their definition. In Unit 2, the text "*No liberen los animales en la naturaleza*" includes a note next to paragraph 18 guiding students to use context clues to determine the meaning of unfamiliar words. Students are told to underline the context clues that help define the word "*recintos*."
- In Unit 2, Week 1, "*Lectura atenta*," the "Student Interactive Book" helps students determine the meaning of unfamiliar words using context clues. The margins remind students that context clues are words and phrases that help understand another word in the text. Students underline context clues to find the meaning of "*nutrientes*." In Unit 2, Week 1, "*Puente Entre Lectura y Escritura*," the "Student Interactive Book" provides guidance on using digital or print resources like dictionaries. Students add a related word (synonym or antonym) to a chart and complete sentences with the related word. For example, "*Teresa consultó a profesionales ___ antes de comprar el cuadro.*" Options for related words include "*experto, inexperto, and experiencia*." Students fill in the blank with "*expertos*."

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. (M)	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 a variety of 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 the building of fluency (accuracy, automaticity, prosody) and comprehension. The materials emphasize the development of fluency components such as accuracy, automaticity, and prosody, ensuring comprehensive support for students reading fluency growth.

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 4, Week 2, students read "*La libertad según Ana Pérez*" by Judy Goldman, set during Mexico's fight for independence. Students close read the text to infer themes then students underline the author's description that illustrates the theme of enduring friendship. When practicing context clues, students underline phrases that help them understand the meaning of "*ondear*" and answer comprehension questions. For example, in Unit 3, Week 3, students read the poem "*Dame la mano*" by Gabriela Mistral, a well-known poet from Chile. Students complete a quick write answering how the poem reflects the fun moment experienced by Rosa and Esperanza, describe their personalities briefly, and explain what they like about each other.
- The "*Interactive Student Book*" contains grade-level Spanish texts across various genres. Titles include informational texts like "*El camino del hijo de papel*", "*Louie Share Kim, hijo de papel*", and "*De Vida en la Tierra y más allá*" in Unit 1, Weeks 1 and 2, poetry like "*Colección de poesía*" in Unit 3, Week 4", biographies like "*Hacer justicia*" in Unit 4, Week 4", dramas and legends like "*La carpa y El zorzal*" in Unit 3, Week 3, and historical fiction like "*Salvemos al Sr. John Holton*"

and "*La libertad según Ana Pérez*" in Unit 4, Weeks 1 and 2. The texts include genre-specific features to encourage engagement and comprehension. For example, Unit 1, Week 2, "*de Vida en la Tierra y más allá*" includes headings, photos, and captions. In Unit 3, Week 3, the play "*The Zorral*" includes setting and stage directions indicating that it is Saturday, the day of the family's weekly concert, with the family gathered in the living room.

- The "*Student Interactive Book*" provides opportunities for students to read various genres fluently, including historical fiction, informational, myths, drama, poetry, and realistic fiction. For example, Unit 2, Week 1 includes the informational text "*de Mar adentro*." Unit 4, Week 4 includes the biography "*Hacer justicia*." Unit 1, Week 3 includes the historical fiction "*El diario de Pedro*." Unit 2, Week 5 includes the argumentative text "*Que los animales salvajes sean salvajes*." Each text addresses genre-specific elements and text features. Leveled readers, categorized from Level S to Level W, include genres like fiction "*El caballo de siete colores*", informational texts "La ciudad de Machu Picchu", and traditional literature "*Akoko y Abruburo*." These texts can be used to reteach/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)

- Students have opportunities to build fluency in the "Student Interactive Book" through practice activities. For example, in Unit 2, Week 3, students review how to read text fluently with suggestions like adjusting their voice to express the character's emotions when reading dialogues or internal monologues and using voice inflection for questions. The text emphasizes practicing prosody with dialogues and monologues. Teachers find guidance in the Teacher's Guide for implementing fluency practice with a partner, focusing on prosody. The materials prompt the teacher to encourage students to practice reading "Arte en el parque de grafitis" aloud with a partner. Students are encouraged to read at an appropriate rate rather than focusing on speed.
- The teacher reminds students to read with precision and prosody and to listen to dialogue introduced with hyphens. For example, students read paragraphs 41-46 aloud with a peer to practice reading with prosody, focusing on the characters' dialogue. In another instance, students read paragraphs 58-71 aloud with a peer to practice expression.
- In the margin of some texts in the "Interactive Student Book", materials provide student guidance on reading fluently. For instance, in Unit 1 Week 3, "*El diario de Pedro*" includes the instruction: "For fluency, the student reads, with appropriate pacing, paragraphs 48-49." In Unit 3, under the "*Género: Ficción realista*" section, a practice page offers a checklist for reading with fluency. For example, it advises students to adjust their voice to reflect the character's emotions when reading dialogue aloud and to read with enthusiasm when encountering sentences with exclamation marks.

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

- In "*Club de libros*", teachers remind students to complete and evaluate their own reading of "*El suelo y el clima*." Teachers ask specific questions to assess comprehension and make connections with the unit through questions like "How do the elements of the systems change?" and focus on skills such as "What type of structure did the author use in this section of the text?" Teachers provide a brief synopsis of the book to engage students. They also ask students to consider how to choose a book, evaluate the quality of the text, 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, "*Presentar la unidad*", the Teacher's Guide's independent reading section provides guidance on independent reading with appropriately selected texts. Students select texts on their own and establish a purpose for reading. The "Interactive Student Book" supports sustained reading with the "*Registro de lectura independiente*", where students record titles, genres, and the number of minutes read. Each unit starts with a new reading log.
- In the Teacher's Guide, Unit 1, Lesson 5", under the "*Evaluación y diferenciación*" section, students receive guidance to use the independent fluency readings from the "Online Portal" to develop fluency and comprehension. For example, "*Lecturas independientes para fluidez y la comprensión*." Teachers prompt students to use punctuation for the reading to sound natural. The teacher models, if necessary, and students read aloud to a partner, practicing reading rate and accuracy. In the "Student Interactive Book", students use the "*Registro de lectura independiente*" to track their reading. The log includes areas for dates, titles, genre, number of minutes read, amount of words read, and space to rate the book on a five-star scale. 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.

- In "*Lecturas independientes*", teachers access texts at different complexity levels to build students' fluency, such as "*Los niños del Dust Bowl*", "*La fortuna del señor Whittington*", and "*El primer Derby de Kentucky*" in Unit 4. All passages include comprehension questions.
- The "Interactive Student Book" includes pages from "*Taller de lectura*" or Reader's Workshop after each text, providing opportunities for fluency and comprehension. For instance, in Unit 1 Week 1, after "*El camino del hijo de papel*," practice pages like "*Desarrollar el vocabulario*", "*Verificar la comprensión*", and "*Evidencia del texto*" improve fluency and comprehension.
- Teachers can assign "*Lecturas independientes para la fluidez y la comprensión*" via the "Online Portal." These materials, available in developing, on-level, and advanced levels, differentiate instruction for fluency and comprehension. Each passage includes 4-5 multiple-choice questions. For example, in Unit 2, Week 1, the passage "*De todo corazón*" includes

questions like, "At the beginning of the selection, does the author talk about the brain and the skeleton in order to...?"

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 5 "Teacher Guide", materials include "*modelos de caligrafía*," "*cursiva*," and "*cursiva D'Nealian*," which show the order of handwriting strokes for each letter in Spanish. Materials include explicit instruction, such as mini-lessons in Spanish, for teaching handwriting skills. Materials also include "*Prácticas de caligrafía para todos*" in the "*Centro de recursos para descargar*," which teachers can use to model handwriting strokes for students. Instructions are provided, such as, "*Muestre la formación adecuada de L, l, Ll y ll, señalando el punto final, la dirección, el tipo de línea y el punto final de cada una*," are provided. This resource is a review and reinforces skills intended for grades K–2.
- Teachers can select "*Práctica de caligrafía para todos*" from "*Centro de recursos para descargar*" on the "Teacher Dashboard." This resource provides instructions on proper sitting posture, paper positioning, and pencil grip, such as, "Discuss the illustration with students. Show students the proper sitting position," "Show students the proper paper position for both of you", and "The thumb should be placed on the side of the pencil that is closest to the student's body. The index finger should be placed lightly above the pencil." These materials do not include explicit instructions for grade 5 and provide minimal directions for cursive instruction, offering only brief statements such as "Remind them to write in legible cursive handwriting and to add accents as needed" in Unit 1, Week 5 or "They should write in legible cursive handwriting" in Unit 3, Week 5.
- Under "*Modelos de caligrafía cursiva*" in the "*Centro de recursos para descargar*," materials include a visual guide for teachers to introduce the steps for writing each letter in cursive, both lowercase and uppercase. These materials include explicit instruction or scripts for teaching cursive handwriting. Under "*Práctica de caligrafía para todos*" in the "*Centro de recursos para descargar*," teachers are provided with guidance on setting up paper, practicing vertical and horizontal lines, and writing complete words in print and cursive.

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.
- Teachers can select "*Práctica de caligrafía para todos*" from the "Teacher Dashboard" and "*Centro de recursos para descargar*." This resource provides student practice pages for writing letters in both print and cursive. The cursive practice pages include one blank line per letter for practice. Student materials do not provide adequate opportunities to write in cursive connected to current learning. For example, in the "Interactive Student Book," Unit 1, Lesson 5, "*Publicar y celebrar*," students are instructed to "*Completa las oraciones siguientes que reflejan cuál fue tu experiencia como escritor. Escribe en cursiva con letra clara y legible para que otros puedan leer con facilidad lo que escribiste.*"
- In the "Student Interactive Book," materials present opportunities to practice cursive handwriting skills through the "*Taller de escritura*." Students develop writing and handwriting skills while responding to questions. For example, in Unit 3, Week 5, students write about their experience with the writing process. The book prompts students to "*Completa estas oraciones sobre tu experiencia de escritura. Escribe de tus respuestas con letra cursiva legible asegurándose de formar y unir las letras correctamente, y añadir los acentos necesarios.*" One statement students respond to is, "*Lo que más me gusto acerca de escribir un ensayo de opinión fue ____.*" In the "*Centro de recursos para descargar*," under "*Práctica de caligrafía para todos*," teachers are provided with guidance to teach handwriting skills, such as demonstrating the proper way to hold a pencil, correct letter formation, and complete 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.

- Materials include units connected with knowledge in the fields of arts and sciences. Unit 1, "Viajes," includes texts about traveling, such as "El camino del hijo de papel," "de El diario de Pedro," and "Travesías pintorescas." In Unit 5, the texts are related to science, with Week 1 featuring "de rocas y fósiles," Week 2 including "de El ciclo del agua en Tierra," and Week 5 covering "Las personas deben de controlar la naturaleza."
- The selected texts for grade 5 provide scientific knowledge about organisms and their environments, aligning with TEKS 5.9 and 5.10. Examples include "de Mar adentro," "Un lugar para las ranas," and "Tras la pista del monstruo" in Unit 2. The materials build knowledge of history and literature through the "Biblioteca de libros por nivel," which contains leveled books for mini-lessons and small-group instructions. Titles in Unit 4 include "El camino a la libertad," "Sendas a la libertad," and "El poder del pueblo," which build knowledge of U.S. history as mandated by the social studies TEKS. In Unit 1, Week 5, "Travesías pintorescas" enhances students' background knowledge about artists and painters, while Unit 3, Week 5 continues this theme with "La vida y el arte de El misterio de la Casa Robie."
- In all units, students read a variety of articles related to one topic. For example, Unit 1, "Viajes" focuses on how traveling experiences change us, with texts like "Vida en la Tierra y

más allá," "El diario de Pedro," and "Travesías pintorescas." Unit 2, "Observaciones" covers learning from observing the world, with texts such as "Un lugar para las ranas," "de Mar adentro," and "Tras la pista del monstruo." Unit 3, "Reflejos" explores how others' experiences reflect in our own, featuring texts like "La carpa y El zorzal," "Con cariño, Amalia," and "Colección de poesía." Unit 4, "La libertad" discusses the meaning of freedom through texts like "Declaración de Derechos," "La libertad según Ana Pérez," and "Hacer justicia." Unit 5, "Sistemas" addresses scientific topics such as "El ciclo del agua en la Tierra," "Rocas y fósiles," and "Las personas deben controlar la naturaleza." Teachers offer book club choices related to these thematic units, such as "Uso de instrumentos científicos," "El pájaro mosca," and "Ballenas y delfines."

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

- In grade 4, Unit 5 focuses on *"Las características"* and understanding our planet, while in grade 5, Unit 5 covers *"Sistemas"* and how elements of our planet change. Both units emphasize the importance of understanding our planet and its changes. In grade 5, Unit 1, *"Presentación de la Semana"* includes resources like infographics, poems, videos, diagrams, and maps about natural systems, serving as an introduction to *"lectura atenta."*
- The "Teacher Guide" for each unit includes a *"Unidad de estudio"* section with a scope and sequence that maps topics of knowledge building, weekly essential questions, and text genres. The materials provide a grade-level Scope and Sequence aligned with the Spanish Language Arts TEKS with similar alignment with science and social studies TEKS.
- The *"TEKS K–8 Vertical Alignment"* in the *"Introducción a miVisión Planning Resources"* outlines skills across grade levels, including comprehension, response, multiple genres, author's purpose and craft, and the writing process. It details when skills are introduced, continued, and expected to be mastered. For example, recognizing multimodal and digital text characteristics is introduced in grade K and predicted to be mastered by grade 5. The "Detailed Skills Scope and Sequence for Grade 5" includes skills such as analyzing arguments and settings, comparing and contrasting reports, and analyzing argumentative texts in Unit 1.

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

- Grade 5's materials are divided into five six-week units, for example, each focusing on thematic topics such as *"Viajes," "Observaciones,"* and *"Sistemas."* Each unit provides guidance on building knowledge over the six weeks, including texts like *"Rocas y fósiles,"* Week 1, *"El ciclo del agua en la Tierra,"* Week 2, *"Las aventuras de una gota de agua,"* Week 3, *"Hablemos de la basura,"* Week 4, and *"Las personas deben controlar la naturaleza,"* Week 5. In Week 6, students create a script for a Public Service Announcement (PSA) in audio or video format to persuade people to improve the environment. Each unit contains multiple genres and multimedia sources to deepen knowledge, such as informative texts, fiction, videos, and argumentative texts.

- The materials are organized into five six-week units. Within each unit, weekly reading selections connect essential questions across different genres to explore the unit's topic deeply. For example, in Unit 5, "*Sistemas*," students address the overarching question "*How do elements of systems change?*" by using texts such as "*Rocas y fósiles*," Week 1, "*El ciclo del agua en la Tierra*," Week 2 "*Las aventuras de una gota de agua*," Week 3, "*Hablemos de basura*," "*Es hora de reducir el desperdicio de alimentos*," and "*Recicla con el programa Basura no es basura de la Municipalidad de Miraflores*," Week 4, and "*Las personas deben controlar la naturaleza*," Week 5, Unit 3, "*Reflejos*" includes a variety of genres like realistic fiction, legend, theater, and poetry, providing a comprehensive exploration of the theme.
- The "*Detailed Skills Scope and Sequence for Grade 5*" in the "*Introducción a miVisión Planning Resources*" outlines the skills covered throughout the year. These skills are introduced, continued, and mastered in various units. For example, text structure is spiraled throughout the year in informational texts, appearing in Unit 1, Week 5, Unit 2, Week 2, and Unit 4, Week 3. Similarly, making inferences is covered across genres such as fiction, historical fiction, and informational texts in Unit 1, Week 2, Unit 4, Week 5, and Unit 5, Week 3.

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

- In grade 5, students read expository texts about learning through observations at the beginning of the year in Unit 2, "*Observaciones*" Later in the year, in Unit 5, "*Sistemas*," students read informational and argumentative texts, as well as historical fiction, related to how elements of systems change. However, the materials do not adequately connect these texts to build background knowledge over time. Each unit stands alone without clear connections to previously read texts or a cumulative building of knowledge. For instance, while students read about scientists studying ocean life in Unit 2 and about geologists in Unit 5. There is an intentional connection made between the topics to enhance understanding or knowledge retention.
- The "*Interactive Student Book*" provides guidance on making connections across texts. For example, in Unit 1, Week 3, "*Intercambiar ideas*," the student guidance says, "A historical fiction text includes facts and data about real people, places, and events to tell a story. How is this similar to and different from how an informational text uses facts and data?" The resource provides sufficient opportunities for making connections across genres, texts, or topics. The "*Teacher Guide*" lessons include guidance to remind students of previously read texts in connection with newly introduced texts.
- In the grade 5 Teacher's Guide, under "*Unidad de estudio Tema de la unidad: Reflejos*," an essential question is presented for students to respond to with teacher guidance for each week of the unit. Each week presents an additional question that ties in with the selection. For example, in Unit 3, the essential question for the unit focuses on how others' experiences can reflect in our own experiences. Some of the weekly questions posed include exploring ways people can achieve goals, understanding what our family can teach us about ourselves, and examining how art reflects people's experiences. The unit theme ties in with each week,

including the *"Proyecto de indagación"* for Week 6. Lessons are connected within the units. Each lesson builds on previous lessons' skills or connects background knowledge.

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

- The vocabulary words are tailored to the topic *"Sistemas,"* aligned with the TEKS in the content area, including relevant terms associated with the subject matter like *"Rocas y fósiles."* Students are given multiple opportunities to use newly acquired vocabulary. In *"Primer vistazo al vocabulario,"* students are exposed to academic vocabulary such as *"minerales, partículas, depósitos, erosión, and principios."* During *"lectura atenta,"* students read this academic vocabulary within the context of the paragraph. In *"Desarrollar el vocabulario,"* students explain the relationship between the academic vocabulary, such as *"minerales and depósitos."* For example, in Unit 5, *"Sistemas,"* students need to write a persuasive announcement to convince the public to take care of the environment. In Week 6, *"Proyecto de indagación,"* there are writing lessons and activities on how to write a persuasive text, such as *"Un ASP persuasivo," "Planifica tu investigación,"* and *"Gráficas Geniales."*
- The student materials provide opportunities for students to write their ideas and interact in discussions related to the topic of study. For instance, in Unit 1, Week 2 in the "Intercambiar ideas" section, students are prompted to discuss the purpose of reading an informative text with a partner, describe a recently read text that contains text elements, and use the Reference Chart to determine which elements were included and why. The "Interactive Student Book" provides theme-based vocabulary activities such as in Unit 1, Week 3 in the section *"Vocabulario: Desarrollar el vocabulario,"* where students read words with more than one meaning from *"El diario de Pedro,"* match each word with its correct definitions, and use a dictionary to check their answers. The student material also provides text-based grammar activities as in Unit 1, Week " in *"Estudio de palabras: Los hiatos, diptongos y triptongos,"* in the *"Mi turno"* section, where students decode words taken from *"El diario de Pedro,"* identify whether they are a *"hiato, a diptongo, or a triptongo,"* and separate the words into syllables.
- In the grade 5 Teacher's Guide in "Unit 2, Week 1" under the "Taller de escritura" in "Analizar un texto informativo," there is teacher guidance on writing informational articles with important facts and details. The teacher models reading articles, pausing to identify the central idea and key details, and asks probing questions about the article's main topic, the most important information, and the author's purpose. The weekly selection is an informational text, *"de Mar adentro,"* in which students evaluate details as one of the weekly skills. In Unit 2, Week 4 of the Teacher's Guide, under *"Puente entre lectura y escritura" in "La acentuación de las palabras graves o llanas,"* materials provide teacher guidance for students to practice sorting words with and without written accents on "palabras graves" such as *"reptiles, desierto, cactus, néctar, and túnel."* These words directly tie in with the weekly selection *"Tras la pista del monstruo"* from *"Científicos de la naturaleza,"* which is about the Saguaro National Park being home to various plants and animals.

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 material activates or supplies background knowledge in grade 4, Unit 5, which discusses garbage and taking care of the planet in Week 5 and recycling in Week 3. In grade 5, Unit 5, Week 4, materials also discuss garbage and reducing waste. There are connections to previously learned content.
- Texts have connections to previously taught concepts or material taught in prior grade levels. The materials reference previously taught topics in other grade levels. The K–8 Alignment Document found in the "*Introducción a miVisión*" under "Planning Resources" provides vertical alignment for Language Arts TEKS across grade levels. The materials make connections across content areas such as Science and Social Studies in the "*Perspectivas intercurriculares*." They also include resources such as maps, infographics, and videos to provide background knowledge about the topic for the weekly selection in the "*Presentación de la semana*." For example, some Science connections made in Unit 2, Week 2 explain that only 3% of the world's water is fresh while the rest contains salt, making connections to content learned from previous grade levels.

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

- Grade 5 resources make connections across units to build students' background knowledge in Spanish. There is an explanation on how materials activate students' background knowledge.

- The resource provides adequate opportunities, either teacher- or student-facing, for background knowledge connections to be made across genres, texts, or topics. The "Teacher Guide" lessons include guidance to remind students of previously read texts in connection with newly introduced texts. In the "Interactive Student Book," *Unit 4, Week 2, "La libertad según Ana Pérez: Lectura"* offers a pre-reading activity asking students to connect places and events with other texts they have read, which connects to previously learned concepts or specific texts.
- In Week 6" of each unit, the materials provide opportunities to make connections across texts. Students compare texts by connecting them to the theme of each unit. For example, in Unit 2, Week 6, students reread the weekly selections for Unit 2 and work with a partner to select a word to best describe the unit theme, "*Observaciones.*" The materials provide connections across units.

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 1, "*Presentación de la semana,*" the resource includes a timeline to understand "*Imigración y la expansión en los Estados Unidos.*" Students can see what happened each year through the images. In grade 5, Unit 4, the resource includes a map to enhance students' understanding of "*La independencia de México, 1810 a 1821*" and the events that led to its freedom.
- The "Interactive Student Book" provides background information at the beginning of Unit 5, in "*Presentación de la unidad: Infografía,*" offering information about "*¿Qué hacen los geólogos?*" before students begin reading the selected texts that pertain to earth science. Examples include informational paragraphs about "*Algunos datos sobre las rocas,*" which describes the three types of rocks: igneous, sedimentary, and metamorphic. Grade 5 materials also contain resources to provide background information to students, such as the introduction page "*Presentación de la semana*" and a video titled "*Encuentro de las aguas*" found in Unit 5, Week 3. Students learn about rivers in the Amazon by reading short paragraphs, observing maps, and photos with captions.
- The "Student Interactive Book" presents students with an infographic for the unit theme, "*Reflejos,*" in Unit 3, Week 5, "*Presentación de la semana: Video.*" For example, the video explains information about Frank Lloyd Wright and his artwork designing homes with visuals. The text provides background knowledge for the weekly selection "*La vida y el arte de El misterio de la Casa Robie*" to give insight into how art can take different forms, such as ceramics, sculptures, or a house. The "Student Interactive Book" also presents students with an infographic for the unit theme, "*Observaciones,*" in Unit 2, Week 2, "*Presentación de la semana: Video.*" For example, students read the map that shows the impact of human activity on the environment and how to protect the habitats that species live in.

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 materials include an essential question in Unit 4 that focuses on understanding the meaning of freedom. Students read various genres to gain different perspectives on this topic. Each week, grade 5 materials present a question connected to this essential question, helping students build their knowledge over time. For example, students explore how rocks are formed and how they change over time, what causes water to change its state, how Earth's characteristics influence where and how we live, in what ways human actions create and alter natural cycles, and to what extent humans should influence natural systems.
- The materials include units in grade 5 that revolve around an essential question guiding the exploration of big ideas over six weeks. Weekly lessons provide specific questions to delve into themes aligned with the unit's central idea. For example, the Unit 3, essential question explores how others' experiences reflect our own. The weekly questions supporting this theme include recalling special experiences and moments shared with loved ones, identifying ways people can achieve their goals, comparing the experiences of ancient people with those of modern people, understanding what our family can teach us about ourselves, and seeing how art reflects people's experiences. Students engage in tasks that allow them to practice language arts skills while considering the unit's themes. For instance, after reading "*Con cariño, Amalia*," students analyze characters and respond to comprehension questions related to the theme of human experiences.

- The grade 5 "Teacher's Guide" provides an overview of each unit's essential question in the "*Unidad de estudio*." The thematic units include "*Viajes, Observaciones, Reflejos, La libertad, and Sistemas*." Weekly selections align with the unit themes, and the essential question is presented throughout the six weeks. For example, the Unit 1, essential question focuses on how travel changes us. Other units ask how we learn through observation, how others' experiences reflect in our own, what it means to be free, and how the elements of systems change. The Teacher's Guide includes weekly questions related to the unit theme. For example, the Unit 3 theme "*Reflejos*" includes questions such as recalling special experiences and moments shared with loved ones, identifying ways people can achieve their goals, comparing the experiences of ancient people with those of modern people, understanding what our family can teach us about ourselves, and seeing how art reflects people's experiences. Week 6 of each unit is dedicated to applying the knowledge gained throughout the unit in the "*Proyecto de indagación*."

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

- For example, in grade 5, Unit 3, students write a persuasive essay explaining why the state should dedicate a day to a special person, highlighting how this individual positively influenced their life. They will support their opinion with various sources. In grade 5, Unit 4, Week 3, students explore the essential question about the meaning of freedom by reading informational and literary texts, including poetry and songs. They are prompted to write a quick response explaining how school rules protect them, based on the texts read throughout the unit.
- Tasks in Unit 3, Week 2, provide opportunities for students to synthesize learning across texts. For example, in the "*Reflexionar y comentar*" section, the "*Escritura libre*" activity asks students to consider texts about characters facing challenges or problems while trying to achieve a goal. They identify evidence from each text indicating whether the characters achieved their goals and how they did so, then use free writing to explore their thoughts. The "*Verificar tu comprensión*" section in Unit 3, Week 3, allows students to synthesize knowledge across texts and genres by answering comprehension questions, such as comparing the legend "*La carpa*" to the play "*El zorzal*" and summarizing experiences of Rosetsu with those of a character from another known legend.
- The "Student Interactive Book" includes questions for students to synthesize their knowledge and concepts learned within lessons. The "*Verificar la comprensión*" component provides a comprehension check with open-ended questions. For example, in Unit 2, Week 4, questions include identifying the informative nature of "*Tras la pista del monstruo*," understanding the author's purpose and message, summarizing when, where, and why scientists study Gila monsters, and forming an opinion on whether Gila monsters pose a greater threat to humans or vice versa, supported by text evidence. The "*Reflexionar sobre la unidad*" component contains an open-ended question for students to compare selections from the unit. For instance, in Unit 3, Week 6," students are asked which three texts they read independently

informed them best about how people can use their observations of nature to help many species, including humans, survive.

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

- The grade 5 materials include projects that encourage students to make connections between the unit topic and science through culminating tasks, such as *"Anuncio de Servicio Público."* For example, in Unit 5, the *"Proyecto de indagación"* includes a grade-level-specific science connection where students build the background knowledge necessary to teach the provided informational texts. At the end of Unit 5, Week 6, the materials provide an essential question to help students synthesize the information they learned before starting the project. Students must answer how the elements of systems change in their notebooks.
- Each unit culminates with a Week 6 project. For example, in Unit 3, students research a person who has had a positive impact on their life and write an essay about their hero, complete with photos, a timeline, and a bibliography of sources. In *"Planifica tu investigación,"* students receive guidance on creating a research plan and finding evidence for their essay. In Unit 5, students investigate conservation of the planet and create a public service announcement to persuade the public to take care of the environment. Instructions from *"Persuadir al público"* guide students to write a script for an audio or video PSA describing specific ways to improve the environment and how their announcement will create positive change in one of Earth's systems.
- In the Unit 2, Week 6, *"Intercambiar ideas y comentar"* in the Teacher's Guide, the *"Comparar textos"* section asks students to describe one character from each of the five selections read in Unit 2 using one word to relate to the unit theme, *"Observaciones."* The Teacher's Guide provides an example that a word representing the theme *"Observaciones"* in *"Mar adentro"* is *"viaje"* because people often need to travel to distant places to make observations about what they are studying. In the *"Proyecto de indagación"* for Unit 2, Week 6, students work collaboratively with a partner to research and write a survival guide for visitors of national parks or wilderness areas. They read *"Vistas y sonidos en una reserva forestal,"* generate three questions about the selection, compare their questions with a partner, and complete the activity 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)

- Grade 5 resources provide various text options for students to learn about the unit theme, *"Sistemas,"* through book clubs and expand their ideas about the essential question, *"¿Cómo cambian los elementos de los sistemas?"* Students can choose titles like *"El suelo y el clima,"* *"Los lugares más calientes de la Tierra,"* *"Conservación de la energía,"* *"Reacciones químicas,"* *"Un agente oportuno,"* and *"¿Un mundo sin agua?"* All titles relate to features of the Earth, allowing students to effectively discuss and learn from each other's ideas. Additionally, the materials direct students to research how people can help the environment and write an

announcement to convince the audience. Resources such as articles and leveled books, like *"La Tierra: el efecto dominó"* and *"Bosques húmedos"* support students in gathering facts to persuade others to preserve the environment.

- The materials provide context outside the classroom in Unit 1, Week 6, with a project to investigate places students would like to visit and create a visitor's guide with their findings. Instructions for the project in the section *"¡En Marcha!"* guide students to choose a country, research its culture, language, holidays, food, currency, transportation, and other features that make it an attractive travel destination, and write a travel guide to persuade others to visit. Unit 2, Week 6 offers opportunities for students to reach beyond the classroom in *"Misión: Supervivencia,"* where they research and create a survival guide for a natural environment, including information on how to use nature clues to find animals, detect bad weather, navigate if lost, and protect themselves in a natural area.
- In Unit 3, Week 6, of the *"Student Interactive Book,"* students have the opportunity to apply their recently acquired knowledge based on the unit theme for *"Reflejos."* They work with a partner to research and write a speech about a person who has made an impact on their life, including the person's early life, education, career, family, and personal life, and explaining how this person positively affected their life. Additionally, in Unit 3, Week 1, students answer the weekly question directly tied to the unit theme in the *"Reflexionar y comentar"* section, reflecting on memories of special experiences shared with loved ones.

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. <small>(s)</small>	8/8
5.A.4c	Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. <small>(s)</small>	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. <small>(m)</small>	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 5 resources show many ways to apply words in grade-level contexts. Teachers teach roots and Latin and Greek affixes so students can determine the meaning of unfamiliar words. Students apply this learning by placing words in a word bank with appropriate definitions, such as *superdotado*, meaning a person with superior intellectual qualities. Resources include a year-long scope and sequence for building tier 2 and tier 3 Spanish academic vocabulary in the context of knowledge-building. The materials provide techniques on how to use context clues to figure out the meaning of words in various contexts, guiding students to understand how a word's context reveals its meaning.
- The materials include a breakdown of weekly vocabulary words at the beginning of each unit in the *"Vistazo a la unidad: Plan para los talleres."* For example, in Unit 2, the vocabulary words are: Week 1: ecosistema, puente volante, oceanógrafos, clorofila, náutica; Week 2: retornar, autóctonas, migrar, restaurar, hongo; Week 3: lóbrego, faena, afanosamente, chisporroteaba, satisfecho; Week 4: transmisor, icónica, nocturnos, madrigueras, fragmentadas; Week 5: reservas, impedimentos, disminuir, prosperar, cooperar. Teacher materials offer various opportunities to guide students in working with vocabulary. Examples from Unit 2 include *"Presentar la unidad: Vocabulario académico,"* where teacher guidance establishes

vocabulary routines, and *"Lectura Compartida: Presentar el texto: Primer vistazo al vocabulario,"* where teachers introduce new vocabulary words.

- The *"Plan de los talleres de lectura"* in the *"Teacher's Guide"* contains a unit overview at the beginning of each unit with a detailed sequence including vocabulary, *"lectura atenta,"* *"comparar textos,"* and *"hábitos de texto."* For example, the vocabulary words for Unit 2 Week 2 are: *retornar, autóctonas, migrar, restaurar, and hongo.* The *"Lectura compartida"* component provides guidance for teachers to introduce vocabulary each week. Before the weekly selection, teachers review the vocabulary in the *"Primer vistazo al vocabulario,"* introducing and defining each word. Later, teachers review the *"Lección de vocabulario"* to develop words connected to provide specific details about frogs and their habitats. For example, in Unit 2, Week 2, the teacher explains how restoring frog habitats to their original state helps native frogs survive.

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

- The materials include visuals for students to acquire vocabulary. In *"Presentación de la semana: Infografía,"* resources show photos of types of rocks. Based on the photos, students learn the appearance of these tier 3 vocabulary words, *sedimentaria, metamórfica, and ígnea.* Additionally, in grade 5, Unit 4, *"Actividades de ampliación"* under the *"Origen y significado de las palabras"* section offers a graphic organizer to differentiate Spanish vocabulary development for all learners. Students write the word or sentence, the word origin, the original meaning, the actual meaning, and an example.
- The materials include a scaffold in the *"Interactive Student Book"* within each selected text. *"Vocabulario en contexto"* offers student guidance on using context clues to determine the meaning of vocabulary words. For example, in Unit 2, Week 3, guidance is provided in the margin next to paragraph 35, instructing students to underline context clues that help define *zarcillos.* The *"Teacher Dashboard"* includes *"Intervención,"* where teachers can access *"MiEnfoque: Guía del maestro para la intervención."* This guide provides four additional lessons to support vocabulary acquisition, including using a dictionary to find the meaning of less common words. The materials also contain teacher guidance for scaffolded support of academic vocabulary acquisition in Unit 1, Week 5, Lesson 1, under *"Vocabulario académico: Desarrollo del lenguaje en español,"* students analyze words for parts of speech and word meaning, recording their findings in the Student Interactive Book.
- The materials provide teachers with guidance to teach weekly vocabulary. For example, in Unit 3, Week 1, Lesson 2, the teacher models filling out a graphic organizer in the *"Student Interactive Book,"* identifying synonyms for enthusiasm-related words like *entusiasmo, inseparables, asegurándole, and sacudido.* The teacher explains the differences in intensity and usage, and students write sentences using these words to describe characters. Additionally, the *Teacher's Guide* offers guidance for differentiating vocabulary instruction under the *"Evaluación y diferenciación"* component. For example, in Unit 3, Week 1, students use context clues for vocabulary words and engage in activities like guessing vocabulary

words based on clues provided by their peers. The "Student Interactive Book" also supports the development of academic vocabulary in science. For example, in Unit 5, Week 3, students review the three types of rock, such as igneous, metamorphic, and sedimentary, using photographs as visual supports to differentiate among them.

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

- The materials include visuals for students to acquire vocabulary. For example, in the grade 5 "Student Interactive Book" for Unit 5, Week 1, students explain the connection between words such as *minerales* and *depositos* within the context of *rocas and el ciclo de las rocas*. Additionally, the "*Vocabulario académico*" practice includes sentences with bolded words like *pertubar*. Students write down the meaning of the bolded word and provide examples using the same root word with new affixes, such as *perturbado* and *perturbador*.
- The materials provide before, during, and after activities to acquire new vocabulary terms in the "Interactive Student Book." In Unit 2, Week 1, "*Primer vistazo al vocabulario*" guides students to pay attention to specific vocabulary words and their relation to important ideas in the text. During reading, margin guidance helps students use context clues to determine the meaning of words like *nutrientes*. After reading, "*Desarrollo del vocabulario*" activities help students understand the relationship between domain-specific words and the text's ideas.
- The "*Student Interactive Book*" offers opportunities to develop academic vocabulary weekly under "*Desarrollo de vocabulario*." For example, in Unit 2, Week 3, students use a word web to describe characters' feelings. The teacher explains *afanosamente* as with great effort, used to describe Brian's careful actions. Students write sentences explaining the author's use of words like *faena* and *satisfecho*. Additionally, under "*Puente entre lectura y escritura*," students use context clues to define underlined vocabulary words like *experto*, *enfocar*, *visible*, and *detectar* by highlighting context clues and writing brief definitions.

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 student-facing anchor charts presenting basic information in a visually appealing format. For example, in Unit 5, Week 1, a "*Cartel de referencia*" for "*Texto informativo*" outlines the attributes of informational text. The Teacher's Guide features a section titled "*Desarrollo del lenguaje en español*" under "*Interacción con las fuentes*," offering guidance for visual support on vocabulary. Teachers are reminded to use images to illustrate significant issues, encouraging students to notice words such as *microplásticos*, *desechables*, *vertederos*, *residuos*, *descartables*, *utensilios*, *reciclado*, and *legisladores* from infographics before reading.
- The materials feature "*Carteles de referencia*" in the "*Interactive Student Book*," which act as anchor charts with basic information in a visually engaging format. For example, in Unit 2, Week 4, a "*Cartel de referencia*" for "*Textos informativos*" explains the attributes of informational texts. The Teacher's Guide provides guidance on using images to reinforce

vocabulary understanding in the "*Desarrollo del lenguaje en español*" section under "*Presentar el texto.*" Instructions direct teachers to have students draw simple vocabulary pictures in their notebooks and discuss their importance in informational texts.

- The materials provide teachers with guidance to offer visual support for vocabulary under "*Desarrollo del lenguaje en español*" in the "Student Interactive Book," "*Interacción con las fuentes*" section. This includes having students activate background knowledge by describing images from infographics and reviewing words like *bioma*, *fuentes termales*, and *vehículos operados por control remoto* to understand new topics. Teachers prompt students to discuss how infographic images relate to the theme from a paragraph read aloud and introduce key words like *deforestación*, *extinción*, and *incentivos*, asking how incentives and plans can help stop deforestation and protect endangered species.

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)	N/A

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 in grade 5, Unit 5, Week 6, for creating a research plan on improving the environment. Students generate questions about the article "*Ahora escucha esto*," develop a plan in "*Planifica tu investigación*," gather information from various sources in "*Gráficas geniales*" and "*Envía un mensaje eficaz*," and complete the process using "*Nombra tus fuentes*" and "*Consejos de Grabación*" with the "*Tabla de planificación del ASP*." Additionally, the "Professional Development Resources" provide explanations for teachers to model how to use the "*Organizador gráfico: Escritura de opinión*" to help students plan and write an opinion piece.
- The materials include resources in the "*Interactive Student Book*" for planning and conducting research. For example, in Unit 1, Week 6, "*Planifica tu investigación*" helps students decide their stance and create a plan to find evidence for their argumentative brochure. The materials provide graphic organizers for recording online research in the "*Colaborar*" section, guiding students to share responsibilities and take notes during their internet search.

- The materials include research opportunities in the "Indagar" section of the "Interactive Student Book," such as in Unit 2, Week 6, where students generate questions about the article "Vistas y sonidos en una reserva forestal" and use them to guide their research. The activity involves creating a survival guide for a natural area, including tips on finding animals, predicting weather, and navigating if lost. Students also work with a partner to identify characteristics and structure of argumentative texts by reading "La increíble Jane Addams" and answering specific questions about the author's claim, evidence, and target audience.

Materials include opportunities for students to learn to differentiate between paraphrasing and plagiarism. ^(s)

- The materials include opportunities for students to differentiate between primary and secondary sources. For example, in the grade 5 "Interactive Student Book," Unit 2, Week 6, the "Proyecto de indagación" (Afinar la investigación) offers opportunities for students to differentiate between primary and secondary sources by reading the text "Inspirado por la naturaleza." Students explain why this article is a secondary source and research primary sources on the same topic. In another activity, students analyze "Flotadores para brazos: no son seguros para niños" and a diary entry to identify which is a primary source and which is secondary. Similarly, in Unit 4, Week 6, students read "El legado de Thomas Paine" and determine if it is a primary or secondary source, explaining their reasoning.
- The "Interactive Student Book" provides guidance and opportunities to identify primary and secondary resources. For example, in Unit 2, Week 6, on the page titled "Fuentes primarias y secundarias," students read "Inspirado por la naturaleza" and discuss why it is a secondary source, then find a primary source on the same topic. Another example in Unit 4, Week 6 involves reading "El legado de Thomas Paine" to determine and explain if it is a primary or secondary source.
- Students are provided with an explanation of the differences between primary and secondary sources. Secondary sources are described as the words of people who did not experience the event themselves. An example given is an essay written by Soren about the opening of an amusement park in the 1950s, which is a secondary source because Soren was not present at the event. Students then read "El legado de Thomas Paine" to determine if it is a primary or secondary source and explain their reasoning. The "Interactive Student Book" includes practice for comparing and contrasting primary and secondary sources, such as reading "Inspirado por la naturaleza" and discussing why it is a secondary source while finding and comparing a primary source on the same topic.

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 opportunities for students to read "Isla Ellis: el viaje del inmigrante" and paraphrase the facts in Unit 1, Week 6 in "Proyecto de indagación." In a following activity, students read "Parques nacionales de Ohio: un gran atracción turística," cite a sentence, and

then paraphrase the citation without using the author's exact words. In Unit 3, Week 6, "*Proyecto de indagación*," students research an important person online, cite and classify the sources, and paraphrase the facts to avoid plagiarism.

- The grade 5 student materials provide instruction and practice on the difference between paraphrasing and plagiarism in the "Interactive Student Book," *Unit 1, Week 6*, in the section "*Con tus propias palabras*." It includes information on avoiding plagiarism by citing or paraphrasing sources logically and mentioning the sources used. Students practice citing sources without plagiarism in the activity "*Colaborar*," where they paraphrase a cited sentence without using the author's words.
- The materials include an explanation of the differences between paraphrasing and plagiarism in Unit 3, Week 6. The text explains that plagiarism involves copying an author's words without credit. To avoid this, students should cite the author by using exact words in quotation marks or paraphrase by writing the information in their own words. Students then practice citing a source and paraphrasing information in the "Interactive Student Book." In Unit 1, Week 6, students are provided with an explanation of the differences between paraphrasing and plagiarism in the "Interactive Student Book" under the "*Con tus propias palabras*" section. The text states that plagiarism means copying an author's words without giving credit. Instead, students should quote or paraphrase the sources logically and mention the sources used. Students then practice citing a source and paraphrasing the facts in the "Interactive Student Book."

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

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

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.

- In grade 5, materials include various genres such as informational texts, historical fiction, poetry, realistic fiction, argumentative texts, legends, drama, biography, and fiction. These texts are aligned with Spanish language arts TEKS. Students have access to nonfiction articles like *"Rocas y fósiles"* and leveled readers related to thematic units such as *"Sistemas,"* including *"El ciclo del agua en la Tierra."*
- The resource includes diverse text types to provide quality reading materials for students. The "Interactive Student Book" is available in both digital and print formats, with the digital version offering text-to-speech capabilities. Leveled readers (levels T to W) cover various topics and genres, offering differentiated entry points for students. Examples include *"El mundo bajo las olas"* at level T, *"Tiempos de cambio"* at level U, *"El camino a la libertad"* at level V, and *"Los derechos del niño"* at level W. The materials meet grade 5 TEKS requirements with texts like *"de Mar adentro"* in Unit 2, Week 1 as an informational text, *"Que los animales salvajes sean salvajes/No liberen animales en la naturaleza,"* in Unit 2, Week 5 as argumentative texts, *"La carpa y El zorzal,"* in Unit 3, Week 3 as drama and legend, *"Colección de poesía,"* in Unit 3, Week 4 as poetry, and in Unit 4, Week 4 as a biography, *"Hacer justicia."*

- The instructional materials include "Program Overview" documents with a Table of Contents and Scope and Sequence outlining the genre focus for each unit: Unit 1: informational texts, Unit 2: informational texts, Unit 3: realistic fiction, Unit 4: historical fiction, and Unit 5: informational texts. The materials feature legends, drama, biographies, argumentative texts, and poetry. Leveled Readers in a variety of genres and text types are listed in the "Program Overview" documents. Examples include the nonfiction text *"Salvar los Grandes Lagos"* and the science fiction text *"¡Bienvenida, Ciudadana!"*

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

- The Spanish core texts, such as *"Las personas deben controlar la naturaleza"* in Unit 5, Week 5, are accompanied by a text complexity analysis provided by the publisher, which includes measures like Lexile levels. For example, *"Hacer justicia"* in Unit 4, Week 4, has a Lexile level of 790L and a word count of 1,756, aligning with the complexity level appropriate for independent reading in grade 5.
- The materials provide a text complexity analysis titled *"Tablas de complejidad del texto,"* measuring aspects like text structure, language usage, and knowledge demands. According to this analysis, some core texts do not always offer an on-grade-level experience. For instance, *"Tras a pista del monstruo"* from *"Científicos de la naturaleza"* in Unit 2, Week 4 has a Spanish Lexile level of 960L, which is a grade 7–8 level text, while *"Ezekiel Johnson va al oeste"* in Unit 4, Week 5 is rated at 460L, a grade 1 level text. Texts like *"La carpa"* in Unit 3, Week 3 (830L) and *"de Vida en la Tierra y más allá"* in Unit 1, Week 2" (810L) fall within the grade 5 level range of 730–870L. For example, Unit 1, Week 1 starts with *"El camino del hijo de papel"* (970L), a grade 8 level text, and moves to *"Travesías pintorescas"* (930L), a grade 7–8 leveled text by Week 5.
- Lexile information for each weekly core selection is provided in the "Program Overview" documents. For example, the grade 5, Unit 5, Week 1 selection *"Rocas y fósiles"* has a Lexile level of 860L and a word count of 5,217. The Text Complexity Chart in the "Program Overview" documents details the Lexile levels and word counts for core selections, such as *"La carpa"* in Unit 3, Week 3 with a Lexile level of 830L and a word count of 1,787. The Lexile range for Grade 5 core selections spans from 460L to 970L.

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

- The grade 5 literacy materials provide rich characterizations, diverse representations of authors, and multiple perspectives. For example, *"Con cariño, Amalia"* by Hispanic authors Alma Flor Ada and Gabriel M. Zubizarreta tells the story of Amalia dealing with the loss of her grandmother while learning about love and her cultural heritage in realistic fiction. The materials also include traditional tales and poetry from various Spanish-speaking countries, such as *"Andando, andando"* by Juan R. Jiménez, a Spanish poet who won the Nobel Prize in

Literature in 1956, and *"La carpa"* by Marie Yuen, an Asian author, which is a Japanese legend about Rosetsu becoming a painter despite challenges.

- The "Interactive Student Book" features high-quality poetry, such as the collection in Unit 1, Week 4, with poems by authors like Juan Ramón Jiménez, Rafael Alberti, and Federico García Lorca. Illustrations enhance the poems, capturing readers' attention. For instance, in *"Andando, andando,"* an illustration of a man walking down a path piques curiosity, while in *"Caracola,"* an image of a boy listening to a shell helps readers imagine the sounds. The materials also include high-quality informational texts, such as *"Tras la pista del monstruo"* in Unit 2, Week 4, with photos and captions providing background information, like a photo of a gila monster named after the Gila River region in Arizona.
- The materials include grade-level texts, such as the poetry collection from Unit 1, Week 4, with engaging images supporting the text. For example, *"Caracola"* by Federico García Lorca features a colorful illustration of a boy holding a shell to his ear, aiding in understanding the poem's figurative language. The "Interactive Student Book" also includes grade-level informational texts with diagrams, photographs, captions, and maps. In Unit 5, Week 1, the selection *"Rocas y fósiles"* contains a diagram explaining the rock cycle and graphics depicting common types of faults, such as normal, reverse thrust, and oblique faults.

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

- The materials include classic novels in Unit 4 such as *"Salvemos al Sr. John Holton"* from Elijah de Buxton in Week 1" and *La libertad según Ana Pérez* in Week 2," which are transadapted to Spanish, considering grade 5 sentence structures, grammar, and vocabulary. For example, a grade 5 unit may focus on *"Observaciones"* in science through various texts, such as the informational text *"de Mar adentro"* and the argumentative text *"Que los animales salvajes sean salvajes."* Unit 5 focuses on *"Sistemas"* in science and includes fiction like *"Las aventuras de una gota de agua"* and the digital resource *"Hablemos de basura."*
- The *"Interactive Student Book"* provides high-quality traditional and contemporary texts. For example, Unit 3 features the traditional text, *"Con cariño, Amalia,"* in Week 1" and the contemporary text *"Una mascota para Calvin"* in Week 2," both as examples of realistic fiction. The materials encourage diverse perspectives, such as in Unit 4, Week 1" with *"Salvemos al Sr. John Holton,"* a historical fiction where an 11-year-old boy learns about slavery.
- The "Interactive Student Book" includes a variety of texts, such as traditional literature and dramas, including transadapted Spanish texts. For instance, in Unit 3, Week 3, the core selection *"La carpa,"* a Japanese legend, is paired with the drama *"El zorzal"* for comparison and contrast, focusing on how dialogue develops the plot. The materials also cover informational topics like different types of rocks and their formation in *"Rocas y fósiles"* by Richard Hantula or life outside our planet in *"Vida en la Tierra y más allá"* by Pamela S. Turner. Various content-specific topics are addressed through informational texts, such as science, social studies, and arts.

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

- The materials include historical fiction such as "*Salvemos al Sr. John Holton*" from Elijah de Buxton by African-American author Christopher Paul Curtis, about Elijah, a boy born into freedom in Buxton, Canada, a settlement of runaway slaves near Detroit. Grade 5 units present a variety of texts highlighting achievements, such as "*Hacer justicia*" in Unit 4, Week 4, an autobiography set during Segregation, and "*El camino del hijo de pape*" in Unit 1, Week 1, an informational text about the Chinese immigrant experience in the 1800s.
- The materials contain relevant texts for today's world, such as the informational texts from Unit 5, Week 4" like "*Hablemos de la basura,*" "*Es hora de reducir el desperdicio de alimentos,*" and "*Recicla con el programa Basura que no es basura de la Municipalidad de Miraflores.*" These selections offer students opportunities to learn about current ecological concerns. Engaging informational texts like "*de Vida en la Tierra y más allá*" in Unit 1, Week 2 teach students about scientific studies on Earth and outer space. Fictional texts, such as "*Una mascota para Calvin*" in Unit 3, Week 2, captivate students with vibrant illustrations. The materials also provide texts reflecting students' experiences, like "*Travesías pintorescas*" in Unit 1, Week 5, profiling artists Frida Kahlo and Georgia O'Keeffe.
- The weekly selection for Unit 3, Week 1, "*Con cariño, Amalia,*" is relevant to students' lives. The main character, Amalia, experiences sadness when her best friend moves away, reflecting students' backgrounds and experiences. Students answer questions to understand the genre of realistic fiction and make text-to-self and text-to-world connections. In Unit 4, Week 4," the weekly selection "*Hacer justicia*" is a biography about Westley Wallace, an African American boy born after slavery but during segregation, offering relevance to students of various backgrounds who may have family histories involving slavery, segregation, or discrimination.

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 *"El hacha."* Before the story, students read a blurb that activates their background knowledge and encourages curiosity about the plot and character, Brian Robeson. As students read the story, they are prompted with questions to interact with the text and support comprehension, such as asking what they would like to know from the author about Brian. Additionally, authentic or transadapted Spanish texts like *"La vida y el arte"* and *"El misterio de la Casa Robie"* include questions that require students to apply their understanding through listening, speaking, and writing. After reading, students answer comprehension questions, such as identifying whether the narrator is a character in the story and explaining how they know.
- The materials provide read-alouds with questions and think-alouds for teachers to present to students. For example, in the Teacher's Guide, Unit 1, Week 3, *"Comprensión auditiva,"* the teacher reads *"El viaje de Rosa"* and pauses to think aloud about why Minty calls them the

"*estrellas de Jícara*" (Big Dipper). Students respond by completing a Venn diagram to compare and contrast the characters: Henry, Rosa, and Bertha. The Teacher's Guide also contains guidance for leading students to interact with the text. In Unit 1, Week 3, "*Lectura atenta: Comprender el punto de vista*," students scan paragraphs 4–5 and underline details revealing Pedro's confidence. The "Interactive Student Book" provides opportunities for meaningful interaction, such as highlighting details in "*El diario de Pedro*" that show Pedro's observations of others on the ship.

- The materials offer students opportunities to interact with texts. The "*Reflexionar y comentar*" section of the "Interactive Student Book" allows students to discuss key topics from the selection. For example, students reflect on the core selection and previous texts to answer prompts about how their experiences help them understand the text if they have a friend or family member who lives far away. The materials also provide different ways for students to engage in discussions about the text, such as answering questions about an infographic presented before the core selection, like which parts of the ocean they would like to explore or learn more about and explaining why, then discussing their answers with a classmate.

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 materials include a shared-reading routine with strategies for students to use as they read the text together. For example, in grade 5, during Unit 5, Week 1, in the Teacher Edition, the section "*Lectura compartida*" guides the teacher to pause and discuss first read notes with students. During the first read, students are encouraged to focus on emphasized words, generate questions about confusing elements, connect the text with other informational texts they have read, and respond by discussing their ideas with a partner. In the grade 5 "Student Interactive Book," Unit 5, Week 1, provides a prompt in "*Escritura breve*" where students write responses and text evidence after discussing the infographic with their teacher and peers about what people can learn from excavating the Earth.
- The materials provide read-aloud texts for each weekly lesson in the Teacher's Guide. For example, in Unit 1, Week 4, under the section "*Comprensión auditiva*," the teacher follows the "*Rutina de lectura en voz alta*" to read the selection "*El mundo en mis manos*." The routine directs the teacher to read the text aloud while students listen, and during the second read, to stop for think-alouds that guide student thinking. Students respond to the reading by completing a T-chart to record rhyme pairs within the poem. The "Interactive Student Book" offers guidance for first-read routines before each new text. For example, in Unit 1, Week 4, before the text "*Colección de poesía*," the Primera lectura graphic guides students to notice sound effects and figurative language, generate questions to clarify ideas, connect ideas within the poem with prior knowledge, and respond with their thoughts on the poem. Students also have opportunities to write responses to texts, such as creating a Venn diagram to compare and contrast two poems and writing a composition on their similarities and differences.

- The materials provide opportunities for students to participate in discussions about the information they read. For example, in Unit 4, Week 1, teachers ask students to read an informational text, analyze the anchor chart provided, and share their findings with a partner, providing examples of similar texts they have previously read. The "Interactive Student Book" includes strategies for analyzing characters from selections. For instance, in Unit 4, Week 1, students use annotations taken during the guided reading component to complete a graphic organizer for analyzing characters. They summarize how each character, Sr. Leroy, Sra. Holton, Sr. Travis, Ma' and Pa', relates to Elijah in the selection and provide text evidence to support their responses.

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.).

- The materials include the "*Leer como escritor*" section, which provides the opportunity for students to discuss and analyze text elements in "*Rocas y fósiles.*" The materials guide the teacher to think aloud and demonstrate strategies to analyze how the author uses text elements to convey his message. In the "*Libro Interactivo del Estudiante,*" students discuss these elements of a grade-level mentor text in Spanish and complete related activities. The materials also provide texts for small groups, student-led discussions, and book clubs. In Unit 5, students read the book "*El suelo y el clima*" and use a "tabla de apuntes" to take notes organized into observations, connections, and doubts. During session 10, after completing the reading, students focus on close reading. Teachers use conversation starters, such as asking what students learn based on the image on pages 42–43 and the accompanying text, or discussing the activities in the "Argentine pampas," to facilitate conversation.
- The "Interactive Student Book" offers opportunities for students to have authentic, text-based discussions. For instance, in Unit 1, Week 1, the "*Reflexionar y comentar*" section has students plan a discussion about immigration and its causes, following rules of etiquette such as considering others' thoughts and feelings before sharing their opinions, responding carefully, and asking relevant questions. The materials also provide opportunities to practice specific reading skills. In the Teacher's Guide, Unit 1 Week 1, Lesson 4, under "*Opciones guiadas por el maestro: Desarrollo del lenguaje en español,*" students generate three questions about "*El camino del hijo del papel*" or "*Louie Share Kim, hijo de papel*" and share them with classmates, finding text evidence to answer each other's questions.
- The materials provide students with opportunities to develop grade-level skills, such as explaining the author's purpose for a selection. In Unit 4, Week 1, students underline a sentence from the text that provides clues to the author's purpose. The "Interactive Student Book" offers vocabulary practice, where students use newly acquired vocabulary to create mental images connecting to the text. For example, in Unit 5, Week 3, students practice rewriting sentences and replacing vocabulary words with synonyms. In the sentence "*La lluvia suave alegre la tarde con su tonadilla,*" students replace *tonadilla* with *dulce canción*.

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 to have students identify the main idea and details by reading paragraphs 1–2 in grade 5, Unit 5, Week 1, Lesson 2. Students underline sentences that help determine the central idea of this section and then use these sentences to state the central idea in their own words. In each shared text reading, the student book provides prompts for students to respond to. In Unit 5, Week 1, students read "*Rocas y fósiles*" and answer questions such as explaining how they know it is an informational text and comparing and contrasting the formation of igneous and sedimentary rocks.
- The materials provide guidance for teachers to engage students in a variety of reading skills in each reading selection of the Teacher's Guide. For example, in Unit 2, Week 1, "*de Mar adentro*," students analyze paragraph 2 to find the sentence that provides clues about the author's purpose. They also analyze a diagram in "*Primera lectura*" and provide text evidence to support their thoughts on the investigation's importance in "*Lectura atenta: Evaluar los detalles*." The "Interactive Student Book" contains a variety of reading skills for students to engage with before, during, and after reading. For instance, before reading "*de Mar adentro*," students focus on text features like diagrams, ask questions about the author's intent, make text-to-world connections, and mark confusing or surprising parts in "*Primera lectura*." During reading, margin notes guide comprehension, such as using context clues to determine unknown words. After reading, students complete an author's purpose organizer in "*Explicar el propósito de la autora*."
- The materials provide students with tasks and activities to synthesize information within the lessons. For example, in Unit 2, Week 5, students highlight information related to a statement in "*No liberen animales en la naturaleza*" and explain the benefits animals experience from being released into the wild. The materials also offer opportunities for students to engage in various reading skills. Students use annotations and text evidence to confirm or correct their initial predictions about the artists Kahlo, O'Keeffe, and Gauguin, completing a graphic organizer provided in the "Student Interactive Book."

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)	2/2
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 guidance for planning and delivering enrichment instruction to challenge students' literacy development. For example, in grade 5, Unit 5, Week 1, "*Louie Share Kim, hijo de papel*," the materials suggest that students look at the images to notice how they support the text's main idea. The materials then recommend highlighting words and phrases as text evidence. Additionally, students engage in "book talks" such as "*El suelo y el clima*" in Unit 5, "*Club de libros*." Teachers provide sentence stems to help students express their ideas productively and respectfully in Spanish. These stems include ways for students to indicate confusion, agreement, and interesting details or to ask questions, such as "*La parte sobre ___ me resultó confusa porque ___. Estoy de acuerdo con porque ___. Un detalle interesante que me llamó la atención es ___. and Tengo una pregunta sobre ___.*"
- The materials include teacher guidance and supports for the grade-level text "*Un lugar para las ranas*" with a lexile level of 870L in Unit 2, Week 2 of the Teacher's Guide. For example, in the section "*Lectura atenta: Supervisar la comprensión*," the teacher is guided to ask questions and provide instruction on monitoring comprehension, such as identifying the problem the frogs face according to the author. Students highlight information about the problem to monitor comprehension. In the section "*Lectura atenta: Analizar la estructura del texto*," students think about the text structure and underline the problem and solution to provide text evidence. The "Interactive Student Guide" for Unit 2, Week 2 provides scaffolds and supports in the margins next to the text. For example, next to paragraph 6, "*Supervisar la comprensión*" prompts students to highlight text evidence describing the causes of leg deformities in frogs. Next to paragraph 10, "*Analizar la estructura del texto*" guides students to underline the problem and solution presented in the text.

- The materials include guidance for implementing contextual support for Spanish language development. For example, the teacher reads paragraphs 24–26 and explains that the academic language in paragraph 24 may lack supporting details. The teacher says, *"El párrafo 24 habla sobre los nazis y Adolf Hitler. Posiblemente, estos nombres sean nuevos para mí... Puedo resumir la información en los párrafos 25-26 para ayudarme a tener una idea de lo que está sucediendo."* The teacher encourages students to ask questions about the information they just read. The materials provide scaffolds for developing Spanish language skills. The teacher provides sentence frames for students to practice using newly acquired vocabulary words, helping them complete sentences about protestors, segregation, and related topics. For example, *"Los manifestantes estaban enojados por la _____. La segregación hizo que los afroamericanos fueran _____. Los _____ estaban enojados por _____. La _____ causó que los afroamericanos fueran _____."*

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 instance, students use the infographic *"¿Qué hacen los geólogos?"* in Unit 5, Week 1 to generate questions about rocks and choose one to investigate. Throughout the week, students conduct research on their chosen question. The materials provide opportunities for proficient students to engage in additional analysis of grade-level texts. For example, *"Lecturas independientes para la fluidez y la comprensión: Avanzado"* includes *"La planificación de Nueva York,"* a 5-question passage focusing on main ideas and details.
- The materials provide opportunities to analyze grade-level texts such as *"El hacha"* in Unit 2, Week 3, under the section *"Analizar el punto de vista."* Students underline the actions, thoughts, and feelings of the narrator and use them to fill in a graphic organizer to identify the narrator's point of view. The Teacher's Guide offers 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 investigate the details in *"Perfecta luz"* to determine their realism and choose one detail to research independently.
- The Teacher's Guide provides guidance for teachers to encourage students to use a dictionary (print or digital) to find synonyms and antonyms of unfamiliar words. The teacher models finding synonyms for the word *limitación* being *barrera* and an antonym being *autorización*. Students continue to fill out the graphic organizer for the remaining words: *gracia* and *resistir*. The Teacher's Guide also supports students in developing Spanish language skills by answering questions to practice finding text evidence, such as *"¿Era costoso o era barato ser hijo de papel? ¿Por qué?"* and *"¿Qué ocurrió cuando Louie Share Kim volvió a China?"* Students write their responses in complete sentences.

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 5 materials include charts with information about text complexity for interactive read-alouds, shared reading, and independent reading. For instance, "*Las personas deben controlar la naturaleza*" in Unit 5, Week 5, has a Lexile level of 870L and a word count of 3,323. The qualitative measures indicate simple levels of purpose, middle text structure, and language conventionality and clarity, while knowledge demands are complex due to discipline-specific content knowledge. Another example is "*Las aventuras de una gota de agua*" in Unit 5 Week 3, which has a Lexile level of 930L and a word count of 2,142. The qualitative measures include subtle complexity and clearly conveyed text structure, with very complex language and no cultural elements.
- The materials include quantitative measures in the Text Complexity chart, such as the Lexile level and word count for each selected text. For example, "*El hacha*" from Unit 2, Week 3 has a Lexile level of 940L and a word count of 3,465. The qualitative measures rate the text 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 explains that while there are multiple subtle levels of meaning, the central ideas of survival and self-reliance are clear. The narrative is chronological but includes a dream sequence, and the vocabulary is familiar with a mix of sentence types. The plot is clear, though students may not be familiar with the survival theme.
- The "Text Complexity Chart in the Program Overview" materials contains quantitative data, including Lexile levels for each core selection. For example, in Unit 4, Week 3, "*La Declaración de Derechos*" has a Lexile level of 950L, falling within the Grade 4–5 complexity band, and a word count of 3,193. The genres that do not include quantitative data are drama and poetry. The chart also provides a qualitative analysis for each core selection. For instance, "*La Declaración de Derechos*" in Unit 4, Week 3, addresses domain-specific vocabulary and

knowledge demands related to American independence and historical topics like the Revolutionary War and Nazis in Germany.

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. Within a grade, levels can vary, but the number of words in a text has the highest correlation to text levels. "Text Complexity Charts - Grade 5" in "Planning Resources" provide teachers with necessary information to assist in lesson planning. For example, in the Text Complexity Charts for grade 5, the materials include specific details about readability (Lexile and GRLs). The charts indicate qualitative text features for the teacher to consider, such as levels of purpose, text structure, language conventionality and clarity, and knowledge demands. Under "Reader and Task Considerations," materials include teaching suggestions for Spanish language learners, intervention, and on-level/advanced lessons. For "*Las personas deben controlar la naturaleza*" in Unit 5, Week 5, the suggestions are, "Spanish language learners should understand that 'esto' is a pronoun in the sentence '*Esto es lo que ocurrió en 2000*' and practice using it in a mentor text; for intervention, teachers ask students about their knowledge and questions on natural disasters; for on-level/advanced students, teachers discuss argumentative texts."
- The materials include Text Complexity charts that provide the rationale and reasoning behind each rating given to core texts. For example, "*El hacha*" is rated moderately complex for text structure with the rationale that it follows a chronological structure but includes a dream, requiring assistance for students to understand these events as not real. The lack of dialogue and illustrations that directly support the story are also noted. For language conventionality and clarity, "*El hacha*" is rated moderately complex because the vocabulary is familiar, but it includes various sentence types and some fragments. The Text Complexity chart provides tasks for Spanish language learners to explain the use of dashes, using sentence frames for practice. Since the text contains moderately difficult language conventionality and clarity, alternative tasks for Spanish language learners are provided, such as explaining the use of dashes and practicing with sentence frames.
- The Text Complexity Chart includes core selections appropriate for grade 4 tasks. In Unit 4, Week 5, the core selection "*Ezekiel Johnson va al oeste*" has a Lexile level of 460L, attributed to its graphic novel structure with simple sentences and familiar vocabulary. The text follows a chronological order with illustrations supporting comprehension. Students create their own comic strip and share their work, using sentence frames provided by the teacher to develop dreams or goals, aligning with the selection's theme. The materials also include texts with appropriate complexity levels, such as "*La Declaración de Derechos*" by Amie Jane Leavitt in

Unit 4, Week 3, with a Lexile level of 950L. Students analyze different text structures, noting that while most of the text is chronological, it also includes cause and effect and compare and contrast structures, making it more complex.

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. (m)	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. (m)

- The materials include rubrics for teachers to record their findings during independent reading conferences with students, such as the *"Skills Conference Record."* This rubric helps focus and record conversations about a student's reading, writing, speaking, and listening. Students also have a place to record their annotations while reading independently so teachers can monitor comprehension. For example, in Unit 5, Week 1, students read *"Rocas y Fósiles"* and identify the main idea and details by underlining sentences that support the main idea.
- The materials include *"Opciones de evaluación formativa"* in Unit 2, Week 4, Lesson 4, providing explicit guidance for teachers to assess how well students confirm or correct their predictions about informational texts. If students struggle, teachers review instructions in small groups; if successful, they extend the instruction. Student materials include graphic organizers for monitoring comprehension during independent reading. For instance, in Unit 2, Week 4, students complete a graphic organizer to log important ideas from the text and explain the relationships between the main ideas.
- The Teacher's Guide provides guidance for facilitating student collaboration and sharing ideas. The teacher explains the importance of collaboration and sharing ideas, providing phrases like *"Estoy de acuerdo con ___. Porque ___. Según ___, creo que ___. Tengo una pregunta sobre ___. No se si entiendo. ¿Puedes decir algo más?"* to help students lead discussions. The materials also guide students in building background knowledge and generating questions for research projects. For example, in Unit 2, Week 6, students read

"Vistas y sonidos en una reserva forestal," underline observations, highlight confusing parts, and identify sensory details. They then discuss their annotations with the class.

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 that range from Lexile 460–970 and word counts from 389–5217. The lowest Lexile level story is *"Ezekiel Johnson va al Oeste"* which has a Lexile level of 460 and a word count of 2210, in Unit 4, Week 5." The highest Lexile level texts are *"El camino del hijo de papel,"* with a Lexile level of 970 and a word count of 389, in Unit 1, Week 1; *"El diario de Pedro,"* with a Lexile level of 970 and a word count of 3765, in Unit 1, Week 3; and *"de Mar adentro,"* with a Lexile level of 970 and a word count of 2326, in Unit 2, Week 1." The materials include texts with varying qualitative features, detailed in the Text Complexity Charts. These charts provide information about complexity levels such as purpose, text structure, language conventionality and clarity, and knowledge demands, as well as "Readers and Tasks Considerations" for Spanish language learners, interventions, and on-level/advanced students. For example, *"Las personas deben controlar la naturaleza,"* recommended for Unit 5, Week 5," falls within the grade 4–5 complexity band, and students might need additional support with pronouns like *esto* and *eso*, as well as knowledge about natural disasters.
- The materials include core texts that have been leveled using a Lexile correlation, while the leveled readers use a DRA-type leveling system. Grade 5 materials provide leveled readers from level S, such as *"Comer bien,"* to level W, such as *"¡Bienvenida, ciudadana!"* The Teacher's Guide mentions a supplemental guide for leveled readers, though it is not available on the online platform. The materials provide leveled passages for independent reading during the final research project in Week 6 of each unit. For instance, in Unit 2, Week 6, Lesson 1, materials include the passage *"Vistas y sonidos en una reserva forestal"* in three Lexile levels: 860L, 880L, and 940L. "Lessons 2–3" also include additional reading passages at multiple levels.
- The materials include a collection of Trade Books, such as *"Esperanza renace"* by Pam Muñoz Ryan, which has a Lexile level of 740L. The "Book Club" component includes collaboration prompts, conversation starters, and talking points for students to use with teacher guidance. This novel/trade book falls within the suggested Lexile range of 730-870L for grade 5. "Planning Resources" list the articles students need to read independently as part of the research process in Week 6 of each unit. For example, in Unit 2, students read three articles to help develop and follow a research plan: *"Vistas y sonidos en una reserva forestal,"* *"¿Ves lo que yo veo?,"* and *"Inspirado por la naturaleza."* These articles are available at Lexile levels ranging from 820-970L.

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 grade 5 students to record books. Students log the date, book title, genre, number of pages read, minutes, and rating. They are encouraged to evaluate their reading by considering questions like whether the text is informative, persuasive, or entertaining and how the author's technique contributes to the text's meaning. Students highlight details that support their evaluation and write a summary to share with peers. In Unit 5, students create a list of recommended books with annotations on the title, content, reasons for recommending, and potential audience. This practice helps hold students accountable for independent reading.
- The "Interactive Student Book" features 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, number of minutes read, and rate the book. Each unit provides a student-centered plan for independent reading that differs from unit to unit. For example, in Unit 1, students assess whether a book is too easy or difficult by reading two pages and checking their comprehension. In Unit 2, students consider their reason for reading and set a goal for independent reading.
- The materials include a "*Registro de lectura independiente*" in each unit of the "Interactive Student Book" for logging self-selected texts. Students fill in details such as date, title, genre, number of pages, minutes read, and a rating. The materials provide steps and suggestions to help students choose appropriate books based on their preferences and reading levels. For instance, if a book doesn't hold their attention, students are encouraged to select a different one. The plan includes questions to guide book selection, like evaluating if a book is too easy or difficult and why, to ensure it matches their reading level.

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)

- In grade 5, materials offer opportunities for students to use text evidence to justify their thinking and support claims. For example, in Unit 4, Week 2, students answer questions after the selection under "*Verificar la comprensión*" and use text evidence to support their opinion on whether Gila monsters or humans are a greater threat. The graphic organizer requires students to analyze their annotations from the text and make inferences about the theme, filling in sections for details, prior knowledge, and inferred themes.
- The materials include opportunities for students to provide evidence supporting their responses to informational texts. After reading "*El ciclo del agua en la Tierra*" in Unit 5, Week 2, students respond to the prompt, "*¿Por qué es crucial evitar la contaminación del agua? Utiliza detalles del texto para respaldar tu opinión.*" In the same unit and week, students identify specific details that characterize "*El ciclo del agua en la Tierra*" as an informational article.

- The materials include text-dependent tasks that require students to use evidence from the text to demonstrate comprehension. For example, in Unit 3, Week 1, "*Lectura atenta: Con cariño, Amalia*," students highlight words or phrases describing Amalia's feelings. Additionally, in Unit 3, Week 4, "*Verificar la Comprensión*," students use evidence from the text to demonstrate how sound is shown in different poems, identifying and providing evidence of effective sound effects with supporting evidence.

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 include graphic organizers that require students to use text evidence to analyze and understand the point of view and text structure. For example, in Unit 1, students underline evidence identifying the narrator's perspective and fill in the graphic organizer to determine the point of view. Additionally, they analyze cause and effect examples from the text using annotations and sentence frames to explain the author's structure choice.
- The materials include tasks that require students to analyze how the environment influences events in a text. For example, in Unit 5, Week 3, students underline details in paragraph 25 showing the connection between the environment and events and analyze how the setting impacts the plot. In Unit 3, Week 5, students identify and describe the author's point of view in "*Las personas deben controlar la naturaleza*," explaining why the author chose that perspective.
- The materials provide tasks that require students to use text evidence to support main ideas and details. For example, in the Interactive Student Book Unit 1, Week 1, students complete a graphic organizer to determine the main ideas of texts and provide supporting evidence. In another activity, students analyze reading selections, supply text evidence to prove the texts are informational, and synthesize this information to explain how details support the main idea.

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 "Interactive Student Book" contains tasks that require students to use text evidence to summarize texts. For example, in Unit 3, Week 2, students follow a graphic organizer to summarize the text with sections for first, second, third, fourth, and last events. They use their annotations to maintain logical order and summarize each event.
- The materials include tasks that require students to compare and contrast sources. For example, in Unit 3, Week 3, "*Verificar la comprensión*," students compare the legend "*La carpa*" to the play "*El zorzal*" and use text evidence to explain the differences. Additionally, students summarize information to compare the experiences of characters from different texts.

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 "Interactive Student Book" provides students with opportunities to respond to questions of different complexity levels. For example, in Unit 2, Week 2, students answer questions ranging from Depth of Knowledge levels 2–4, covering topics like elements of informational texts, author's purpose, and synthesizing information about damaged habitats. They refer back to the core selection to engage with the texts and respond to comprehension checks.
- The materials include opportunities for students to practice finding evidence to support themes. In Unit 2, Week 5, in "*Verificar la comprensión*," students underline text evidence that shows what Rose values and highlight events or actions that help determine the exaggerated theme of the story.
- The grade 5, Unit 1, Week 3 materials include both literal and inferential questions to guide student thinking. In "*Verificar la comprensión*," students answer literal questions about why Pedro respected the sea and why he didn't want to go on the second voyage with Columbus. They also tackle inferential questions, such as how Pedro imagines his mother's reaction affecting his decisions. In "*Lectura atenta: Comprender el punto de vista*," students use a graphic organizer to analyze Pedro's thoughts, actions, and feelings based on text evidence.

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 Teacher's Guide includes guidance for teachers on using the "Write to Source" prompt. For example, teachers model how to compare the effects humans have had on frogs and manatees by using words like *como*, *si*, and *bien* to focus on positive and negative effects. In the "*Reflexionar y comentar*" section, teachers show how to compare and contrast characters by using text evidence, highlighting how Wesley does not share interests with his classmates and how Panchito struggles with English, while both characters feel lonely and want to fit in.
- The materials include guidance for teachers on writing responses and forming opinions based on sources. In Unit 1, Week 1 and Unit 5, Week 2, teachers model appropriate answers and opinions with text evidence using the "Write to Source" prompt in the "*Libro interactivo del estudiante.*" They emphasize taking notes on important details while reading to use as evidence in their responses.
- The grade 5 materials include teacher guidance for using text evidence to take notes in Unit 1, Week 2, "*Reflexionar y comentar: Mini-lección: Demostrar y practicar.*" Teachers model how to take specific notes in a think-aloud format, identifying sentences that explain key concepts and noting the text's structure, such as problem and solution. The Teacher's Guide provides a bulleted list of strategies, including underlining text parts, writing notes in the margins, and using sticky notes to mark and annotate parts of the text.

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 materials include guidance for teachers on explicit modeling of making pertinent comments about a selection. For example, the teacher responds to a comment about the importance of scientists working together to study marine life by agreeing and explaining the

dangers of studying marine life and the benefits of teamwork. The teacher focuses on using academic vocabulary from the text to make relevant comments.

- The Teacher's Guide provides guidance for supporting student responses using appropriate vocabulary and syntax. In Unit 2, Week 1, Lesson 5, "*Reflexionar y comentar: Mini-lección: Enfoque en las estrategias*," teachers use sentence stems like "*Lo que acabes de decir me hace pensar en _____*" or "*No estoy de acuerdo porque _____*" to guide discussions. Scripted examples in the Teacher's Guide help teachers model how to use these stems during discussions about text content.
- The materials include guidance for teachers to engage students in evidence-based discussions using academic vocabulary. In Unit 2, Week 1, "*Reflexionar y comentar*," activities are provided to develop academic vocabulary while responding to questions based on the text, such as "*¿Por qué es importante el trabajo en equipo para un experto que intenta completar una tarea?*" This helps students use academic vocabulary and syntax in their discussions.

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)	2/2
7.B.1e	Materials include opportunities for students to compose correspondence in Spanish with genre-specific characteristics and craft. (s)	1/1

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 that are tied to the unit theme and genre focus. For example, in grade 5, Unit 2, some of the titles include *"Iguana Magazine," "Un día de trabajo de un astrónomo"* by David Lee, and *"Muy interesante Junior."* These texts serve as models for students to compose written pieces connected to the theme and genre focus for each unit. In Unit 4, titles include *"Poesía"* by Juana de Ibarborou, *"La luna lleva un silencio"* by María Cristina Ramos, and *"Los zapatos de rosa"* by José Martí.
- The materials include opportunities for reading and analyzing mentor texts. In Unit 4, Week 1, during *"Taller de escritura: Inmersión,"* the teacher reads aloud mentor texts and pauses to make comments such as, "Why are the characters, settings, or conflict part of science fiction?" In Week 2, the teacher reads aloud the first 3–4 paragraphs of the mentor text, and the class identifies details about characters.

- The materials provide mentor texts in the *"Interactive Student Book"* to help students compose their own texts. For example, in Unit 2, Week 2, *"Taller de escritura: Desarrollar un tema con definiciones y citas,"* students use mentor text paragraphs to learn how to provide citations or definitions. In Unit 2, Week 6, *"Proyecto de indagación: Modelo del estudiante,"* students analyze a student exemplar to identify characteristics like transition words, main ideas, and details, which they will include in their final composition.
-

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

- The materials provide 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 and use this knowledge in their personal narrative drafts. In Unit 1, Week 3, students write an introduction to a personal narrative that includes a hook, a problem, and a narrator.
 - The materials include resources to guide students in writing science fiction stories. In Unit 4, Week 1, *"Taller de escritura,"* students learn about the elements of science fiction and write a title for their story. They draw a picture showing the setting, characters, and conflict. In Unit 4, Week 1, *"Mini-lección: Analizar a los personajes y el ambiente,"* students brainstorm possible settings and characters for their science fiction stories and then write about a character they developed during independent writing time.
 - The materials provide students with opportunities to write poems and personal narratives. For example, after reviewing rhyme schemes (A-B-B-A and A-B-A-B) and practicing with word banks, students write their own poems in their journals. In Unit 1, Week 1, *"Mini-lección: Analizar una narración personal,"* students learn about the elements of a personal narrative (narrator, characters, setting, sequence of events) and then write their own personal narrative during independent writing time.
-

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 provide opportunities for students to write informational texts. For example, in Unit 4, Week 6, students conduct research and interview others about what freedom means to them. They create a poster or speech to share their findings. In another instance, students create a survival guide for a natural area, including information on wildlife, weather, and navigation tips.
- In Unit 4, Week 6, *"Proyecto de indagación,"* students read articles about freedom, develop a research plan, and write a project to share their opinions on the topic. They create questions to gather others' opinions, then plan, draft, revise, and edit their writing. In Unit 3, Week 6, students read about how a holiday is created, then plan, draft, revise, and edit an essay on a person who had a positive influence in their life.

- The materials include mentor texts in the "Interactive Student Book." For example, in Unit 2, Week 2, "*Taller de escritura: Desarrollar un tema con elementos visuales y de multimedia,*" students read a mentor paragraph describing a Komodo dragon and identify details that help visualize the animal. Later, they add visual and multimedia details to their own compositions. In Week 6, "*Proyecto de indagación*" of each unit, students publish compositions for different audiences, such as a traveler's guide or a survival guide.

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 write a travel guide intended to persuade an audience to visit a location, including information on culture, language, currency, and holidays, along with maps and other facts. Students also write and deliver a persuasive speech about why their state should recognize an influential person with a dedicated day, conducting research on the person's life, education, and career to support their arguments.
- The materials include scaffolded opportunities for students to develop claims and support them with evidence. In Unit 5, Week 6, "*Explorar y planificar,*" students develop a claim about "*¡Emergencia!*" by answering questions such as, "*¿Cuál es la afirmación del autor?*" and "*¿Qué evidencia usa el autor para persuadir a los lectores?*" Students then analyze if the author provides sufficient evidence and why.
- The materials provide opportunities for students to compose and deliver argumentative texts. In Unit 3, Week 6, "*Proyecto de indagación,*" students write and deliver a speech about their favorite person, arguing why the state should dedicate a day to them. They use a checklist in the "Interactive Student Book" to ensure their speech contains all necessary elements.

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

- The materials provide guidance and opportunities for students to compose formal letters. For example, in Unit 1, Week 6, "*Ampliar la investigación,*" students use a sample letter and a graphic organizer to write a letter requesting information from an expert for their research project. They follow this format to request pertinent materials and conduct interviews.
- The materials include opportunities for students to compose formal emails. In Unit 2, Week 6, "*Ampliar la investigación: Escribir un correo electrónico formal,*" students write emails to experts, such as park rangers, to ask questions about their research topics. They use the responses to support their projects, like writing a survival guide.
- The materials provide opportunities for students to write correspondence with genre-specific characteristics. In Unit 1, Week 6, "*Ampliar la investigación: Escribir una carta formal,*" students learn the conventions of formal letters, such as date, sender and recipient addresses, formal greeting, and closing. In Unit 2, Week 6, "*Escribir un correo electrónico formal,*" students learn the conventions of formal emails, including subject, greeting, specific questions, and closing, and brainstorm ideas for contacting experts.

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. <small>(s)</small>	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. <small>(m)</small>	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 materials provide opportunities for students to plan their research projects in the "*Planifica tu investigación*" section. For example, students conduct a survey on the meaning of freedom, plan whom to survey, and create questions. In Unit 5, Week 6, students revise and edit their public service announcement drafts using a checklist that includes items such as spelling, punctuation, capitalization, quotations, and sentence variety.
- The materials provide resources such as "*Corrección entre compañeros: Texto informativo*," a rubric for peer feedback, and "*Lista de comprobación de textos argumentativos*," a rubric for self-reflection on argumentative writing. These resources help students review and improve their drafts.
- The materials include opportunities for students to collaborate and edit their writing projects. In Unit 1, Week 6, "*Proyecto de indagación: Colaborar*," students use a graphic organizer to take notes from internet research and compose a draft. The materials provide revising, editing, and publishing opportunities in the sections "*Colaborar y comentar: Revisa*" and "*Proyecto de indagación: Corrige*," guiding students to collaborate, revise, and edit their final drafts before publishing their traveler's guides.

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. (7)

- The Teacher's Guide provides guidance for teachers to confer with students regarding their writing. For example, in Unit 1, Week 1, teachers evaluate students' understanding of writing personal narratives and provide support as needed. If students struggle, teachers ask guiding questions and implement mini-lessons on topics needing additional support. The guide also includes guidance for revising and editing work. In the "*Revisar y corregir*" section, teachers use a script to help students review word choice and make necessary changes.
- 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 articles and the "Plan for Research" chart to guide students in developing and following their research project plans. For example, they use a public service announcement about noise pollution as a mentor text to review characteristics and structures such as the writer's claim, statistics, and expert quotations.
- The materials provide guidance for brainstorming and composing personal narratives. In Unit 1, Week 1, "*Taller de escritura: Hacer una lluvia de ideas sobre un tema: Mini-lección*," teachers use a bulleted list of strategies to help students brainstorm ideas, considering personal experiences that are memorable, life-changing, and interesting to readers. In Unit 1, Week 2, "*Desarrollar elementos*," teachers guide students to compose drafts using vivid language, precise action verbs, and dialogue, with specific instruction on using dashes to show characters' speech.

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. (m)	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. (n)	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 grade 5 Teacher's Guide includes direct instruction on identifying and using adjectives. For example, in Unit 4, Week, Lesson 2, teachers introduce adjectives through oral sentence examples. The teacher explains that adjectives modify or describe nouns, using examples like "*Ana tocaba una canción*" and "*Ana tocaba una hermosa canción.*" The guide also provides instruction on prepositions and prepositional phrases. In Unit 3, Week 1, teachers explain that prepositions indicate location, time, and direction, and form phrases with nouns, as in "*La niña golpeó la pelota contra la pared.*"
- The materials include explicit instruction on sentence structure, such as writing compound and complex sentences using conjunctions. For example, in Unit 1, Week 3, Lesson 2, students learn to identify and add clauses to sentences, transforming "*El día estaba soleado*" into "*Cuando comenzó a llover, entramos a la casa.*" In Unit 1, Week 3, Lesson 3, teachers guide students on forming compound and complex sentences with examples like "*Tomás compró pizza porque tenía hambre*" and "*Tomás compró pizza y compró helado para el postre.*"
- The materials contain teacher guidance on revising sentences by adding adjectives. In Unit 4, Week 1, "*Lenguaje y normas: Lección 2*, teachers lead students to enhance sentences such as changing "*Enzo es mi amigo*" to "*Enzo es mi amigo italiano*" or "*Enzo es mi fiel amigo.*" The Teacher's Guide also includes instructions on using transition words to combine sentences for clarity. In Unit 3, Week 4, "*Ensayo de opinión: Revisar para combinar ideas y mejorar la*

claridad," teachers guide students in using connecting words to rewrite sentences in the "Student Interactive Book."

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. (r)

- The materials provide guidance for teachers to support students in developing reasons for an opinion essay. For example, the teacher defines terms such as topic, opinion, reason, and example. After reading a mentor text aloud, students identify the author's opinion, reason, and example. The teacher prompts students to write their opinion essays, including reasons and examples. Additionally, the materials guide teachers in helping students write body paragraphs by planning the main idea, adding supporting details, and organizing them logically. The teacher models this process, and students practice organizing details in their drafts.
- The materials include guidance for teachers to model sentence structure and add actions in chronological order using transition words. For example, in Unit 1, Week 3, students explain how the author adds actions step by step after reading a mentor text. Teachers prompt students with questions about sequencing and transition words. In Unit 1, Week 2, materials guide teachers to model adding dialogue to personal narratives to make characters livelier. Using the "Student Interactive Book," teachers demonstrate how adding dialogue enhances the narrative, and students complete related activities in pairs.
- In Unit 1, Week 2, "*Narración personal: Desarrollar detalles específicos*," the "Teacher Guide" provides specific guidance on writing with vivid language and precise action verbs. Teachers model revising sentences using these details, and students practice rewriting sentences to include vivid language. In Unit 1, Week 4, "*Narración personal: Corregir para agregar adverbios*," materials guide teachers in integrating adverbs into compositions. Teachers explain that adverbs can describe how, when, or where something happens and connect ideas in clauses. After modeling with mentor sentences, students practice editing sentences to include adverbs and apply this to their own 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 "Interactive Student Book" provides explicit opportunities for students to edit their writing. For example, students use a table as a reference for capitalization rules for abbreviations, initials, acronyms, and organizations. They read a provided paragraph and use three horizontal lines under letters that need to be capitalized. Students apply these rules to edit their travel article draft. The materials also offer activities for students to revise their writing by rearranging ideas for coherence, adjusting subordinate clauses, and replacing vague nouns and verbs with more descriptive language. Students use these skills to revise their opinion essay drafts.

- The materials include guidance for the entire writing process within each unit. For example, in Unit 4, students study science fiction over six weeks, with the fifth week dedicated to publishing and sharing their work. In Unit 5, Week 6, "*Proyecto de indagación*," teachers remind students to review their public service announcements for a clear claim, facts, statistics, quotations, examples, and a strong conclusion. Teachers model how to revise to strengthen the message and conclusion, referring to the student model in the "*Libro interactivo del estudiante*." Students then use the provided checklist to revise their announcements.
- The "Interactive Student Book" allows extended time for students to write compositions, with each unit focusing on a different genre. For example, in Unit 1, students write a personal narrative, using weekly lessons in the "*Taller de escritura*" to develop their compositions. Lessons include brainstorming, adding specific details, sequencing events, revising for clarity, and publishing. In Unit 1, Week 6, "*Colaborar y Comentar*," students revise and edit their compositions in pairs using checklists. The "*Corrige*" checklist helps students ensure they have edited spelling, punctuation, use of commas, capitalization of proper nouns, and subject/verb agreement.

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 materials provide teachers with guidance for students to practice using comparative and superlative adjectives. Students create a list of these adjectives with a partner, complete sentences in the "Interactive Student Book" by filling in the blanks with the correct adjectives, and apply this knowledge to their personal narrative drafts. Additionally, students practice using prepositional phrases out of context. In the "*Centro de recursos para descargar: Lenguaje y normas*," they circle the preposition in each sentence and underline the prepositional phrase, then write three sentences about their morning routine, ensuring the use of prepositional phrases.
- The materials contain opportunities for students to practice subject-verb agreement in the "Interactive Student Book" in Unit 1, Week 3, "*Narración personal: Corregir la concordancia entre el sujeto y el verbo*." Students analyze fragments, simple and complex sentences, and edit a paragraph to ensure subject-verb agreement. They then apply this skill to edit their own

drafts. Additionally, in Unit 1, Week 3, "*Lenguaje y normas: Las oraciones compuestas y las complejas*," students compare simple, complex, and compound sentences, revise a paragraph to include these types of sentences, and finally, revise their personal narrative drafts using these skills.

- Students have opportunities to practice and apply the conventions of Spanish academic language, such as adjective-noun agreement and the use of adverbs. In Unit 1, Week 4, "*Narración personal: Usar los adjetivos calificativos*," students first read an explanation with examples of how adjectives describe a noun, agree in gender and number, and can describe intensity. They then complete sentences provided in their books and revise the use of adjectives in their personal narrative drafts. Similarly, in Unit 1, Week 4, "*Corregir para agregar adverbios*," students review how adverbs describe verbs, adjectives, or other adverbs, then revise a paragraph to replace phrases with adverbs, and finally, revise their personal narrative drafts to include adverbs.

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 "Interactive Student Book" provides numerous opportunities for students to practice writing complete sentences or paragraphs. For example, under "*Desarrollar la técnica de los autores*," students compose a paragraph focusing on memory about a family member, ensuring a clear main idea and details. 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. They apply previously learned skills and grammatical rules to their writing on a separate sheet of paper.
- The materials include opportunities for students to edit using correct punctuation rules. In Unit 2, Week 5, "*Artículo informativo: Corregir el uso de las mayúsculas*," students review a table with rules on capitalization and abbreviations, then edit a paragraph with errors. Finally, they edit their own drafts as necessary. In Unit 1, Week 2, "*Taller de escritura: Escribir usando diálogos*," students practice writing sentences with dialogue using dashes and write a narrative containing dialogue and appropriate punctuation in their journals.
- The materials provide opportunities for students to write grammatically correct sentences and short paragraphs using correct capitalization and punctuation. For example, in Unit 3, Week 5, "*Lenguaje y normas: Los adverbios*," students learn how adverbs indicate when, where, or how an action occurs and use adverbs to connect clauses with appropriate punctuation. In Unit 5, Week 1, "*Lenguaje y normas: La coma y el punto y coma en las enumeraciones*," students learn how to use commas and semicolons in lists and practice revising a paragraph by adding the correct punctuation.

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

- The "Interactive Student Book" includes systematic opportunities for students to practice and apply their knowledge about punctuation marks. For example, in Unit 2, Week 5, students edit a paragraph using commas and quotation marks and apply this knowledge to their weekly composition draft. In the "*Centro de recursos para descargar: Lenguaje y normas*," students practice capitalization rules out of context by focusing on proper nouns like historical events, names of organizations, and acronyms. They identify capitalization errors in sentences and correct them.
- The materials provide opportunities for students to apply grammar, punctuation, and usage rules in context. In Unit 2 Week 6, "*Colaborar y comentar*," students use checklists to revise and edit their research project drafts with partners, focusing on spelling, punctuation, simple and compound sentences, and subject-verb agreement. In Unit 1, Week 4, "*Lenguaje y normas: Los sustantivos comunes, propios y colectivos*," students practice grammar rules out of context by analyzing common, proper, and collective nouns, then replacing underlined nouns with a different type listed in parentheses.
- The materials provide systematic opportunities to practice and apply Spanish grammar, punctuation, and usage. In Unit 1, Week 5, "*Corrige*," students use a checklist to revise grammar and conventions in their letters, checking for spelling, punctuation, the use of commas in complex and compound sentences, capitalization of proper nouns, and subject-verb agreement. Similarly, in Unit 3, Week 5, students have another checklist to ensure the correct use of language and conventions in their writing, focusing on complete sentences, prepositions and prepositional phrases, clear pronouns and antecedents, and adverbial phrases.