

McGraw Hill Grade K

Spanish Phonics Program Summary

Section 1. Spanish Phonics-Related Texas Essential Knowledge and Skills (TEKS) Alignment and English Language Proficiency Standards (ELPS) Alignment

| Grade | TEKS Student % | TEKS Teacher % | ELPS Student % | ELPS Teacher % |
|---------|----------------|----------------|----------------|----------------|
| Grade K | 100% | 100% | Not Reviewed | Not Reviewed |
| Grade 1 | 100% | 100% | Not Reviewed | Not Reviewed |
| Grade 2 | 100% | 100% | Not Reviewed | Not Reviewed |
| Grade 3 | 100% | 100% | Not Reviewed | Not Reviewed |

Section 2. Instructional Approach

- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level Spanish phonics skills within and across lessons.
- The materials include some guidance that supports teacher’s delivery of instruction in Spanish.
- The materials include review of Spanish phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills

- The materials provide some systematic and direct (explicit) Spanish instruction, practice, and review related to alphabet knowledge.
- The materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to the alphabetic principle.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.

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- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring

- The materials include developmentally appropriate and authentic Spanish diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated Spanish progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for multilingual learners to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction.**

| | | |
|---|---|---|
| 1 | Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. | M |
| 2 | Materials clearly demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year. | M |
| 3 | Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single syllable words before multisyllabic words). | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic, year-long plans for phonics instruction.

Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year. Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.

- Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The *Maravillas* user’s guide states, “Phonological/phonemic awareness is a key element of daily word work for lower grades.”
- The Scope and Sequence, *Plan General del Curso de Fonética*, provides a chart that outlines the different sections of their *Taller de Palabras* by unit: the first column is for the Big Picture, the next column is Phonological Awareness skills, the third column is Phonics, Spelling and Handwriting skills, and the last column is High-Frequency Words.
- The *Estandares Semanales* outlines the Spanish TEKS for phonological awareness and phonics that will be covered each week in *Taller de Palabras*. For example, Units 1–10 teach some phonics standards in the following order: “2.A.vii identificar los sonidos iniciales y finales en palabras simples”; “2.A.viii mezclar fonemas hablados para formar sílabas”; and “2.B.i identificar y asociar los sonidos comunes que las letras representan.” For example, in Unit 1, Week 1, Student Outcomes, Foundational Skills, Phonological Awareness, students identify and blend phonemes to form syllables, identify and blend syllables to form words, identify individual words in a spoken sentence, and manipulate syllables. Students are introduced to, review, and blend syllables with /m/ *m*. Unit 6, Week 1, includes the previous outcomes, and students are introduced to, review, and blend syllables with /ñ/ *ñ*, and review *m, p, t, l, s, n, d, v, b, f, r, j e y*.

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In Unit 10, Week 1, students segment multisyllabic words into syllables and continue to manipulate syllables with /k/ k and review *m, p, t, l, s, n, d, v, b, f, r, j, y, ñ, g, c, q y z*.

Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.

- The vertical alignment can be identified using the scope and sequence in the *Plan General del Curso: Fonética*, in which we can clearly see skills that build upon previously learned skills. The following are the skills covered beginning, middle, and end of year for kindergarten and beginning of year for grade 1. Grade K, Start Smart, and Unit 1, Phonological Awareness: Sentence Segmentation, Recognize Rhyme, Recognize Syllables, Blend Syllables, Identify the Sound, Build Words, Syllable Segmentation, Syllable Addition, Recognize Rhyme, Initial and Final Sounds. Grade K, Start Smart, and Unit 1, Phonics/Spelling/Handwriting: Letter Recognition: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Ññ, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz; Vowel Recognition: Aa, Ee, Ii, Oo, Uu; Phonics: m /m/, p /p/, t /t/; Spelling: Words with m, p, t; Handwriting: Upper and Lowercase Mm, Pp, Tt. Grade K, Unit 5, Phonological Awareness: Syllable Segmentation, Identify the Sound, Blend Syllables, Build Words, Syllable Substitution, Count and Blend Syllables, Count and Pronounce Syllables. Grade K, Unit 5, Phonics: r, rr /rr/, j /j/, y /y/; Spelling: Words with r, j, y; Handwriting: Upper and Lowercase Rr, Jj, Yy. Grade K, Unit 10, Phonological Awareness: Count and Blend Syllables, Identify the Sound, Blend Syllables, Build Words, Syllable Addition, Syllable Substitution, Alliteration. Grade K, Unit 10, Phonics: k /k/, gue, gui; Review za, zo, zu; ce, ci; ge, gi; h inicial; k; gue, gui, syllables with pl, bl; Spelling: Words with k, gue, gui; Spelling Pattern: Words with za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl; Handwriting: Write words with k, gue, gui, za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl. Then in Grade 1, Start Smart and Unit 1, Phonological Awareness: Phoneme Identity, Build Syllables, Alliteration, Syllable Segmentation, Build Words, Rhyme, Build and Segment Words, Take Away Syllables, Add Syllables, Review. Grade 1, Start Smart, and Unit 1, Phonics/Spelling: Words with m, p, t; Handwriting: Uppercase and lowercase Mm, Pp, Tt; Structural Analysis: Alphabetical order, Compound Words, Words with -ito, -ita.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCVCV words and single syllable words before multisyllabic words).

- Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts. The scope and sequence follows this progression of simple skills at the beginning of the year in kindergarten in Grade K, Start Smart, and Unit 1, Phonics/Spelling/Handwriting: Letter Recognition: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Ññ, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz; Vowel Recognition: Aa, Ee, Ii, Oo, Uu; Phonics: m /m/, p /p/, t /t/; Spelling: Words with m, p, t; Handwriting: Upper and Lowercase Mm, Pp, Tt. Then in the middle of the year, Grade K, Unit 5, Phonics: r, rr /rr/, j /j/, y /y/; Spelling: Words with r, j, y; Handwriting: Upper and Lowercase Rr, Jj, Yy. At the end of the year, Grade K, Unit 5, Phonics: k /k/, gue, gui; Review za, zo, zu; ce, ci; ge, gi; h inicial; k; gue, gui, syllables with pl, bl; Spelling: Words with k, gue, gui; Spelling Pattern: Words with za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl; Handwriting: Write words with k, gue, gui, za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl. The Teacher’s Guide includes a Phonics “Key Skills Trace”

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horizontal graph of progression: letter identification, vowels, open syllables, closed syllables, and blends.

- Phonics instruction also follows a systematic progression for teaching skills within each lesson. For example, in Week 1, *Taller de Palabras, Fonética*, the teacher shows the *m* Sound-Spelling Card and tells students that the beginning sound in *mapa* is /m/. The teacher tells students that to write the sound /m/, they have to use the letter *m*. Then, using the song “Mi muñeca,” the teacher points to the words with the /m/ sound, and students place a self-stick note under those words. Unit 6, Week 1, Day 1, Word Work, follows a similar systematic progression with digraph *ch*. The teacher shows the *ch* Sound-Spelling Card and tells students that to write the /ch/ sound, they need to write the letters *c* and *h* together. They use *Trabalenguas* to identify *ch* words, and students practice using the Digital Resources and the Phonological Awareness book. Every two units, the teacher reviews, extends, and assesses.

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Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level Spanish phonics skills within and across lessons.

| | | |
|---|---|---|
| 1 | Lessons include detailed guidance for each component of the gradual release of responsibility model. | M |
| 2 | Materials contain a teacher edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials. | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level Spanish phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility model.

- Lessons include detailed guidance for each component of the gradual release of responsibility model. In the *Taller de Palabras*, during the *modelar* phase, the teacher introduces and explains the skill to students. For example, in Unit 3, Lesson 2, the teacher introduces /d/ by showing the picture card of a *dedo*. The teacher pronounces the word and asks students to repeat it, then says the words *dama*, *duda*, *dicho*, and students repeat. Students listen to a song and clap when they hear the phoneme /d/.
- The materials assist teachers in using the gradual release of responsibility model by including bold words within the lessons for modeling and guided practice. In the *Taller de Palabras*, after modeling, during the *Práctica guiada* phase, the teacher provides guided practice of skills. For example, in Unit 3, lesson 2, the teacher reads the song lyrics and stops after each line. Students place self-stick notes below words that begin with *d* while saying the letter name and the sound it stands for. In Unit 4, Lesson 1, the teacher is guided to “Muestre y nombre las tarjetas de fotos de la banana, la bicicleta y las botas,” and to say, “Nombremos cada ilustración. ¿Con qué sonido empieza cada palabra?”
- In Unit 4, Lesson 1, the teacher is guided to use the *Cuaderno de práctica* for additional support. The *Cuaderno de práctica* also provides clear instructions for the teacher: “Señale y nombre la ilustración del barco. Diga a los niños que la palabra *barco* comienza con el sonido /b/. Luego, señale y nombre el resto de las ilustraciones de la página. Pida a los niños que encierren en un círculo las instrucciones cuyo nombre comienza con el sonido /b/ como *barco*.” In Unit 9, Lesson 1, the teacher is guided to provide additional practice identifying the syllables *za*, *zo*, and *zu* using the Practice Book.

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Materials contain a teacher edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials.

- Materials contain a Teacher's Edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials. For example, the *Maravillas Instructional Routines Handbook* states, "The routines in this section are integrated within the lessons provided in your Teacher's Edition but allow you to take a flexible approach to teaching phonological and phonemic awareness so you can meet the needs of all your students." It includes routines such as Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable.
- Teaching Tips can be found in the margins of the handbook with suggestions to teachers for delivering a routine during a lesson. For example, for Identifying and Blending Syllables, the Teaching Tip is "You may wish to cover up sound-spellings not yet taught with a sticky note. Use the *Articulación* section on the back of the card to describe how to make the sound. After you introduce a card, display it on a wall frieze for easy reference." "Once students have mastered a sound-spelling, remove it from the review cards."
- The *Tarjetas de Fonetica* are used in all of the phonics lessons and provide these suggestions to teachers on how to use them: "Show the front of the card to the students. Pronounce the featured sound. Then say the name of the image. Point out the variations in the spelling of the sound. When the letter in the yellow box is red, it indicates a vowel sound. A dash indicates that the sound occurs only at the end of a word or syllable, or as part of another spelling pattern. As the students study the front of the cards, read aloud the Action Script, the Articulation, and Words for Oral Practice. These Sound-Spelling cards should be displayed around the classroom as a wall frieze."
- The Teacher's Edition contains ample and useful annotations and suggestions on how to present the content in the materials. For example, in Unit 3, Lesson 2, the materials provide a suggestion under the box *Apoyo* that tells the teacher to "Ask children to say the phoneme /d/ several times. Point to a card and ask children to name it. Help them self-correct by modeling pronunciation. Then ask them to identify the initial sound using a sentence frame." There is also a side note called *Caligrafía diaria* with this suggestion: "Durante la semana, enseñe la letra d mayúscula y minúscula usando los modelos de caligrafía. Al finalizar la semana, pida a los niños que completen la página del Cuaderno de práctica para seguir la direccionalidad adecuada al escribir." In Unit 4, Lesson 1, the annotations are embedded in the instructions for the phonics activity. During modeling, it tells the teacher to "Recuérdelos que hay otra letra que ellos ya conocen, la letra v, que se usa para escribir el sonido /b/." In the Guided Practice, it says, "Lea la rima lentamente," and before independent practice, "Make sure children know the words on the Photo Cards."

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Indicator 2.3

Materials include **detailed guidance** that supports teacher’s **delivery of instruction in Spanish**.

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| 1 | Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills. | M |
| 2 | Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill. | M |
| 3 | Materials include specific guidance for providing students with immediate, corrective feedback. | M |
| 4 | Materials provide detailed guidance for connecting previously taught phonics skills to new learning. | PM |
| 5 | Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model. | PM |

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some guidance that supports teacher’s delivery of instruction in Spanish.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide some guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson but not specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific Spanish phonics skills.

- The materials include information for teachers about common misconceptions related to specific Spanish phonics skills. The Instructional Routines Handbook includes all the daily routines used in the Spanish phonics program during *Taller de Palabras*, which begins with a phonological awareness lesson followed by phonics. The handbook states, “Spanish language, unlike English, is an alphabetical, transparent system. The correspondence between letters and sounds is consistent: in most cases, each letter corresponds to a phoneme, and each phoneme corresponds to a grapheme. It has been proved that phonological awareness is crucial in the early stages of literacy learning in transparent systems.”
- The resource *Guía de Transferencias Lingüísticas* includes the “Sound and Phonics Transfers Charts” that highlight transferable skills between the two languages. This chart indicates areas in which a transfer of sounds occurs or not from English to Spanish or vice versa. For example,

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positive transfer /d/ as in *dog* to *delfin*; approximate transfer /r/ as in *rope* to *cara*; and not equivalent /v/ as in *vine*. The *Tarjetas de fonética* include the section *Conexión con el inglés* in which English and Spanish sound relationships are compared. For example, for the letter *Q*, it states, “La combinación qu presenta en inglés el mismo fonema oclusivo ante cualquiera de las otras cuatro vocales (quality, question, quiz, quotient), pero la u se pronuncia en todos los casos. Ese sonido aparece también representado por la letra k en cualquier posición, por la c ante las vocales a (cap), o (cone) y u (cut), y a veces por la combinación ch (architect).”

- The materials share guiding principles related to specific Spanish phonics skills. The *Tarjetas de fonética* include the section *Representación*, which is a script for teachers to emphasize guiding principles unique to Spanish phonics. For example, for the letter *Q*, it states, “En las palabras españolas se escribe siempre seguida de u, formando el dígrafo qu delante de las vocales e o i, pero la u de esta combinación no se pronuncia. Sí se pronuncia en palabras procedentes del inglés (*quark*) y en palabras o expresiones latinas (*quórum, quid pro quo*).”

Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill.

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. The Instructional Routines Handbook states, “This appendix is to be used with *Wonders Instructional Routines Handbook*, which includes Phonological Awareness, Phonics, and Spelling routines specific to *Maravillas*.” In the kindergarten *Taller de Palabras*, the structure begins with Phonological Awareness, followed by Phonics, and the lessons follow the gradual release model and a very specific and consistent sequence throughout the week. For example, in Phonological Awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with the letter sound into syllables or other syllabication skills. In the Phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound.
- Materials and lesson plans provide detailed guidance for teaching each strategy. The Instructional Routines Handbook states that all the routines are integrated into the lessons in the Teacher's Edition. For example, in Unit 3, Lesson 3, the phonological awareness routine to introduce the /b/ sound begins with the teacher modeling and displaying the Photo Card for *verduras* and saying, “Voy a decir una palabra. Presten atención al sonido con el que comienza: *verduras*. Verduras comienza con el sonido /b/. Repitan conmigo: /b/.” The teacher repeats the activity with the words *vela*, *voz*, and *viento* and has students say the words, emphasizing the /b/ sound. Then the teacher says, “Vamos a aprender un trabalenguas con el sonido /b/,” and reads the tongue twister, encouraging students to join in and identify the sound. The lesson continues to Guided Practice/Practice with the same strategy using Photo Cards for the words *vaca* and *violín*. The routine concludes with students completing an activity in their Practice Book. All the lessons throughout the year include similar detailed scripts and explanations.

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Materials include specific guidance for providing students with immediate, corrective feedback.

- The materials provide specific guidance on providing immediate, corrective feedback within the lesson. The materials provide a 2-part video called “Providing corrective feedback” that models a teacher using strategies for immediate corrective feedback, such as “repeat the error, provide correction, elicit the correct response, recast, and ask for clarification.” The Instructional Routines Handbook includes Corrective Feedback boxes for some of the daily routines used in the phonics lessons. For example, for the Introducing Sounds routine, Corrective Feedback, states, “If students make mistakes connecting the sound to the letter, point out the letter in the card and say the sound aloud. Have students repeat the sound several times.”
- The materials provide guidance for how teachers should provide students with immediate, corrective feedback in the lessons. For example, in Unit 1, Lesson 3, during the phonics lesson to introduce the /t/ sound there is a *Sugerencias para corregir* box that states, “Error en la pronunciación Muestre cómo pronunciar el sonido /t/. Diga una palabra que empiece con /t/ y repita el sonido inicial. Diga: Es mi turno; tono; /t/. Ahora ustedes. Pida a los niños que repitan las palabras tabla y tubo y luego repitan el sonido inicial /t/.” In Unit 6, Lesson 3, during the phonics review for letters /rr/ rr, /j/ j, /y/ y, /ch/ ch, /ñ/ ñ, /r/ r, there is an *Apooyo aprendices de español* box that states, “Say the words rudo, corro, rico, año, caña, and niña. Have children repeat after you. Some children, especially non-native Spanish speakers, may have trouble pronouncing and blending the /rr/ and /ñ/ sounds. Model correct placement of teeth and tongue for children.”

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials provide some guidance for connecting previously taught phonics skills to new learning. All kindergarten Word Work routines include reviews of previously learned letter sounds that connect to new learning. For example, in Unit 1, lesson 2, on Day 1 of phonological awareness, there is a review of the sound /m/ previously learned in Lesson 2. The script states, “Muestre la tarjeta armapalabra de la letra m. Pida a los niños que digan el sonido que corresponde a esa letra.” Then on Day 3, there is a review of vowel sounds learned in the Smart Start lesson and the /p/ sound they are currently learning. The script states, “Muestre las Tarjetas armapalabras p, a, e, i, o, u. Pida a los niños que digan a coro el sonido que corresponde a cada letra. Repitan la actividad.” This lesson reviews syllables *pa, pe, pi, po, pu*. In Unit 5, Lesson 2, on Day 2 of the phonics lesson, there is a review of the letter *j* previously learned on day 1. The script states, “Muestre la Tarjeta armapalabras j. Pida a los niños que digan a coro el sonido que corresponde a esa letra. Repita la actividad.” After that, students form syllables *ja, je, ji, jo, ju*. On Day 3, students form words with previously learned Unit 1 /t/ syllables and the /j/ syllables to make words such as *jota*. Then, on Day 5, there is a review of the lesson; the script states, “Escriba las siguientes sílabas en el pizarrón: *ja, je, ji, jo, ju*. Señale las sílabas al azar y pida a los niños que las lean. Repita la actividad.”
- There are general references to previously learned skills in the lessons; for example, in Unit 8, Lesson 1, Phonics, during a review, the script states, “Repasar *m, p, t, l, s, n, d, v, b, f, r, j, y, ñ, g, c, q*. Muestre las Tarjetas armapalabras de las letras que aprendieron los niños hasta ahora. Pida a los niños que digan el sonido que corresponde a cada letra. Desarrollar fluidez Escriba las siguientes sílabas en el pizarrón: *go, ca, llu*. Señale las sílabas al azar y pida a los niños que las

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lean. Repita la actividad.” The scope and sequence includes some reference to previous learning. For example, in Unit 8, lesson 3, Phonics: “review ll, ga, go, gu, ca, co, cu, que, qui, r.”

- The materials provide sufficient opportunity to review previously taught phonics skills before learning new skills. The materials cover one letter per week and review the previously learned letter and syllable sounds at the end of every two Units. For example, in the scope and sequence, Unit 7, Lesson 1, letter sound ll /ll/; Lesson 2, syllables, ga, go, gu; Lesson 3, syllables, ca, co, cu; Unit 8, lesson 1, que, qu; Lesson 2, ir /r/; and Lesson 3, cumulative review ll, ga, go, gu, ca, co, cu, que, qui, r. Materials also provide differentiated instruction opportunities to review previously taught skills based on students’ needs.

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- The materials include some guidance on the recommended length for each lesson. The “Professional Development Suggested Lesson Plans and Pacing Guides” resource includes a 120-minute pacing chart in kindergarten for 180 days of instruction. It states, “Allow for the flexibility needed to address the needs of the students in your classroom. Kindergarten begins with 3 weeks of Start Smart to introduce instructional routines, followed by 10 units of instruction focused on a particular topic or theme, approximately 3 weeks long. At the end of units 2, 4, 6, 8, and 10, 3 days are devoted to ‘Review, Extend, and Assess’ activities.” The lesson pacing charts provide specific lengths of time for phonics word work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 15 minutes; on Day 3, 25 minutes; on Day 4, 15 minutes; and on Day 5, 15 minutes. Guidance for each component of the gradual release model was not found in the materials.
- The materials provide some specific guidance on how much time to spend on each lesson component. In the Teacher’s Guide, each activity from the *Taller de Palabras* has a clock with the suggested time for each lesson. In Unit 3, Lesson 3, Phonological Awareness is 5 minutes, Phonics is 5 minutes, Handwriting is 5 minutes, and High-Frequency Words is also 5 minutes. The Pacing guide also suggests teaching some concepts in small groups and allows 50 minutes to be distributed like this: “Approaching Level: 10 Minutes, On Level: 10 Minutes, Beyond Level: 10 Minutes.” The guide has an asterisk stating, “*Use the extra time in Units 4–10 for small groups.”

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Indicator 2.4

Materials include **frequent and distributed** review of Spanish phonics skills with **cumulative practice opportunities with decodable text**.

| | | |
|---|--|---|
| 1 | Materials include intentional cumulative review and practice activities throughout the span of the curriculum. | M |
| 2 | Practice opportunities include only phonics skills that have been explicitly taught. | M |
| 3 | Decodable texts incorporate cumulative practice of taught phonics skills. | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of Spanish phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout each unit but not the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- Previously taught phonics skills are practiced and maintained over the course of the week or unit in which they are introduced. All the *Taller de palabras* lessons follow a systematic routine that allows students to practice and review phonics skills. For example, in Phonological Awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with the letter sound into syllables or practice other syllabication skills. For Phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort words by sound; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; and on Day 5, students review words and write syllables with the letter sound. Students utilize the same resources for practice and review during the Word Work routines. For example, Photo Cards to orally introduce letter sounds in words; *Tarjetas de Fonetica* with printed letters, their sound, pictures, syllables, and words; Response Boards with counters for counting, blending, and segmenting syllables; *Tarjetas armapalabras* to build, segment, and manipulate sounds and syllables. The routines also use kinesthetic motions, such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound.
- Routines for introducing new phonics skills and reviewing previously taught skills are consistently practiced throughout the materials. The Instructional Routines Handbook includes

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the routines used daily to introduce and review phonics skills during the *Taller de Palabras*. It lists the phonological awareness routines: Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable; the phonics routines: Introducing Sounds, Identifying and Blending Syllables, Building Words, and Reading Words; and the spelling routines: Written Accent, Dictation, and Orthographic Rules. For example, in Unit 2, Lesson 1, during the phonological awareness lesson, the teacher reviews the previous unit's letters following this script: "Repasar *m, p, t*: Muestre las Tarjetas armapalabras *m, p, t*. Pida a los niños que digan el sonido que corresponde a cada letra." Then, the teacher models to introduce the sound /l/ following this script: "Muestre a los niños la Tarjeta de fotos del león para presentar el sonido /l/. Voy a decir la palabra *león*. Presten atención al sonido /l/ al inicio de esta palabra: *león*. Repitan conmigo: /l/. León empieza con /l/. Diga *lata, lupa y lobo*, y pida a los niños que repitan las palabras poniendo énfasis en el sonido /l/." Similar scripts are used every week in all phonological and phonics lessons throughout the year with different letters and syllables. There is also a review lesson after every five weeks for students to practice acquired skills. The materials include cumulative review and practice of previously taught skills in other units. The Phonemic Awareness Scope and Sequence includes recursive review of Phonemic Awareness skills throughout the program. The skills focus on different target sounds depending on the phonics skills. For example, each time a new phonics skill is introduced, the phonological awareness lesson that precedes the phonics lesson includes an "Identify the Sound" activity focusing on the target sound.

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

- Practice opportunities include only phonics skills that have been explicitly taught. During all the phonological awareness and phonics lessons, the teacher explicitly teaches a new skill on Day 1 and provides practice opportunities on Days 2–5. For example, in Unit 1, Lesson 2, during phonics, the teacher introduces the /p/ sound on Day 1. On Day 2, students combine the sounds to form syllables *la, le, li, lo, lu*. On Day 3, students practice forming syllables with *l* using their *Tarjetas Armapalabras*, and on Day 4, students build whole words using the *Tarjetas Armapalabras*. For additional practice, students work in their *Cuaderno de Práctica* to match pictures to letters with initial syllables with *l* and use their *Tableros de fonética y ortografía* to write down the syllables that the teacher dictates.
- The materials include opportunities for students to apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. In Unit 2, Lesson 2, during the phonics lesson, the teacher guides practice following this script: "Lea la adivinanza. Haga una pausa después de cada verso y pida a voluntarios que coloquen una nota autoadhesiva debajo de las palabras que comienzan con *s* cuando corresponda." In Unit 4, Lesson 1, during phonological awareness, the teacher guides practice following this script: "Muestre y nombre las tarjetas de fotos de la banana, la bicicleta y las botas," and says, "Nombremos cada ilustración. ¿Con qué sonido empieza cada palabra?" Students practice independently using the *Cuaderno de práctica*, identifying the sound /b/ in words like *barco*. In Unit 9, Lesson 1, the teacher provides additional independent practice identifying the syllables *za, zo, and zu* using the Practice Book. Students also use the digital application for additional opportunities to practice skills independently.

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Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts increase in complexity, allowing students to practice previously taught skills while applying new ones. On the teacher’s dashboard, the search “decodable text” provides related resources. The Teacher’s Guide direct teachers to introduce students to the Shared Read, Leveled Readers and Decodable Readers in Lessons 2, 3, 4, and 5 in the first half of the program and Lessons 2, 3, and 4 in the second half. The Shared Read is a decodable text in addition to the Leveled readers and Decodable Texts. The end of each Decodable Reader lists the Decoding Skills taught to date. Materials include the video “Decodable Text routine: First Read,” which states, “Decodable text contains previously taught sound spellings, allows students to apply skills during reading, and helps build automaticity and fluency.” In part of the routine, the students engage in choral reading while pointing and sounding out words. In the video “Decodable Text routine: second read,” the teacher is guided to do the second reading during differentiated instruction with various strategies for each leveled group. The scope and sequence identifies one decodable text that increases in complexity based on the phonics skills being covered. For example, in Unit 1, Lesson 2, students read “Soy pepa” for the phonics skill *silabas abiertas con p*. In Unit 4, Lesson 3, students read “Idea fabulosa” for the review skills *silabas con n, d, v, b, f*. In Unit 8, Lesson 1, students read “Aqui vamos” for the phonics skill *silabas que, qui*. Decodable texts incorporate practice of previously-learned phonics skills, therefore they incorporate cumulative practice.
- The materials also provide cumulative review practice on decodable texts, such as sentences, songs, and rhymes. For example, in Unit 3, Lesson 2, during the phonics lesson, the students are introduced to the /d/ sound using the song “¿Quién soy?,” which includes words such as *doña* and *domingo*. On the last day of this lesson, students read the sentence “Dani tira el dado.”

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Indicator 3.A.1

Materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to **alphabet knowledge**.

| | | |
|---|---|----|
| 1 | Materials provide a research-based systematic sequence that is authentic to Spanish for introducing letter names and corresponding sounds. | PM |
| 2 | Materials provide scripted direct (explicit) instruction in Spanish for teaching the identification of all 27 letters (upper and lowercase) and their corresponding sounds. | M |
| 3 | Materials provide direct (explicit) instruction in Spanish on forming the 27 letters (upper and lowercase). | M |
| 4 | Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print. | M |

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) Spanish instruction, practice, and review related to alphabet knowledge.

Materials provide some systematic sequence that is authentic to Spanish for introducing letter names and corresponding sounds but do not reference research-based work for the development of alphabetic knowledge within the Spanish curriculum. Materials provide scripted direct (explicit) instruction in Spanish for teaching the identification of all 27 letters (upper and lowercase) and their corresponding sounds. Materials provide direct (explicit) instruction in Spanish on forming the 27 letters (upper and lowercase). Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

Evidence includes but is not limited to:

Materials provide a research-based systematic sequence that is authentic to Spanish for introducing letter names and corresponding sounds.

- The materials do not reference research-based work for the development of alphabetic knowledge within the Spanish curriculum. They do include a “Research-Based Alignment” document, where they discuss in depth the research behind the English curriculum, but the same is not provided for alignment to the Spanish curriculum.
- The User’s Guide, K–5 Foundational Skills, written by Dr. Jan Hasbrouck, Co-Founder & Educational Consultant, Gibson, Hasbrouck & Associates, Austin, TX, provides this disclaimer: “Although this article was written for Texas Wonders from the English language perspective, the same principles apply to Texas Maravillas from the Spanish language perspective.” Then it states, “Phonics and Word Recognition Skills include knowing the primary or most common sounds of each consonant, five major long and short vowels, final *e*, and common consonant digraphs and vowel teams.” Long and short vowels and the final *e* sound skill is unique to the

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English language and not Spanish.

- The materials provide a strategic sequence for introducing letter names and their corresponding sounds following an appropriate pace. This sequence is found in the kindergarten scope and sequence, which shows that Units 1–10 all include the skill of identifying the sound, Units 2–3 also include initial and final sounds, and Units 2 and 6 also include alliteration. The sequence of letter introduction is Unit 0, Letter Recognition: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Ññ, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz, and Vowel Recognition: Aa, Ee, Ii, Oo, Uu; Unit 1, Phonics and Handwriting: Mm, Pp, Tt; Unit 2, Ll, Ss and review: m, p, t, l, s. Unit 3, Nn, Dd, Vv; Unit 4, Bb, Ff and review n, d, v, b, f; Unit 5, Rr, Jj, Yy; Unit 6, Hh, Ch, Ññ and review r, j, y, h, ch, ñ; Unit 7, Llll, Gg, Cc; Unit 8, Qq, Rr and review ll, r; Unit 9, Zz, ce, ci; and Unit 10, Kk. Students begin by reviewing the names of letters and their graphic representation in the Smart Start, Unit 0, with all the letters of the alphabet during Lessons 1–2 and Vowel Recognition in Lesson 3. Consonants that are very similar in shape and can be confusing, like *m* and *n*, or *p* and *b*, are not introduced in proximity. For example, Unit 1 starts with the sounds of the more usable consonants, one per week: *m, p, t, l, s*. Unit 2 is about letters *n, d, v, b, f*, and so on until they have covered all the alphabet by Unit 10.

Materials provide scripted direct (explicit) instruction in Spanish for teaching the identification of all 27 letters (upper and lowercase) and their corresponding sounds.

- Materials provide scripted direct (explicit) instruction in Spanish for teaching the identification of all 27 letters (upper and lowercase) and their corresponding sounds. The Instructional Routines Handbook shows that the teacher explains, models, and guides practice for the Identifying Sounds Routine for students to identify and match sounds to individual letters. The teacher briefly explains the routine and its purpose: “Hoy vamos a identificar los sonidos en las palabras. Say a word aloud, for example, *palo*. Explain that the word begins with the /p/ sound.” The teacher models how to identify the sound in different words: “Ahora escuchen estas palabras: pájaro, nido, pico. Dos de esas palabras comienzan con el sonido /p/ y una, no. Las palabras pájaro y pico comienzan con /p/. La palabra nido comienza con otro sonido.” The teacher guides practice: “Have children practice with more sets of words. Each set contains three words, two of them begin with the sound learned in class and one of them doesn’t. Help them with the first set. Ahora intentemos juntos. Diré tres palabras. Escuchen el sonido inicial de cada palabra. Dos de ellas comienzan con /p/ y una no. Ask children to stand up when they hear the word that does not begin with /p/ and remain seated when they hear the words that do begin with /p/. perro, gato, puma, techo, piso, puerta, paloma, rama, pato, patines, raqueta, pelota.” At the end of the routine, the teacher provides independent practice using *Cuaderno de práctica* or by doing phonological awareness activities online.
- The materials support teachers in providing direct (explicit) instruction in recognizing, identifying, and producing letter names and their associated sounds accurately. For example, Unit 0, Lesson 3, the teacher displays *tarjeta de fonética de la letra a*. The teacher represents the corresponding sound to the letter *a*, says the word *abeja*, explains to students that *abeja* starts with the letter *a*, and then asks students to repeat the sounds.
- Lessons identify the alphabet knowledge skills to be learned and communicate the objectives clearly. For example, in Unit 1, Lesson 1 of *Taller de Palabras*, the materials state that the objective is to demonstrate and apply phonetic knowledge by identifying and matching the

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common sounds that letters represent. Materials provide clear, precise instructions and directions in Spanish for introducing each letter (grapheme) and its sound, and letters (graphemes) and their corresponding sounds are taught simultaneously. For example, in Unit 1, Lesson 1, during Phonological Awareness, Word Work, the teacher introduces the letter name and sound using the *m* Photo Card. The teacher has the students repeat the sound, then says the words *milla*, *mamá*, and *moto*, emphasizing the /m/ sound. During the phonics activity, the teacher uses the *m* Sound-Spelling card to say, “Esta tarjeta muestra un mapa. La palabra mapa empieza con el sonido /m/. Para escribir el sonido /m/, usamos la letra m. Digan conmigo: /m/. Escuchen: /mmm/, *mapa*.” The teacher reads/sings “Mi muñeca” with the students and models how to place a self-stick note under words that begin with the /m/ sound. Then in lesson 2, the teacher shows students the *Tarjeta de fonética de la p* and says, “Esta tarjeta muestra un piano. La palabra piano empieza con el sonido /p/. Para escribir el sonido /p/, usamos la letra p. Digan conmigo: /p/. Escuchen: /p/, piano. ¿Qué letra es esta? (p) ¿Qué sonido tiene esta letra? (/p/)” The teacher then displays the tongue twister and reads it with the students. The teacher rereads it and points out all the words that begin with the /p/ sound.

Materials provide direct (explicit) instruction on forming the 27 letters (upper and lowercase).

- The materials provide direct (explicit) instruction on how to form all 27 letters (uppercase and lowercase). The Teacher’s Edition of the *Cuaderno de Caligrafía* provides explicit instruction on forming all the letters. For example, the table of contents begins with preparation lessons “De arriba hacia abajo, Arriba en el medio y abajo, De izquierda a derecha, Direcciones, El abecedario en letra de molde, Escribir sobre las líneas, Líneas inclinadas y rectas, líneas curvas, formas en las letras.” Units 1–6 cover the letters in this order: li, Ll, tt, Ff, Oo, Cc, Dd, Ee, Aa, Vv, Yy, Ww, Nn, Gg, Pp, Ss, Mm, Hh, Kk, Rr, 4x, Qq, Uu, Bb, Zz, Jj, Ññ. In Unit 1, letter li, the objectives are “Identificar la i mayúscula y minúscula and trazar y escribir la l y la i.” The teaching instructions are “Escriba l e i, e invite a algunos voluntarios a identificarlas como la mayúscula y la minúscula de la letra i. Luego, dibuje renglones de caligrafía y escriba una l mientras indica cómo hacer los trazos. Desde la línea de arriba, hagan una línea recta hasta la línea de abajo. Levanten el lápiz. Desde la izquierda del punto inicial, hagan hacia la derecha. Levanten el lápiz. En la línea de abajo, hagan una línea de izquierda a derecha. The process repeats with i minúscula.” There are additional instructions on how to use the student page: “Indique a los niños que observen la l del recuadro al principio de la página y que señalen el punto inicial y las flechas numeradas. Dígalos que las flechas numeradas indican cómo formar las letras. Anímelos a identificar el dibujo (isla). Explique que el punto indica desde dónde deben escribir la l. Indíqueles que apoyen el lápiz en el primer punto del primer renglón. Repita las instrucciones de la l y pídale que tracen y escriban las l del primer y segundo renglón. Luego, repita las instrucciones de la i y pídale que completen el tercer y cuarto renglón.”
- Materials provide clear, precise instructions and directions for introducing the formation of each letter. For example, in Unit 1, Lesson 1, the teacher uses *tableros de fonética y ortografía* to identify and write *M mayuscula y m minuscula*. The teacher traces the letters in the air and represents the /m/ sound out loud. The teacher observes how the students hold the pencil and provides corrective feedback as needed. In Lesson 2, the teacher models how to write the letter *P mayuscula y minuscula* on the board and instructs the students to trace the letter in the air with their fingers as they say the representing sound. The teacher then uses *tableros de fonética*

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y ortografía to practice and provides corrective feedback as needed. The instruction happens simultaneously with learning the letter (grapheme) and its corresponding sound. For example, in Unit 2, Lesson 1, during Phonics, students learn the sound-spelling pattern for the letter *Ll*. Then, in the handwriting lesson, they learn to write the letter using the gradual release of responsibility model. During I Do, the teacher models writing the uppercase and lowercase *L* while describing the traces: “Recta hacia abajo. Recta hacia la derecha por la línea de abajo. *l*: Recta hacia abajo,” then writes the letters in the air while saying the sound. During We Do, the students write *L* and *l* in the air as they say the sound. During You Do, the students write *L* and *l* and say the sound aloud and practice using *Tableros de fonética y ortografía* while the teacher observes pencil grip and paper position and provides corrective feedback. In Lesson 2, the teacher models first by writing the lowercase and uppercase *s*. Then the teacher gives instructions on how to trace the letter *s* and write it in the air while saying the letter *s*. The teacher states, “*S*: Curva hacia atrás, diagonal y curva hacia atrás otra vez: *s*: Curva hacia atrás, diagonal y curva hacia atrás otra vez.” The teacher practices with the students, and the students auto-correct. The students independently complete *Cuaderno de practica* writing the letter *s*.

Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print.

- Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print. The daily phonological awareness, phonics, and handwriting word work on alphabet knowledge provide resources for students to practice, develop, and reinforce skills in isolation. For example, to identify, name, form, and say the sounds of letters in isolation, students use the *Tarjetas Armapalabras*, *Cuaderno de práctica*, *Cuaderno de caligrafía*, *Tableros de fonética y ortografía*, and *Cartel de enseñanza el abecedario*. To reinforce knowledge, students have a consumable textbook, *Práctica de las destrezas fundamentales*, where they match the names of objects to their pictures.
- The daily Phonological Awareness, Phonics, and Handwriting Word Work on alphabet knowledge provide resources for students to practice, develop, and reinforce skills in context with *rimas*, *adivanzas*, *canciones y trabalenguas* for each letter sound, shared readings, and *Libros decodificables*. Students develop, practice, and reinforce skills during the daily Word Work routines. For example, all the Word Work activities in phonics use the Sound-Spelling Cards, in phonological awareness they use the Photo Cards, and in handwriting they use the “handwriting cues” and Response Boards. Additional practice is always available in the digital resources online. Also, to help students remember the week’s objectives, there is a PDF with checkboxes for *Comprender los sonidos de las palabras* and *Leer y escribir letras*. In Unit 1, Lesson 3, during phonological awareness, the teacher uses the *taza* Photo Card to introduce the /t/ sound. The teacher sings the song “Tengo, tengo” so that students can clap when they hear words that begin with /t/. Students complete the corresponding activity in the Practice Book if needed. They can also use the online sorting activity pictures with *t* or not with *t*. In Unit 2, Lesson 1, the teacher shows the *Tarjeta de fonética* of the letter *l*, *limon*, and the teacher instructs the students to listen to the sound of the letter. The teacher then shows the poem, “Luna lunita,” and reads it with them. To develop the alphabet knowledge in Unit 3, Lesson 2,

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during *Taller de Palabras* for letter D /d/, the teacher shows the picture card showing a *dedo*, then pronounces the word and asks students to repeat it. Students listen to a song and clap when they hear the phoneme. After recognizing the sound, the teacher shows the phonics card for the letter *D*, and this time they work with the letter-sound correspondence. To practice the skill, students listen to another song while reading the lyrics, and they mark with a sticky note all the letters *D* when they hear them. During shared reading, students read decodable text “El Día de Dani,” where they find words with /d/. Students develop, practice, and reinforce skills through cumulative review. For example, in Unit 5, Lesson 1, the teacher begins with a review of previously learned sounds *m, p, t, l, s, n, d, v, b, f* using *Tarjetas armapalabras* and by asking students to identify the letters’ corresponding sounds. In Unit 8, Lesson 3, phonological awareness, students review *m, p, t, l, s, n, d, v, b, f, r, j, y, ñ, g, c* using *Tarjetas armapalabras m, p, t, l, s, n, d, v, b, f, r, j, y, ñ, g, c*.

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Indicator 3.A.2

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the Spanish TEKS.

| | | |
|---|---|---|
| 1 | Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds. | M |
| 2 | Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. | M |
| 3 | Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text. | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to the grade-level sound-spelling patterns.

Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds. Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

Evidence includes but is not limited to:

Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds.

- The materials introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. The user's guide states, "Texas Maravillas ensures complete coverage of phonics and spirals instruction to build this key foundational skill for every student." For example, the Instructional Routines Handbook embeds ongoing student activities that include "Recognize Sounds in Words practice which helps students identify specific sounds in different words using the *'Tarjetas de fotos.'*" First, the materials introduce the alphabet, followed by decoding and spelling activities. Once children master the letter-sound 3.a.2 correspondences, the teacher introduces other skills like blending and segmenting. The vowels and their sounds are presented after each letter is presented to the student. After the vowels, the letter sounds are introduced, beginning with the letter *m* and continuing until all the letter sounds are presented. For example, in Unit 1, Smart Start, Week 1, Day 1, the routine *taller de palabras* introduces vowel sounds in context during *escritura compartida*. The teacher prompts students to produce sounds: "Escriba la siguiente oración para completar: Más sabe el burro que.... Muestre 'A, E, I, O, U' en *A la una sale la Luna. ¿Más que quién sabe el burro?*

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Complete la oración. Más sabe el burro que tú.”

- Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds. For example, vowels are presented first; then, in Unit 1, Week 1, students get to the consonant *m* and begin to decode and spell open syllables that form words like *mi* and *mimo*. The materials give clear instructions for the teacher to show how to blend sounds to form syllables and then words. “Esta es la letra *m*. Tiene el sonido /m/. Escuchen: /mmm/. Señale la letra *i*. Esta es la letra *i*. Tiene el sonido /i/. Escuchen: /iii/. Si combino estas dos letras, formo la sílaba *mi*: /mmm/, /iii/, *mi*.” The teacher then does the same with the syllable *mo* and shows students how to connect both syllables to form the word *mimo*. Students then practice forming the word *amo* using their *tarjetas armapalabras*. Then, the teacher repeats the activity. The teacher models the Photo Card for apple to introduce the /m/ sound for *manzana*. The teacher sings “Mi muñeca” with students and asks them to listen for words with /m/. The teacher encourages students to sing the song together and clap when they hear words that begin with /m/. In Unit 9, Week 1, Lesson 1, the teacher and students review with *las Tarjetas armapalabras m, p, t, l, s, n, d, v, b, f, r, j, y, ñ, g, y, c* to review each letter sound. The teacher asks children to say the sound or sounds that each letter makes. The teacher uses the Photo Card with the fox *zorro* to present the /s/ sound made by the letter *z*.

Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words.

- Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. The professional development resource models a classroom routine for teachers on identifying sounds in words in the *Aprenda a usar Maravillas* component. In Unit 1, Week 1, the objective is “demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.” Students learn to represent the sound /m/ with the letter *m*. “Esta tarjeta muestra un mapa. La palabra *mapa* empieza con el sonido /m/.” In Unit 2, Week 3, Lesson 3, the objective of the lesson is to review syllables with *m, p, t, l*, and *s*. The teacher models and says, “Voy a formar la sílaba *ta*. Escuchen: /t/, /a/, *ta*. Ahora, diré una palabra que comienza con /ta/: *taza*.” Then, the teacher builds words with *m, p, t, l*, and *s*. The teacher models by saying the syllables slowly, separately, and putting the sounds back together to say the whole word. In the Guided Practice, the teacher guides the students to blend the “sílabas abiertas con *m, p, t* y sílabas cerradas con *l, y, s* para formar palabras.”
- In Unit 4, Week 1, when introducing /b/, the teacher makes the connection with the letter *v* previously taught: “Recuérdelos que hay otra letra que ellos ya conocen, la letra *v*, que se usa para escribir el sonido /b/. Señale que algunas palabras se escriben con *b*, como *bebé*, y otras palabras se escriben con *v*, como *vaso*.” The lesson plans include specific and precise terms, phrasing, and statements for teachers. In Unit 9, Week 2, Lesson 4, the teacher writes the syllables *ce, ci, za, tu*, and *zu* on the board. The teacher points to the syllables randomly, and the children read them. The teacher repeats the activity. In the Guided Practice, the teacher builds the word *cero* with the Word-Building Cards.

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Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text.

- The materials include a variety of activities in Spanish to develop, practice, and reinforce skills through cumulative review. The Instructional Routines Handbook activities for phonological awareness and phonics include ongoing practice for students in various classroom activities. For example, Identifying Sounds, Syllable Blending, Syllable Addition and Deletion, Building Words Routine, and Reading Words Routine.
- In Unit 1, Lesson 1, Phonological Awareness, the students listen for the sound of the letter *m* and then repeat the sound. They listen to a song, and students identify the sound of the letter *m* by clapping when they hear the sound. The students then see a Photo Card and identify the beginning letter and sound of the word on the Photo Card. Then, the students listen and combine syllables to form words. The teacher reads the lyrics of the song “La muñeca azul” and asks students to point to those letters. In Unit 3, week 2, to introduce /d/, the teacher shows the picture card showing a finger (*dedo*). Then, they identify words with *d* in the lyrics of a song, and on the third day, they make words with their *tarjetas armapalabras*. To reinforce words with *d*, the materials include the phonics card where students see a picture and the corresponding letter in upper and lower case. Students practice skills in the book *Práctica de las destrezas fundamentales*, the digital application for making words with syllable cards, the response boards to write down the syllables they hear, and the leveled reader “Dudu Dada.” Students apply letter-sound correspondence in isolation and in context of meaningful print. For example, in Unit 3, Week 2, students use the *tarjetas armapalabras* to make words in isolation: “Dé a los niños las tarjetas armapalabras *d, m, a, y o*. Pídale que formen la sílaba *do*.” In a following lesson, students will read decodable connected text “El Día de Dani” and go back to circle the words that start with the same sound as *dado*. The Maravillas student edition provides opportunities for students to develop and apply letter-sound correspondence to blend and segment syllables to form words in isolation using the resource *Práctica de destrezas con informe de datos*. The resource *Juegos* is a phonics practice where students form words using syllables.

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Indicator 3.B.1

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **oral syllable awareness** skills, as outlined in the Spanish TEKS.

| | | |
|---|--|---|
| 1 | Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables). | M |
| 2 | Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills. | M |
| 3 | Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the Spanish TEKS.

Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables). Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables.

- Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transitions to more complex skills, such as adding, deleting, and substituting syllables. The phonological awareness kindergarten TEKS related to syllabication skills are (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word. The materials' scope and sequence for syllabication skills progresses in complexity according to the letter combination. All units include the following syllabication skills: blend syllables, build words, count syllables, and segment syllables. Other syllabication skills can be found in the units: Start Smart and Unit 1, recognize syllables, syllable addition, words with *m, p, t*; Unit 2, syllable substitution, pronounce syllables, words with *l, s*; Unit 3, syllable deletion,

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pronounce syllables, words with *n, d, v*; Unit 4, syllable addition, pronounce syllables, words with *b, f*; Unit 5, syllable substitution, pronounce syllables, words with *r, j, y*; Unit 6, stressed syllable, syllable deletion, words with *ch, h, ñ*; Unit 7, syllable addition, words with *l, ll, g, c*, syllables *ga, go, gu, ca, co, cu*; Unit 8, syllable substitution, syllable deletion, words with *que, qui*, syllables with *pr, tr, r /r/*; Unit 9, syllable deletion, words with *za, zo, zu ce, ci*, syllables with *pr, tr*; Unit 10, syllable addition, syllable substitution, words with *k /k/*, *gue, gui*, syllables with *pl, bl*.

- The materials begin with simple skills before continuing to the more complex ones across the units. In Unit 1, Lesson 1, students identify syllables in words by separating the word *mu-ñe-ca* into syllables while clapping. In Unit 4, Lesson 1, the students blend the syllables /bbbaa/ /sssee/ to form the word *base*. In Unit 6, Lesson 1, students identify that every word has a stressed syllable called *sílaba tónica* during differentiated instruction. In Unit 9, Lesson 1, students segment and blend *sílabas simples y compuestas* with the words *tiza, taza y azúcar*. In Unit 10, Lesson 2, students form syllables with *gue*. The materials allow enough time to teach syllabication by breaking it down into individual components for students to master simple skills before continuing to the more complex ones. For example, all the phonological awareness weekly syllabication routines follow a sequence. On Days 1–2, students identify a sound and blend it with vowels to make syllables, and on Days 3–5, students blend syllables to make words, segment words into syllables, or practice other syllabication skills.

Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills.

- The materials support teachers in providing direct (explicit) instruction in oral syllable awareness. In Unit 1, Lesson 1, during the Phonological Awareness lesson, students begin identifying syllables in words. The teacher models by showing the picture of a doll and asks students what they see: “Digan conmigo la palabra: *muñeca*. Ahora, voy a separar la palabra *muñeca* en sílabas. Escuchen: *mu-ñe-ca*.” The teacher claps with every syllable and tells students that *muñeca* has three syllables: *mu, ñe, and ca*. During guided practice, the teacher shows students the card with the picture of a *mesa* and says, “Escuchen con atención mientras digo cada palabra. Vamos a separarlas en sílabas. *mesa, me-sa*. La palabra *mesa* tiene dos sílabas: *me-sa*.” Students repeat the word and separate it into syllables by clapping every syllable. They repeat the process with *mono* and *mariposa* picture cards. For independent practice, students work on their *Cuaderno de Práctica*, drawing objects that match the syllables the teacher dictates. In Unit 4, Lesson 1, the teacher models adding syllables to form new words: “Escuchen esta palabra: *no*. Ahora, voy a agregar una sílaba a esa palabra para formar una palabra nueva. Escuchen: *bue-no, bueno*. Cuando a la palabra *no* le agregamos la sílaba *bue*, formamos la palabra *bueno*.” Then the teacher guides practice and says, “Respondan estas preguntas agregando una sílaba para formar una palabra nueva. ¿Qué palabra se forma si agregamos *ba* delante de *llena*? (*ballena*)” Students practice with two more questions, “¿Qué palabra se forma si agregamos *lla* después de *bote*? (*botella*) ¿Qué palabra se forma si agregamos *ría* después de *bate*? (*batería*).” In Unit 9, Lesson 1, the teacher models separating the word *manzana en sílabas*: “Escuchen: *man-za-na*. Dé una palmada al decir cada sílaba. La palabra *manzana* tiene tres sílabas: *man, za, y na*.” Then the teacher guides practice: “Escuchen con atención mientras digo cada palabra. Vamos a separarlas en sílabas. Señale la foto de las zanahorias y diga: *Zanahorias, za-na-ho-rias*. La palabra *zanahorias* tiene cuatro sílabas: *za-na-ho-rias*. Pida a los

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niños que repitan la palabra y la separen en sílabas, dando una palmada por cada sílaba. Repita el procedimiento con las otras tarjetas.”

- The intervention resource *Reconocimiento fonológico K–2* also provides scripted instruction for supporting the development of syllabication skills. For example, one script reads, “Voy a decir una palabra silaba por silaba. Escuchar las sílabas de una palabra es como escuchar el ritmo de una canción. Voy a aplaudir con cada sílaba para ayudarlos a reconocerlas. Escuchen la palabra: *trabajo*: *tra-ba-jo* (aplaude una vez por cada sílaba que dice). Hay tres sonidos de vocal en la palabra *pintura*, entonces esta palabra tiene tres sílabas. Escuchen mientras aplaudo y repito la palabra: *tra-ba-jo*. Ahora repitan conmigo *tra-ba-jo*. Dígales que pongan sus dedos debajo de su barbilla para que sientan cómo esta se mueve al decir cada sílaba. Anime a los niños a combinar las palabras: calor, chico, pozo, piraña, vecino y cosida.”

Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

- All the phonological awareness weekly syllabication routines allow for ongoing development, practice, and reinforcement of syllabication skills by following a sequence. Cumulative review of skills from unit to unit is not evident in the materials. For example, on Days 1–2, students identify a sound and blend with vowels to make syllables, and on Days 3–5, students blend syllables to make words, segment words into syllables, or practice other syllabication skills. For example, in Unit 2, Lesson 1, on Days 1–2, students form syllables with *m /m/* phonemes before moving into syllabication skills. On Day 3, students blend syllables to form words like *mapa*, *maleta*, *muñeca*, and *meta*. On Day 4, students separate words into syllables while clapping with every syllable of previously learned words like *muñeca*, *mono*, and *mariposa*. On Day 5, students change syllables in the words *lujo-luna*, *isla-tela*, *caldo-calma*.
- All the phonological awareness monthly syllabication lessons allow for ongoing development, practice, and reinforcement of syllabication skills. For example, in Unit 5, Lesson 1, students learn to identify, blend, and segment multisyllabic words with */rr/*. In Lesson 2, students learn to identify, blend, and manipulate multisyllabic words with */j/*. In Lesson 3, students learn to identify, blend, segment, and manipulate multisyllabic words with */y/*. Additional resources to reinforce skills include *Cuaderno de practica* and the digital Elkonin boxes with counting chips to count syllables in words, along with the intervention resource *Reconocimiento fonológico K–2*, *Hoja reproducible CF33*, with these instructions: “escucha las sílabas, combinalas, haz un dibujo de la palabra que formastes.” There is cumulative review throughout the units. The Scope and Sequence for Phonological Awareness is recursive and includes instruction and practice for skills such as identify the sound, blend syllables, build words, count syllables, syllable substitution, syllable addition throughout the year.
- The materials incorporate a variety of activities for students to develop and practice oral syllable awareness skills. The Instructional Routines Handbook includes a variety of phonological awareness routines where the teacher models and guides practice of syllabication skills, such as Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable. The routines suggest using a variety of multimodal resources for strategically supporting syllabication development in single and multi-syllabic words, such as having students chorally blend words, placing one hand under their chins to count how many times the jaw drops to count syllables, clapping to segment syllables,

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raising one finger each time a syllable is pronounced, and using manipulatives and visuals such as Photo Cards and *Tableros de fonética y ortografía* with counters to represent syllables.

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Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of Spanish **phonemic awareness** skills, as outlined in the Spanish TEKS.

| | | |
|---|--|---|
| 1 | Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound) and transitions to blending the phonemes into syllables and gradually transition to more complex manipulation practices such as adding, deleting, and substituting syllables. | M |
| 2 | Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness. | M |
| 3 | Materials include direct (explicit) detailed guidance on connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. | M |
| 4 | Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review) | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of Spanish phonemic awareness skills, as outlined in the Spanish TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound) and transitions to blending the phonemes into syllables and gradually transition to more complex manipulation practices such as adding, deleting, and substituting syllables. Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness. Materials include direct (explicit) detailed guidance on connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound) and transitions to blending the phonemes into syllables and gradually transition to more complex manipulation practices such as adding, deleting, and substituting syllables.

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes (the smallest unit of sound) and transitions to blending the phonemes into syllables and gradually transition to more complex manipulation practices such as adding, deleting, and substituting syllables. The phonological awareness kindergarten TEKS related to phonemic awareness skills are (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound; (vii) identifying initial and final sounds

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in simple words; and (viii) blending spoken phonemes to form syllables. The materials' scope and sequence for phonemic awareness skills progresses in complexity according to the letter sound. All the units include the following phonemic awareness skills: identify the sound and build syllables. Other phonemic awareness skills that can be found in the units are: Smart Start and Unit 1, initial and final sounds, m /m/, p /p/, t /t/; Unit 2, recognize alliteration, initial and final sounds, l /l/, s /s/; Unit 3, initial and final sounds, n /n/, d /d/, v /v/; Unit 4, b /b/ f /f/; Unit 5, r /r/, rr /rr/, j /j/, y /y/; Unit 6, recognize alliteration, ch /ch/, ñ /ñ/; Unit 7, Ll /ll/; Unit 8, r /r/, syllables with pr, tr; Unit 9, syllables with pr, tr; Unit 10, Alliteration, k /k/, h inicial. All the units include the following syllabication skills: blend syllables, build words, count syllables, and syllable segmentation aligned with the phonemic awareness letter sounds of the scope and sequence. In addition, some of the units include the more complex syllabication skills of adding, deleting, and substituting syllables.

- All the Phonological Awareness lessons follow the phonemic awareness continuum with weekly routines that start with identifying a sound, blending the sound to make syllables, blending syllables to make words, and manipulating the sound and syllables in words by segmenting, changing, adding, deleting, or substituting to make new words. For example, in Unit 2, Lesson 1, on Day 1, students identify the sound /l/. On Day 2, students combine /l/ with vowels to form syllables such as *la, al, le, el*. On Day 3, students combine /l/ syllables with previously studied syllables to make words such as *loma, alta, laguna*. On Day 4, students separate and count syllables in words like *luna* and *limon*. On Day 5, they practice changing sounds to a word, for example, *los* to *las*, and *dar* to *mar*.

Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness.

- The materials support teachers in providing direct (explicit) instruction in phonemic awareness. For example, in Unit 4, Lesson 1, the teacher models “Explique a los niños que hoy formarán sílabas. Muestre cómo formar las sílabas *ba, be, bi, bo* y *bu*. Comience con la sílaba *ba* y la palabra *bata*. Voy a combinar el sonido /b/ con la vocal /a/. Escuchen: /b/, /a/. Lo voy a decir más despacio: /bbb/, /aaa/. Ahora diré una palabra que comienza con /ba/: *bata*. Repitan: /bbb/, /aaa/; *ba; bata*.” Then, the teacher guides practice: “Diga los sonidos y pida a los niños que los combinen para formar sílabas. Voy a decir los sonidos que forman una sílaba. Escuchen cada sonido. Combinen los sonidos para formar sílabas. /b/, /u/, *bu*; /b/, /i/, *bi*; /b/, /o/, *bo*; /b/, /a/, *ba*; /b/, /e/, *be*.” For additional practice, “Si los niños necesitan más práctica para formar sílabas con *b*, pídale que completen la página 159 del Cuaderno de práctica.”
- In Unit 10, Lesson 3, the teacher informs students that the objective of the lesson is to recognize the sound the letter *z* makes and says, “Voy a decir una palabra. Presten atención al sonido con el que comienza la palabra: /sss/, *zapato*. Repitan conmigo: /sss/. *Zapato* empieza con /s/.” On Day 2, the teacher models how to form syllables: “Voy a combinar el sonido /s/ con la vocal /e/. Escuchen: /s/, /e/. Lo voy a decir más despacio: /sss/, /eee/. Ahora diré una palabra que comienza con /se/: *celeste*. Repitan: /sss/, /eee/; *ce; celeste*. Repita la actividad con las sílabas *ge, gui, za* y las palabras *gemelo, guiso, zanahoria, y karate*.” In Lesson 3, the teacher models building words: “Voy a combinar sílabas para formar palabras. Escuchen con atención: /gin/ /da/. Si combinamos estas dos sílabas, formamos la palabra *ginda*. Digan las sílabas y formen la palabra. Repita con las palabras *tazón, kiwi, gente, planeta, y doblar*.”

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Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. The materials' daily Word Work begins with oral language activities during Phonological Awareness lessons and transitions to basic decoding and encoding activities during Phonics lessons. The Instructional Routines Handbook provides detailed instructions and scripts for all the phonological awareness and phonics activities used daily during Word Work. For example, the phonological awareness routines, Identifying Sounds and Recognize Sounds in Words, connect to the alphabetic principle. The materials state, "This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonological awareness. This routine is followed by the Recognize Sounds in Words practice, which helps students identify specific sounds in different words using the *Tarjetas de fotos*."
- The materials provide detailed guidance for connecting phonemic awareness skills to the alphabetic principle. For example, the instructions and script include "1. Explain, Briefly explain the routine and its purpose. Hoy vamos a identificar los sonidos en las palabras. 2. Model, Say a word aloud, for example, *palo*. Explain that the word begins with the /p/ sound. Then model how to identify the sound in different words. Ahora escuchen estas palabras: *pájaro, nido, pico*. Dos de esas palabras comienzan con el sonido /p/ y una, no. Las palabras *pájaro* y *pico* comienzan con /p/. La palabra *nido* comienza con otro sonido. 3. Guided Practice, Have children practice with more sets of words. Each set contains three words, two of them begin with the sound learned in class and one of them doesn't. Help them with the first set. Ahora intentemos juntos. Diré tres palabras. Escuchen el sonido inicial de cada palabra. Dos de ellas comienzan con /p/ y una no. Ask children to stand up when they hear the word that does not begin with /p/ and remain seated when they hear the words that do begin with /p/: *perro, gato, puma, techo, piso, puerta, paloma, rama, pato, patines, raqueta, pelota*. 4. Practice, Students can practice independently by completing related pages from the *Cuaderno de práctica* or doing phonological awareness activities online." The phonics routine Introducing Sounds transitions students to basic decoding and encoding.

Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

- The materials incorporate activities for students to develop, practice, and reinforce skills. The Instructional Routines Handbook provides a variety of oral phonemic awareness and syllabication activities through routines, such as identifying the sound, identifying the sound in words, and syllable manipulations such as blending, segmenting, deleting, and substituting. There is also the phonics routine Introducing Sounds to transition students to basic decoding and encoding. All lessons use the GRR model: teacher explains, models, guides practice, and provides independent practice. Materials include resources to use during the Word Work routines, such as Photo Cards with a variety of phoneme types, including *sílabas abiertas* *bebé, cereza, catarina, sílabas cerradas* *canguro, cantar, agosto, and sílabas trabadas* *ancla, abrigo, astronauta; Tarjetas de Fonetica* with letters, their sounds, pictures, syllables, and words; and

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Response Boards with counters for counting, blending, and segmenting syllables. The materials also have suggestions for kinesthetic motions, such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound.

- All of these weekly Word Work routines allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review by following a sequence. For example, in Phonological Awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with letter sound into syllables or other syllabication skills. In the Phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound. There is cumulative review throughout the units. The Scope and Sequence for Phonological Awareness is recursive and includes instruction and practice for skills such as identify the sound, blend syllables, build words, count syllables, syllable substitution, syllable addition throughout the year.
- All the phonological awareness and phonics monthly Word Work lessons allow for ongoing development, practice, and reinforcement of syllabication skills. For example, in Unit 1, Lesson 2, during Phonological Awareness, the students identify the phoneme /p/ by repeating the words along with the teacher while observing picture cards of objects that start with /p/. Then, students learn a tongue twister and clap every time they hear a word that begins with /p/. To practice the skill, students name the objects on flashcards and identify the /p/ sound and work on *Cuaderno de Práctica* to circle the pictures of the objects that start with /p/. To reinforce the skills, on the following days of the lesson, students continue practicing identifying words that start with /p/ and work on the digital application to sort words that have or don't have the sound /p/. In Unit 2, lesson 3, students review previously taught phonemes that include /p/, /t/, /l/, and /s/ by doing motions or gestures for each sound they hear at the beginning of a word. Cumulative review of skills from unit to unit is evident in the materials.

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Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the Spanish TEKS.

| | | |
|---|--|---|
| 1 | Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. | M |
| 2 | Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. | M |
| 3 | Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). | M |
| 4 | Materials provide a variety of activities and resources in Spanish to decode and encode words that include taught common syllable correlations in isolation (e.g., word list) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate activities and resources in Spanish for students to develop, practice, and reinforce skills. Materials provide a variety of activities and resources in Spanish to decode and encode words that include taught common correlations in isolation (e.g., word list) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the Spanish TEKS.

- The materials include a lesson sequence aligned to the grade-level SLAR TEKS for sound-spelling patterns. In the *Maravillas Teacher's Edition*, the *estándares semanales* include the following standard throughout the year: “usar la relación letra-sonido para decodificar palabras de una y dos sílabas, y palabras multisilábicas, incluyendo CV, VC, CCV, CVC, VCV, CVCV, CCVCV y CVCCV.”
- The guide also provides a clear outline of the Scope and Sequence Chart, which maps out the objectives for the entire year. For example, according to *Plan General del Curso de Fonética*, digraphs are taught in this order: Unit 5, Week 1, *rr*; Unit 6, Week 1, *ch*; Unit 7, Weeks 1–2, *ll*; Unit 8, Week 1, *que, qui*; Unit 10, Week 2, *gue, gui*. Unit 1 starts with letter recognition of the alphabet, then proceeds to single phonics in order of progression: *m, p, t*. In Unit 6, Week 1,

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Lesson 1, the students work with learned syllables and add syllables with the *digrafo ch*. Unit 8 includes digraphs *ll, que, qui*. The teacher uses *Tarjetas de foto* and *Tarjetas arma palabras* to support students' progression from less to more complex skills.

Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. In the *Maravillas Instructional Routines Handbook* for "Syllable Segmentation," the teacher introduces concepts: "Explain to children that words can be split into smaller parts called syllables." The teacher models "Diré una palabra y la dividiré en sílabas." The teacher guides students: "Ustedes van a ir contando las sílabas." This routine follows the gradual release of responsibility model. First, I Do: "Model Demonstrate how to segment three or four words by syllable." Then, We Do: "Have them use their *Tableros de fonética y ortografía*. Use a token in workboard 5 for each syllable. Show children how to use a token for each syllable." Then, You Do: "Children can practice splitting words into syllables independently using the *Cuaderno de práctica* or the online activity."
- The lesson plans include specific and precise terms, phrasing, and statements in Spanish. For example, in Unit 5, Week 1, the teacher shows students the *Tarjeta de fonética r* with a picture of a rose and says, "Esta tarjeta muestra una rosa. La palabra *rosa* empieza con el sonido /rr/. Para escribir el sonido /rr/ cuando está al principio de una palabra, usamos la letra *r*." The teacher is prompted to write the word *barro*, underline the double *r*, and say, "Cuando este sonido no está al principio de una palabra, como en *barro*, usamos dos letras juntas. Digan el sonido conmigo: /rr/." The teacher also uses *trabalenguas* through guided practice for children to sound the letters together and blend them.
- In Unit 8, Week 1, the script tells the teacher to say, "Explique a los niños que la letra *q* siempre va acompañada de la letra *u*." The teacher tells the students that with the letters *q, u*, and *e*, a syllable is formed. Scripted detailed instruction for phonological awareness, phonics, and word work is found in all of the *Maravillas Teacher's Guide* and digital platform.

Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include activities and resources in Spanish for students to develop, practice, and reinforce skills. To develop and practice the skills necessary to introduce sound-spelling patterns, kindergarten students begin with individual sounds in letters. For example, in Unit 3, Lesson 2, the teacher introduces letter and sound *d* by showing the picture card *dedo*, then pronounces the word and asks students to repeat it. Students listen to a song and clap when they hear the phoneme. After they have recognized the sound, the teacher shows the phonics card *D*, and this time they work with the letter-sound correspondence with the word *delfin*. During guided practice, the teacher and students sing the song "Doña semana." In Lesson 3 of this unit, there is a *repaso de letra-sonido*.
- According to the scope and sequence, once these primary skills have been developed and practiced, students work on developing digraphs starting in Unit 5 using similar activities. For example, Unit 7, Week 1, the teacher models: "Muestre la Tarjeta de fonética de la *ll*. Esta tarjeta muestra una llave. La palabra llave empieza con el sonido /y/. Para escribir el sonido /y/,"

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usamos la letra / dos veces.” Students are guided in practice using a *rima*: “Lea la rima nuevamente. Haga una pausa después de cada verso y pida a voluntarios que coloquen una nota autoadhesiva debajo de las palabras con //.” Students continue to practice and reinforce digraph // throughout the week with more guided practice on Day 2 using the *tarjetas armapalabras*: “Dé a los niños tarjetas con la letra //. Explique que dirá algunas palabras. Cuando escuchen una palabra que comienza con /y/, deberán levantar las tarjetas con la letra //.” On Day 3, students use decodable text during shared reading *El reino animal—Llamita y Pollito: Sílabas abiertas con //*. In addition, students have a consumable textbook, *Práctica de las destrezas fundamentales*, to reinforce skills through writing and blending. Cumulative review from previous units is in the materials. The program reviews phonics skills every six weeks (Week 3 of Units 2, 4, 6, 8, 10). Each review week reteaches the phonics skills taught in the previous five weeks. The review weeks use materials and decodable readers that can include any phonics skill that was previously taught in addition to the review phonics skills.

Materials provide a variety of activities and resources in Spanish and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources in Spanish to decode and encode words in isolation and in decodable connected text that builds on previous instruction. For example, in Unit 7, Week 1, Day 1, students are introduced to digraph // . On Day 2, to build on previous instruction, the teacher and students read *¿Qué bebé te gusta más?* and review “la letra // y el sonido que representa.” On Day 3, the students can use the digital resource *en presentacion reconocimiento fonologico* to listen to words that include syllables with // in the text *La gallina*. Students have additional practice in their student edition text, *Buscar evidencias*: “Encierra en un círculo la palabra que tiene la sílaba // y nombra a un animal bebé.”
- On Day 4, the materials include illustrated sound-spelling cards that focus on the digraph // , // with the word *llave*. Students practice putting together // syllables in the phonics app, and in their workbook *Práctica de las destrezas fundamentales*, they do exercises involving isolated words. Additional resources in this unit, using decodable connected text for // , include the poster of a poem and the leveled reader *Muchos animales* with words like *llama*, *ballenita*, and *aullido*.
- The *tarjetas armapalabras* guide ongoing practice in isolation of Spanish digraphs *gue*, *gui*, *güe*, *güi*, *rra*, *rre*, *rri*, *rro*, *rru*, *cha*, *che*, *chi*, *cho*, *chu*, *lla*, *lle*, *lli*, *llo*, *llu*, *que*, *qui*, where students at times work in pairs to build syllables and are asked to read aloud the syllables they built.

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Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode multisyllabic words.

| | | |
|---|--|---|
| 1 | Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS. | M |
| 2 | Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. | M |
| 3 | Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). | M |
| 4 | Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS. Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS.

- Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS. The kindergarten TEKS related to phonics syllabication skills are (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent *h* and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted. The materials' scope and sequence for syllabication skills progress in complexity according to the

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letter combination. All the units include the following syllabication skills: blend syllables, build words, count syllables, and syllable segmentation. Other syllabication skills that can be found in the units are Start Smart and Unit 1: recognize syllables, syllable addition, words with *m, p, t*; Unit 2: syllable substitution, pronounce syllables, words with *l, s*; Unit 3: syllable deletion, pronounce syllables, words with *n, d, v*; Unit 4: syllable addition, pronounce syllables, words with *b, f*; Unit 5: syllable substitution, pronounce syllables, words with *r, j, y*; Unit 6: stressed syllable, syllable deletion, words with *ch, h, ñ*; Unit 7: syllable addition, words with *l, ll, g, c*, syllables *ga, go, gu, ca, co, cu*; Unit 8: syllable substitution, syllable deletion, words with *que, qui*, syllables with *pr, tr, r /r/*; Unit 9: syllable deletion, words with *za, zo, zu ce, ci*, syllables with *pr, tr*; Unit 10: syllable addition, syllable substitution, words with *k /k/, gue, gui*, syllables with *pl, bl*. The progression of syllabic pattern instruction is aligned to research-based practices for Spanish literacy development. For example, in Unit 1, Lesson 1, the materials begin with introducing the letter *m* and the sound /m/ on Days 1 and 2. On Days 3 and 4, students blend the letter *m* with vowels to form syllables *ma, me, mi, mo*, and *mu*, and they proceed to form two-syllable words like *mimo, amo*, and *Ema*. Day 5 is devoted to reviewing the skills of the week.

- The materials begin with simple skills before continuing to the more complex ones across the units. For example, in Unit 4, students' phonics include syllables with *b /b/, f /f/*, and they review syllables with *n, d, v, b, f*. In Unit 5, students' phonics include syllables with *r, rr /rr/, j /j/, y /y/*. In Unit 6, students' phonics include syllables with *ch /ch/, ñ /ñ/*, and they review syllables with *r, j, y, ch, ñ*. In Unit 8, the students learn that the letters *q* and *u* are read together and that they stand for the /k/ sound. They practice syllabication skills like substituting the *qa* syllable with *ca* with the /k/ sound. In Unit 9, Lesson 1, the students build words with the syllables *za, zo*, and *zu* and substitute syllables.

Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.

- The materials include principles of explicit instruction for applying knowledge of syllable type and syllable division principles to decode and encode multisyllabic words. For example, in Unit 2, Lesson 3, the teacher models using the *Tarjetas armapalabras a, e, i, o, u*, and *l* to show the students how to build the closed syllables *al, el, il, ol*, and *ul*. Then, for the Guided Practice phase, the teacher displays the Phonics Activity poster. The teacher reads the first syllable as they combine the sounds, /a/, /l/, *al*. The teacher then says the words *alto, todo, olvido, rosado, último*, and *pista*. Students clap every time they hear a word with a syllable that ends with the letter *l*. For Independent Practice, students work in their *Cuaderno de Práctica* to write the syllable with *l* in pictures.
- The lesson plans include specific and precise terms, phrasing, and statements that teachers should use while modeling and demonstrating. In Unit 7, the teacher models using *Tarjeta de fonética de la g* and says, "Esta es la letra *g*. Representa el sonido /g/. La palabra guitarra comienza con la letra *g* y el sonido /g/. Escuchen: /ggg/, *guitarra*. Miren la letra *g* al comienzo de la palabra." On Day 3 of the lesson, the teacher models using the Word-Building Cards to build the syllable *go* and says, "This is the letter *g*. When it is placed before *a, o*, and *u*, it stands for /g/. Listen: /ggg/. The teacher repeats the activity for the letter *o* and says, "If I blend these two letters, I build the syllable *go*: /g/, /o/, *go*." Then the teacher forms the syllable *la* before the

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syllable *go* and says, “Now I am going to blend these two syllables to build a word. Listen: /la/ /go/; *lago*.”

- The materials provide teachers with important points that should be made about syllables. In Unit 10, Lesson 2, the teacher script guides the teacher: “Forme la sílaba *gui* con Tarjetas armapalabras. Señale la letra *g* y diga: Esta es la letra *g*. Tiene el sonido /g/. Escuchen: /ggg/. Señale la letra *u*. Esta es la letra *u*, que en este caso no se pronuncia. Señale la letra *i*. Esta es la letra *i*. Tiene el sonido /i/. Escuchen: /iii/. Si combino estas tres letras, formo la sílaba *gui*: /ggg/, *u*, /iii/, *gui*. Forme la sílaba *ño* al lado de la sílaba *gui* y repita el procedimiento. Ahora, voy a combinar estas dos sílabas para formar una palabra. Escuchen: /gui/ /ño/, *guiño*.” In Lesson 4, the teacher reminds the students that when forming syllables with *g*, *u*, and *i*, or *g*, *u*, and *e*, the *u* is always silent.

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills (through cumulative review). The Instructional Routines Handbook provides a variety of phonics syllabication activities through routines such as Identifying and Blending Syllables, Building Words, and Reading Words. All lessons use the GRR model: teacher explains, models, guides practice, and provides independent practice. Materials include resources to use during the Word Work routines, such as posters to combine letters and form syllables in the *Actividades de Práctica de Fonética*; *Tarjetas Armapalabras* to practice building syllables and putting together syllables to make words; *Cuaderno de Práctica* to match pictures to letters, syllables or words; *Tableros de fonética y ortografía* to write syllables or words that the teacher dictates; and the digital application to reinforce syllabication skills through game-like activities. All the weekly phonics Word Work routines allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review by following a sequence. For example, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound.
- All the monthly phonics Word Work lessons allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review. For example, in Unit 1, Lesson 2, on Day 2, to introduce syllables with *l*, the teacher shows the poster in the *Actividad de práctica de fonética* while pointing and reading the letter *l* and the vowels so that students combine the sounds to form syllables *la*, *le*, *li*, *lo*, *lu*. On Day 3, students practice forming syllables with *l* using their *Tarjetas Armapalabras*, and on Day 4, students build whole words using the *Tarjetas Armapalabras*. For additional practice, students work in their *Cuaderno de Práctica* to match pictures to letters with initial syllables with *l* and use their *Tableros de fonética y ortografía* to write down the syllables that the teacher dictates. Students also use the digital application to click on the birds that have the syllables needed to form the words they hear. In Unit 4, Lesson 2, students encode the word list *fila*, *falda*, *foto*, *afilado*, *sofá*. Students use the interactive games to blend syllables to form words, such as *fa-ma*, read and listen to different words to decode the correct word, such as *famoso*, and place syllables in the correct order to encode

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words, such as *fe-o*. In Unit 10, Lesson 3, the teacher reviews, models, and guides practice using *Tarjeta armapalabras* to build syllables with /s/, z, /j/, g, /g/ g.

Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources in Spanish for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). All the weekly phonics Word Work lessons follow routines that allow ongoing encoding and decoding using previously learned syllabication skills both in isolation and connected text. For example, on Day 1, students are introduced to a letter sound using words in connected text; on Day 2, students review the sound, form syllables, and sort words in isolation; on Day 3, students build words in isolation; on Day 4, students encode and decode to read words in connected text; and on Day 5, students review words and write syllables using connected text.
- All the monthly phonics Word Work lessons allow for ongoing encoding and decoding using previously learned syllabication skills in isolation. For example, in Unit 3, Lesson 3, students practice decoding isolated words that begin with *d* by working on their *Cuaderno de Práctica* to read the words, such as *dedo*, *dos*, and *nudo*, and match them to the corresponding picture; writing down syllables or words using their *Tableros de fonética y ortografía*; using the digital application to read two-syllable words; reviewing using *Tarjetas de Fonética* to make syllables; and using *Tarjetas armapalabras* to build words. In Unit 4, Lesson 2, students practice using a self-check online game where they use “la relación letra-sonido para decodificar palabras de una y dos sílabas, y palabras multisilábicas, incluyendo CV, VC, CCV, CVC, VCV, CVCV, CCVCV y CVCCV.” Some of the words included in the activity are *feo*, *foto*, *fama*. Students can also practice their syllable fluency “con la lección interactiva de reconocimiento automático los estudiantes practican la lectura de palabras descodificables,” which includes words like *fama*, *búfalo*, *feo*. In Unit 9, Lesson 1, students use Response boards to write words with syllables *ge* and *gi* using words such as *giro*, *gelatina*, *página*.
- All the monthly phonics Word Work lessons allow for ongoing encoding and decoding using previously learned syllabication skills in connected text. For example, in Unit 3, Lesson 2, after learning words with *d*, the students read the sentence “Dani tira el dado.” Students also have the opportunity to practice decoding words during Small Group Differentiated Instruction using connected text *Dudu*, *Dada*. In Unit 5, Lesson 2, after learning words with *j*, the teacher reads the sentence “Soy un jinete,” from the previously read decodable reader *Jimena y yo*. In Unit 9, Lesson 1, students read the decodable text *El zorro* to read words with *zo*, *za*, and *zu* syllables.

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Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level Spanish phonics skills to read **decodable connected texts** with accuracy and automaticity.

| | | |
|---|---|---|
| 1 | Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and authentic Spanish decodable connected texts in the lesson. | M |
| 2 | Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). | M |
| 3 | Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence. | M |

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read words in isolation and in decodable connected texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and Spanish decodable connected texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

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

- Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and Spanish decodable connected texts in the lesson. There is explicit modeling and demonstration of skills in the Instructional Routines Handbook. For example, the “Identifying Sounds Routine” says, “This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonological awareness.” This routine follows a gradual release model of explain, model, guided practice, and independent practice using word lists and decodable connected texts. The Sound-Spelling Cards are used in phonics lessons throughout the year. The front of the card has a large letter at the top, followed by a picture, the syllable variations, and the name of the picture. On the back, it has a teacher script for the representation, articulation, English connection, and a vocabulary list for small group work. For example, in Unit 1, Week 1, Day 2, Small Group, On Level Differentiated Instruction, Phonics Review, the teacher models the letter /m/ sound. The teacher shows students Photo Cards for *morado*, *marrón*, *azul*, and *verde*. The teacher asks students to identify the words that begin with the /m/ sound. Then, students raise *m* cards when they hear a word that begins with /m/ from the word list: *manual*, *mordisco*, *servilleta*, *cartón*, *mitad*. In Unit 5, Week 1, Day 2,

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small group phonics review, the teacher models with the *r* Sound-Spelling Card. The teacher says that the word is *rosa* and it begins with the /rr/ sound, shows the Photo Cards *reina*, *anillo*, *pinguino*, and *reloj*, and asks students to identify the words that start with the letter *r*. Then, students raise *r* cards when they hear a word that begins with the /rr/ sound from the word list: *rebaño*, *papeles*, *cocina*, *ruedas*, *rodaja*.

- Materials embed practice opportunities with connected decodable text in the lesson. For example, in Unit 7, Week 1, Day 1, during the Phonics lesson, the teacher models how to decode syllables with *ll*. “Muestre la Tarjeta de fonética de la *ll*. Esta tarjeta muestra una llave. La palabra *llave* empieza con el sonido /y/. Para escribir el sonido /y/, usamos la letra *l* dos veces. Digan conmigo: /y/. Escuchen: /y/, *llave*.” Students then practice using a poem displayed on the board. On Day 2, after having reviewed, students identify the sound in a list of words: *carne*, *pollo*, *salchicha*, *caballo*, *camello*, *ratón*. After that, students sort out words: *yogur*, *llama*, *llanto*, *llave*. Day 4, during Small Group Differentiated Instruction, on-level students read the decodable text *Llamita y Pollito*: “Indíqueles que señalen las palabras de uso frecuente *tengo* y *muy* y las palabras que incluyen sílabas con *ll*. Si los niños tienen dificultades para leer las palabras, muestre cómo hacerlo.” Day 5, students have a dictation to practice writing words on their *Tableros de fonética y ortografía*. In Unit 8, Week 1, Phonics Word Work, the teacher models “Muestre la Tarjeta de fonética de la *q*. Esta tarjeta muestra un queso. La palabra *queso* empieza con el sonido /k/.” Then the teacher guides practice: “Lea el trabalenguas lentamente. Pida a voluntarios que coloquen una nota autoadhesiva debajo de las palabras que tienen *que* y *qui*.” In the lesson, they use the resource *Rimas, Adivinanzas*, which includes the decodable connected texts *Trabalenguas* with words *poquito* and *pequeño*.

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).

- Materials provide practice activities for word reading fluency in a variety of settings. The teacher’s digital resource, “Set Up The Classroom,” gives a graphic visual of various settings for students. For example, Classroom Library: “A Cozy reading nook provides a place for independent reading”; Carpet Space: “...allows young readers an opportunity to engage and collaborate during whole group...”; Teacher Table: “set up your small-group teacher table in a quiet corner of the room where you can see children who are working independently”; Digital Access: “Computer stations, laptop carts, or hand-held devices provide children with access to the online student workspace where they can engage in interactive reading, writing, and word study practice”; Independent Workstation: “When you are with a small group, the rest of the class works at independent stations to complete Workstation Activity Cards or read and write independently or with partners.”
- The Instructional Routines Handbook daily phonics routines allow students to learn and practice in whole group and independently. For example, in the “Syllable Blending Routine,” Explain, Model, and Guided Practice activities are done in the whole group and conclude with independent practice. “Students can practice independently by completing related pages from the *Cuaderno de práctica* or doing phonological awareness activities.” The phonological awareness and phonics lessons begin in whole group activities. For example, in Unit 2, Week 2, Day 1, during the *Taller de Palabras*, the teacher models using a photo card and says the sound together with students for words with *s*, and then guides practice by reading an *adivinanza*. In

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Unit 4, Week 2, Day 1, Word Work, the teacher, after modeling with the *b* Sound-Spelling Card, reads the poem “Rima” slowly, and students place a self-stick note under the words that begin with *b*. Phonological awareness and phonics lessons guide teachers to provide practice with word reading fluency in small groups and partnered differentiated instruction. For example, in Unit 1, Week 1, Day 1, the materials provide small group differentiated instruction for Tier 2 interventions to reteach. In Unit 4, Week 2, Day 3, on-level students practice how to read with accuracy with teacher support, then how to read with fluency with a partner. On Day 5, approaching-level students practice reading letters fluently using *Tarjetas armapalabras a, e, i, o, u, f*, and saying out loud chorally the sounds that correspond to each letter.

- The materials remind the teacher that students must be able to read first with accuracy. Once students read with accuracy, they read again and focus on rhythm. Students are paired up to practice while the teacher makes corrections. For example, in Unit 9, Week 2, Day 3, On-Level Phonics, Identify Syllables, the teacher models identifying syllables in the I Do with the word *ceviche*. In the We Do, the teacher writes the word *cítara* on the board and guides students to separate the word into syllables. In the You Do, the teacher writes the word *Ceci* on the board and asks children to say which syllables have a *c*, then asks for volunteers to point out the *c* in each syllable. All lessons provide opportunities for students to work independently. For example, in Unit 4, Week 2, Day 4, students work independently in their *Cuaderno de Práctica* to match pictures with their initial syllable: *fa, fe, fi, fo, fu*. The students practice independently using the digital applications.

Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence.

- Materials do provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence. The *Plan General del Curso: Fonetica* for kindergarten includes a decodable text for all phonics lessons. Unit 1, Week 1, under *Recursos, Materiales de la clase, Libros por nivel*, the decodable text, *Una amiga nueva*, is provided for the teacher to teach the letter *m* sound. Unit 1, Week 1, Day 4, the teacher reviews the letter *m* and the sound it represents during Shared Reading *La mamá*. Unit 5, Week 1, Day 1, students learn the sound of *r, rr /rr/* using the decodable reader *¿Qué tiene Rita?* On Day 2, the teacher reads *La rosa famosa* during a shared reading activity. On Day 3, the lesson includes a *Cuento para llevar a Casa* that includes words that begin with *r*. In Unit 6, Week 3, Day 2, the teacher reviews the letters *r, rr, j, ch, ñ* during Shared Reading *Rafa no se aburre*, and students draw something or someone with the same letter sounds. In Unit 7, Week 1, Day 1, after the teacher models how to decode syllables with *ll*, students read a poem with words that include the digraph *ll*. Day 4, during Small Group Differentiated instruction, on-level students read the informational text *Muchos animales*, which includes words like *ballena, aullido, botella, and arrulla*, after they have already learned *ll*. In Unit 10, Week 2, Day 1, students practice *Sílabas con /g/ gue, gui* using the decodable *La guitarra de juguete*.

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Indicator 4.1

Materials include developmentally appropriate and authentic **Spanish diagnostic tools** (e.g., formative and summative) and guidance for teachers to monitor student progress.

| | | |
|---|---|---|
| 1 | Materials include a variety of Spanish diagnostic tools that are developmentally appropriate. | M |
| 2 | Materials provide clear, consistent directions for accurate administration of diagnostic tools. | M |
| 3 | Materials include data-management tools for tracking individual and whole-class student progress. | M |

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate and authentic Spanish diagnostic tools (e.g., formative and summative) and guidance for teachers to monitor student progress.

Materials include a variety of Spanish diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

Materials include a variety of Spanish diagnostic tools that are developmentally appropriate.

- The materials include a variety of diagnostic tools for measuring Spanish phonological awareness and Spanish phonics skills. For example, the resource *Evaluación del nivel y diagnóstico* includes the following assessment tools for kindergarten: The K–3 phonemic awareness and phonics screening tests DIBELS (Dynamic Indicators of Basic Early Literacy Skills) with these kindergarten assessments—First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF); and the TPRI (Texas Primary Reading Inventory) with these kindergarten assessments—Blending Onset-Rimes and Phonemes and the Graphophonemic Knowledge Reading Inventory. The materials also include the placement and diagnostic tests *Reconocimiento fonológico y fonético*, *Nombre de las letras y visualización de palabras*, and *Fonética y decodificación*, each with assessments that can be administered to students in grades K–6.
- The materials address the continuum of phonological awareness Spanish phonics skills as explained in the grade-level TEKS. The evaluation for *Reconocimiento Fonológico y Fonético* includes kindergarten diagnostic tools aligned with TEKS. For example, the K–1 Phonological Awareness provides subtests, such as *Identificación de rimas*, *Segmentación y conteo de sílabas*, and *Combinación de sílabas*, and the K–3 Phonemic Awareness provides subtests, such as *Conteo de fonemas*, *Separación y pronunciación de fonemas*, and *Pareo de fonemas*, which align with these K.2.A TEKS: (i) identifying and producing rhyming words, (viii) blending spoken phonemes to form syllables, and (ix) manipulating syllables within a multisyllabic word.

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- The materials include diagnostic tools for Spanish phonics skills as explained in the grade-level TEKS. For example, *evaluación for Fonética y descodificación* includes the K–2 Hasbrouck’s Phonics Survey diagnostic tool with 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes. The kindergarten tasks are identification of letter names and sounds, which aligns with K.2.B (i) identifying and matching the common sounds that letters represent.

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The materials provide clear guidance for the teacher to accurately administer the diagnostic assessments. For example, the resource *Evaluación del nivel y diagnóstico* includes the instructions for the *Reconocimiento fonológico y fonético* tests. The Phonemic awareness subtests are administered individually and “should be given to kindergarten students mid-to late-year.” The subtests can also be given every two months to monitor progress. The directions state that “some of the subtests have multiple sections, and these sections are also sequenced by difficulty. If a student is unable to complete the first section of a subtest, do not go on to the second section. If a student is unable to complete two subtests, it is best to stop the assessment at that point.” The materials provide instructions for the *Fonética y descodificación*, Hasbrouck’s Phonics Survey. It states, “For beginning readers (K–1 level), start with sounds or letter names.” For Task 1, Letter Names, the student says the letter name first and then the letter sound not the digraph name (they say *Q*, not *qu* digraph), and for Sounds, students say the letter sound only. The materials provide instructions for the *Nombres de las letras y visualización de palabras* tests. Part of the script states “1. Dé al estudiante una copia de la hoja de registro de fluidez al nombrar letras. Utilice esta hoja para registrar las respuestas orales del estudiante. 2. Diga estas instrucciones al estudiante: Esta tabla contiene letras. Deberás decirme el nombre de la mayor cantidad de letras posible. Cuando diga ‘Comienza,’ empieza a leer aquí (indique la primera letra) y continúa. Señala con el dedo cada letra y dime qué letra es. Si no recuerdas el nombre de alguna letra, yo te lo diré. Señala la primera letra. ¿Listo? ¡Comienza!”
- The materials include detailed information that supports teachers’ understanding of the diagnostic tools provided in the curriculum and the scoring procedures. For example, the resource *Evaluación del nivel y diagnóstico* includes scoring information for the *Reconocimiento fonológico y fonético*. Most of the subtests are conducted orally, with the teacher recording the student’s responses on a record sheet. A few have a student page on which students indicate their answers by circling pictures or writing letters. To score the section *Identificación de rimas*, the materials instruct the teacher to “give 1 point for each correct response. The highest score is 5.” It provides the answer key to each question. The materials provide scoring information for the *Fonética y descodificación*, Hasbrouck’s Phonics Survey. The teacher scores each individual task and records the ratio of correct responses over the total number possible (e.g., 15/20 or 8/10 for each task). A chart format can be helpful for reporting results. The materials provide scoring information for the *Nombres de las letras y visualización de palabras* tests. To score, teachers use this formula: $\text{Cantidad total de palabras leídas} - \text{Cantidad de errores} / \text{Cantidad total de palabras leídas} \times 100$.
- The materials include recommendations to support informal, observational, and anecdotal notes during the administration of the diagnostic screener. For example, the resource *Evaluación del nivel y diagnóstico* includes recommendations for the *Reconocimiento fonológico*

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y fonético. For the test *Creación de rimas*, the materials tell the teacher to accept nonsense words that rhyme with the target word. The materials provide recommendations for the Hasbrouck's Phonics Survey tests. The teacher's copy is written in syllables to facilitate the marking/recording of errors within a word. The recommendations state, "Mark errors and make notes or comments to help you remember how the student responded." The materials provide recommendations for *Nombres de las letras y visualización de palabras* tests. They state "Si el estudiante pronuncia el sonido de la letra, pero no dice el nombre, dígame: Recuerda que debes decirme el nombre de la letra y no el sonido. Si el estudiante continúa pronunciando los sonidos, marque cada letra como incorrecta y tome nota del comportamiento al pie de la página."

Materials include data-management tools for tracking individual and whole-class student progress.

- The materials include data management tools to enable teachers to document individual and whole group progress. On the teacher portal, under the tab *Evaluar y datos*, there is a *libreta de calificaciones* where the teacher tracks the scores of students' individual assessments and the Data dashboard to see the whole class scores organized by weekly skills or by TEKS. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data management resources. For example, it provides hard copy data management recording sheets for organizing information throughout the year as students are evaluated. These recording tools can be used to "compare the findings across a student's scores to determine whether the results are comparable and tell a similar story about the student. Compare results across students to plan small, differentiated skill groups in areas that appear to need additional instruction." It also includes the Quick Checks Observations Forms for the whole class with sections for Phonological Awareness, Phonics, and Fluency. The Assessment Record Sheet tracks individual students' assessments, scores, observations, and next steps.
- The program provides support to help teachers understand the data on individual and whole-class progress. For example, under Professional Development, there is a video and a printable guide that shows the teacher how to navigate the Data Dashboard and how to interpret the results. There are reports that can be generated in the Data Dashboard, such as the recommendations report to group students based on their proficiency level and assign specific activities to each group; the Activity report to track the activities completed online by students, a Skills report to see the skills mastered by students, a Progress Report, and a Grade Card Report. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data Information on using assessment to place K–3 students into the program, such as 80% correct or higher on the Phonological Awareness Subtests and at or above the appropriate benchmark for the Letter Naming Fluency Assessment places the student On Level or Beyond Level.

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Indicator 4.2

Materials include integrated Spanish **progress monitoring** tools, with specific guidance on frequency of use.

| | | |
|---|--|---|
| 1 | Materials include progress monitoring tools that systematically and accurately measure student’s acquisition of grade-level skills in Spanish. | M |
| 2 | Materials include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs. | M |

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated Spanish progress monitoring tools, with specific guidance on frequency of use.

Materials include progress monitoring tools that systematically and accurately measure student’s acquisition of grade-level skills in Spanish. Materials include specific guidance on determining frequency of progress monitoring based on students’ strengths and needs.

Evidence includes but is not limited to:

Materials include progress monitoring tools that systematically and accurately measure student’s acquisition of grade-level skills in Spanish.

- Materials include routine and systematic progress monitoring tools to measure student acquisition of grade-level skills. The resource *Evaluaciones de la Unidad* provides Unit assessments with questions to monitor student progress of phonics skills. These assessments are given throughout the year on the last week of each unit or every two units. They follow the materials’ scope and sequence with increasing complexity of syllabication and decoding skills and letter combinations as follows: Smart Start, identify alphabet and vowels, Unit 1, letters m, p, t; Unit 2, letters l, s; Unit 3, letters n, d, v; Unit 4, letters b, f; Unit 5, letters r, rr, j, y; Unit 6, letters ch, ñ; Unit 7, letter ll; Unit 8, letter r, syllables with pr, tr; Unit 9, syllables with pr, tr; Unit 10, letters k, h inicial.
- The materials’ progress monitoring opportunities accurately measure and track student Spanish phonics progress. The *Evaluaciones de la Unidad* includes the chart *Clave de respuestas* that aligns each assessment question to Kindergarten TEKS. For example, Unit 1, questions 1, 4-6, Unit 3, questions 1, 3-4, and Unit 6, questions 11-15 align with K.2.B (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound.
- The materials include multiple forms of assessment to track individual student’s progress in a scientifically reliable way that informs instruction. The diagnostic tool *Evaluaciones del nivel del diagnóstico* explains using multiple measures: “The assessment process is about making instructional decisions based on assessment information. To the greatest extent possible, all instructional decisions should be based on multiple sources of valid and reliable information.” The ongoing process starts with measuring and scoring, then comparing and interpreting the information, and finally, making instructional decisions based on conclusions. Some of the

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measures included in the program are the Phonological and Phonemic Awareness Assessments and their subtests, *Evaluaciones de la unidad*, and formal and informal teacher observations. They also recommend state screenings, such as DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) and TPRI (Texas Primary Reading Inventory), as progress-monitoring tools. There is information to align both state assessments to specific evaluation components of the program. The “Assessment Administration Guide” includes information about the ELA Interactive Observations Rubric found on the teacher’s dashboard under *Evaluar y datos*. These observational rubrics quantify and record observations of student proficiency on key weekly skills and strategies. The observational data entered into the rubric populates the Recommendations Report to determine students’ proficiency levels with specific skills and gives recommendations for reteaching lessons and extension activities, to help inform instructional decisions.

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

- The materials include an appropriate frequency of assessment that reflects the variable rate of student learning at this age. For example, the *Evaluaciones de la Unidad* assessments are given throughout the year on the last week of each unit or every two units. The phonemic awareness subtests from the resource *Evaluación de nivel y diagnóstico* are administered in grades K and 1 at the beginning, middle, and end of year and/or every two months to monitor progress. Some of the subtests have multiple sections that are sequenced by difficulty; it recommends that if a student is unable to complete the first section of a subtest, do not go on to the second section, and if a student is unable to complete two subtests, it is best to stop the assessment at that point. The DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) can be administered beginning, middle, and end of the year for screening. To monitor progress for students with scores below benchmark norms, it is recommended to assess every two weeks for students identified as some risk and every six weeks for students at low risk. The resource Assessment Administration Guide includes information about the ELA Interactive Observations Rubric found on the teacher’s dashboard, under *Evaluar y datos*; it recommends completing the rubric on days 1, 2, or 3 of the week or genre study.
- The materials provide options for progress monitoring that are appropriate for the age and the skills being assessed. For example, in Unit 1, during the *Evaluación de la Unidad*, the TEKS K.2.A. (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound is assessed for the identification of the phoneme /p/. First, the students see the pictures of three objects: *pulpo*, *ratón*, and *libro*; then the teacher says the word *píncel*, and students have to circle the object with the same initial sound. The evaluation for *Fonética y descodificación* includes the K–3 Hasbrouck’s Phonics Survey diagnostic tool with 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes. The kindergarten tasks are identification of letter names and sounds, which aligns with K.2.B (i) identifying and matching the common sounds that letters represent.

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Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

| | | |
|---|--|---|
| 1 | Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. | M |
| 2 | Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. | M |
| 3 | Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data. | M |

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The materials include guidance to support teachers in analyzing the assessment data. In the Professional Development resource, Assessment and Data, there are videos and printable guides that show teachers how to navigate resources from the teachers' platform. For example, the "Data Dashboard" tool from the *Evaluar y datos* tab is a responsive "Reporting/Differentiated Instruction Tool" that translates data from insights to personalized instruction, with reports that enable grouping, re-teaching, and tracking of standard progress. There is also a video that guides teachers on how to analyze student work in the Gradebook with options to filter data by points or percentage, whole class, or individual students. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data management resources; for example, hard copy data management recording sheets for organizing information throughout the year as students are evaluated.
- The materials support the teacher's interpretation of the data to respond to individual student needs. The five Data Dashboard reports display the data collected from online assessments, online games, and observational rubrics using colorful charts, tables, and graphs based on performance percentages. The teacher can view these reports at the class or individual level based on students' strengths and needs and use the filters to drill down data by skills covered that week, month, three months, or by customizing the date range. For example, the Recommendation Reports measure students' mastery of skills and standards, access resources aligned to learning needs, and plan differentiated support. The Activity Report provides detailed information about each activity that produces data. The Skills Report looks at the skills and

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standards assessed online and monitors class and student progress toward achieving learning goals. The Progress Report charts overall student progress by tracking scores for each assessed skill and standard in graph form. The Grade Card report tracks students' total scores for each grading period by listing each assessed skill and standard that makes up the grade, including highest and lowest performance. The *Evaluación del nivel y diagnóstico* includes the Quick Checks Observations Forms for the whole class with sections for Phonological Awareness, Phonics, and Fluency. The Assessment Record Sheet tracks individual students' assessments, scores, observations, and next steps.

- The materials guide the teacher in using the data to inform future Spanish phonics instruction. The Data Dashboard analysis reports guides teachers' future instruction in order to plan, guide, and differentiate for whole group and small group activities. For example, the Recommendations Report shows students' achievement level for key skills taught in the current week of instruction and places students into leveled groups (Tier 2, Approaching, On Level, and Beyond) and recommends program resources that align to each level. Inputting the word data into the teachers' platform search engine displays a variety of related videos. For example, the video "Collecting Data for Assessment" guides teachers to informally assess students by collecting data and recording observations on mailing labels to group students. The video "Incorporating flexible groups and reassigning group memberships" explains how to group students and move them to different groups as data changes.

Materials tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The information gathered from the diagnostic tools helps teachers plan their core phonics instruction. For example, on the teachers' dashboard, Professional Development, the resource "Know Your Reports" states that the Skills report "provides a big picture look at the skills/standards assessed online" and that if the class is doing well, "use this information to prioritize, eliminate or adjust the pacing of the lessons that address this skill/ standard." If the class is not doing well, the teacher should identify the lessons that address this skill/standard and allow more instructional time for teaching and practicing.
- The materials support teachers in differentiating phonics instruction to meet students' instructional needs based on their assessment results. For example, the Recommendations report will "gauge the students' levels of mastery of key skills and standards, access resources aligned to students' levels, and plan differentiated support." The report color-codes data to differentiate phonics instruction by groups according to assessment results. For example, Tier 2 (less than 70%) is red, approaching level (between 70-79%) is yellow, on level (between 80-93%) is blue, and beyond level (94% or higher) is green. When the teacher clicks on each group, except Tier 2, the system provides teaching recommendations for independent assignable resources or small differentiated group instruction teacher resources. For students in Tier 2, there are only teacher resources such as the *Reconocimiento Fonológico* intervention handbook that provides lessons for explicit, sequential, and systematic instruction of taught standards. The report changes as students complete online tests, the teacher completes observational rubrics, or students complete online data-collecting games. Then, the teacher can use the data to change group membership to form compatible and flexible groups that build community within the classroom. The *Evaluación del nivel y diagnóstico* diagnostic tool recording tools can also be

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used to “compare the findings across a student’s scores to determine whether the results are comparable and tell a similar story about the student. Compare results across students to plan small, differentiated skill groups in areas that appear to need additional instruction.”

Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data.

- The materials provide an array of student resources to be used as a response to students’ academic performance. In the Unit Teacher’s Guide, on the last pages of the lessons, there are a variety of Small Differentiated Group Instruction activities for students approaching level, on level, and beyond level based on the data from diagnostic tools and Data Dashboard reports. These lessons cover the phonics skills taught in the core lessons to provide support, practice, and review utilizing the same materials and GRR model. For example, in Unit 4, Lesson 2, phonics *Nivel Inicial*, the teacher does selected activities for Tier 2: Phonics Review of /F/ F using the Sound-Spelling Card, Word-Building Card, and Photo Card; Build Syllables with *f* using Word-Building Cards *f* and *a, e, i, o, u*; Build Words With F such as *fundá* with Word-Building Cards; Read Words With F such as *fotos* and *Fito*; Reread the Decodable Reader “Feli va de paseo”; and Build Fluency with Phonics using the Word-Building Cards *a, e, i, o, u*, and *f* and chorally say each sound. For the A *Nivel* group, the students do a Phonics Review of /F/ F using the Sound-Spelling Card *f* and Photo Cards; Identify Syllables in words such as *Fede*; Read Words such as *falta* and *fundá* using Word-Building Cards; and Reread the Decodable Reader “Feli va de paseo.” For the *Nivel Avanzado* group, the students review /F/ F words such as *famosa* and *Felipe* and segment into syllables. Then students write the words on their Response Boards and reread the story “¡Felipe se muda!” to practice fluency. In Unit 8, Lesson 1, the Approaching Level group practices with the written accent using the word *remó*. The script says, “Recuerde a los niños que en toda palabra hay una sílaba acentuada que se pronuncia con más fuerza. Señale la tilde. Esa marca se llama tilde o acento escrito, e indica qué sílaba deben leer con más énfasis. Lea la palabra *remó*, enfatizando la sílaba final.” The materials also provide K–2 Tier 2 Intervention guides, such as *Reconocimiento Fonológico* and *Fonética y Taller de Palabras*, to support students that are below the approaching level. Teachers plan differentiated activities to respond to assessment data in the units throughout the year.

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Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

| | | |
|---|---|---|
| 1 | Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. | M |
| 2 | Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills. | M |
| 3 | Materials provide enrichment activities for all levels of learners. | M |

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills.

- The materials include guidance for scaffolding Spanish instruction and differentiating activities based on targeted areas that students have not yet mastered. The Professional Development resource tab includes the video “La enseñanza de grupos pequeños,” with guidance and resources for differentiated instruction. It lists resources such as the “How-to-Guide Managing Small Groups,” workshops for managing and teaching in small groups, and videos by Dr. Vicky Gibson about small group instruction. The Teacher’s Guide includes Small Group Differentiated Instruction GRR lessons with detailed scripted guidance for students at the Approaching level. For example, in Unit 1, Lesson 3, the script states “Yo: Muestre la Tarjeta de fonética de la t y diga qué representa la imagen. Diga la letra con la que comienza esa palabra y el sonido que representa: t, /t/.” It includes a script for *Juntos* and *Ustedes*. There is also guidance for supporting word-reading fluency using leveled readers.
- The materials ensure that teachers are able to identify and provide opportunities for students to develop Spanish precursor skills necessary to access grade-level content. For example, in the Teacher’s Guide, Unit 2, Lesson 2, there is the box *Comprobar el progreso* that guides the teacher to assess skill: “¿Pueden los niños combinar sonidos y letras para formar sílabas con s? ¿Pueden los niños reconocer y leer la palabra de uso frecuente?” If the answer is no, the teacher should reteach and refer to specific pages.

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- The materials provide additional Spanish lessons for targeted instruction that include differentiated instructional approaches. For example, in Unit 6, Lesson 1, during Phonics, the teacher differentiates instruction for the Approaching-level students after whole group instruction. The teacher displays the *ch* Sound-Spelling Card, names the picture, and says the initial blend of the word. The teacher distributes Word-Building Cards *c* and *h* and asks students to raise their cards if the word begins with the /ch/ sound using words such as *chal* and *ave*. The teacher displays the *chaleco* and *chile* Photo Cards, and students say the initial sound. There are also additional Spanish lessons for K–2 Tier 2 students below the approaching level, such as *Intervención Reconocimiento Fonológico*, *Intervención de Fluidez*, and *Intervención Fonética y Taller de Palabras*. For example, Tier 2 *Intervención Reconocimiento fonológico* includes strategic intervention materials for phonemic awareness, phonological awareness, phonics and decoding, oral reading fluency, and writing. There are over ninety 15-minute lessons for each phonics skill. The teacher can teach as a discrete lesson or provide sequential and systematic instruction.

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills.

- The materials include guidance for enrichment activities for students who have mastered grade-level foundational Spanish phonics skills. The Professional Development resource tab includes the video “La enseñanza de grupos pequeños,” with guidance and resources for differentiated instruction. It lists resources such as the How-to-Guide Managing Small Groups, workshops for managing and teaching in small groups, and videos by Dr. Vicky Gibson about small group instruction. The Teacher’s Guide includes Small Group Differentiated Instruction GRR lessons with detailed scripted guidance for students at the Beyond level. For example, in Unit 1, Lesson 2, the teacher does a review for words with /p/; the script states, “Yo: Escriba en el pizarrón la palabra *puma*. Léala en voz alta siguiendo el texto con el dedo. Diga: Vamos a pensar cuáles son las sílabas, es decir, las partes que forman esta palabra. Si la digo en voz alta, me doy cuenta de que la palabra tiene dos sílabas: *pu* y *ma*. Trace una línea para separar las sílabas. La primera sílaba de la palabra *puma* es *pu*. La segunda sílaba es *ma*.” It includes a script for *Juntos* and *Ustedes*. There is also guidance for supporting word-reading fluency using leveled readers.
- The lessons include recommendations for Spanish upward scaffolds to support extension and application of learning. For example, in the Teacher’s Guide, Unit 2, Lesson 2, there is the box *Comprobar el progreso* that guides the teacher to assess skill: “¿Pueden los niños combinar sonidos y letras para formar sílabas con *s*? ¿Pueden los niños reconocer y leer la palabra de uso frecuente?” If the answer is yes, the teacher can do a review for on-level students using specific pages or extend the skill for advanced level using another page.
- The lessons provide additional Spanish activities and resources to support student choice and to extend and explore new learning in collaborative groups or independently. For example, in Unit 7, Lesson 2, during Phonics, the teacher reviews the skill /g/ sound for Beyond-level students after whole group instruction. The teacher begins by writing the sentence *Los gusanos viven en la tierra*, points to the word *gusano*, and counts the syllables. Then the teacher repeats the activity with other sentences and asks the students to think about the sound that each letter represents in words, to blend them and form syllables, blend those syllables to read the word, and then read the whole sentence. The teacher writes *Juego con mi gato* and asks partners to

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read it aloud, write it down in their Response Boards, and underline the words with *g*. To work on fluency, students reread the story “Mi amigo Gufo,” and to Innovate, the students complete the sentence *Gufo juega con...* to create a new page. The *Tarjetas de Actividades del Taller de Palabras* include independent activities with instruction in green for *nivel avanzado*. The *actividades digitales* on the student’s dashboard include a variety of phonological awareness and phonics activities aligned to the weekly lessons.

Materials provide enrichment activities for all levels of learners.

- The materials include Spanish enrichment activities for all levels of learners that provide students with opportunities to explore and apply new learning in a variety of ways. The professional development *Aprenda a Usar Maravillas* includes the video “La enseñanza de grupos pequeños,” where all the resources for differentiated and enrichment activities are listed. For example, the Teacher’s Guide includes differentiated lessons, suggestions, activities, and resources. The *Tarjetas de Actividades del Taller de Palabras* include independent activities with instruction in blue for *a nivel*, orange for *nivel inicial*, and green for *nivel avanzado*. The *actividades digitales* on the student’s dashboard include a variety of phonological awareness and phonics activities aligned to the weekly lessons. The grades K–2 Tier 2 Intervention books include activities that can be printed and assigned to students who need a major level of intervention. The teacher uses the *Cuaderno de practica* to assign pages that students can complete and submit interactively. The resource *Aprender con juegos* includes ideas and templates for games that students can play with a partner or a small group.

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Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

| | | |
|---|---|---|
| 1 | Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. | M |
| 2 | Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). | M |

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- The materials engage students in mastery of the Spanish content through a variety of instructional approaches. The Instructional Routines Handbook includes the routines used daily to introduce and review phonics skills during the *Taller de Palabras*. For example, the phonological awareness routines, Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable; the phonics routines, Introducing Sounds, Identifying and Blending Syllables, Building Words, and Reading Words; and the spelling routines Written Accent, Dictation, and Orthographic Rules. All these routines use the GRR model to deliver instruction and a variety of visual, oral, and kinesthetic approaches. For example, Photo Cards to orally introduce letter sounds in words; *Tarjetas de Fonética* with printed letters, their sound, pictures, syllables, and words; Response Boards with counters for counting, blending, and segmenting syllables; *Tarjetas armapalabras* to build, segment, and manipulate sounds and syllables. The routines also use kinesthetic motions such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound.
- The materials engage students in mastery of the Spanish content through developmentally appropriate instructional approaches. The *Tarjetas de fonética* used in all phonics lessons to introduce a phoneme include the section *Articulacion* with details on the position of the lips, tongue, teeth, and the use of breath and vocal cords are provided in kid-friendly language. The letter *Ll* script states “¿Cómo se articula el sonido? El fonema /ll/ es palatal lateral. Se articula llevando el dorso de la lengua hasta el paladar y dejando una estrecha salida central para el paso

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del aire, el cual sale a ambos lados de la boca. Algunos representan este sonido mediante la fórmula / + y. En el Río de la Plata, tanto el dígrafo // como la letra y se pronuncian de forma similar a la combinación *sh* de palabras como *show* o *shadow*.” The lesson delivery includes developmentally appropriate instruction. For example, in Unit 7, Lesson 1, the teacher uses the Photo Card *lluvia* to introduce the /y/ sound, says the word, and tells students to listen for the sound at the beginning of the word. The teacher reminds students that the /y/ sound may stand for *y*, which they have already seen, and the // blend. Then the teacher provides additional examples using words such as *yogur*, *llegada*, and *llama* as students repeat, emphasizing the /y/ sound. They read a poem together, and students listen and clap for words with /y/. The teacher reads it again, encouraging children to join in and continue to clap for words that begin with /y/.

Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

- The Spanish materials support a variety of instructional settings. The teacher's digital resource, “Set Up The Classroom,” gives a graphic visual of various settings for grades K–1 students. For example, Classroom Library: “A Cozy reading nook provides a place for independent reading”; Carpet Space: “...allows young readers an opportunity to engage and collaborate during whole group...”; Teacher Table: “set up your small-group teacher table in a quiet corner of the room where you can see children who are working independently”; Digital Access: “Computer stations, laptop carts, or hand-held devices provide children with access to the online student workspace where they can engage in interactive reading, writing, and word study practice”; Independent Workstation: “When you are with a small group, the rest of the class works at independent stations to complete Workstation Activity Cards or read and write independently or with partners.” All phonics core instruction of the Model and Guided Practice phases are done whole-group. The Practice phase, where students use the *Cuaderno de Práctica* and the digital application, is individual. The materials also provide suggestions for Differentiated Instruction, which is done in small groups of approaching-level, on-level, and beyond-level students. Other activities that take place with partners or in small groups are the *Tarjetas de Actividades del Taller de Palabras*, which include suggestions for stations, such as illustrating words that start with a given phoneme or using the *Tarjetas Armapalabras* to build words. The lessons for K–2 Tier 2 students below the approaching level, such as *Intervención Reconocimiento Fonológico*, *Intervención de Fluidez*, and *Intervención Fonética y Taller de Palabras*, are for small group or one-on-one instruction.

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Indicator 5.3

Materials include supports for **multilingual learners** to meet grade-level learning expectations.

| | | |
|---|--|---|
| 1 | Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended. | M |
|---|--|---|

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for multilingual learners to meet grade-level learning expectations.

Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.

Evidence includes but is not limited to:

Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.

- The materials include information about the bilingual or dual language program models for which the curriculum is intended. On the teacher’s dashboard, the search phrase “dual language” provides a variety of resources. For example, the video “Dual Language Versus English Learning Instruction” explains that dual language is an additive model and home language is maintained. The goal of the program is for students to become proficient in two languages. Whole group instructions are limited to 7–10 minute chunks, depending on grade level. Then, the students work with bilingual pairs or their table group of four. The ultimate decision for the program implementation depends on the school district and school population. Ideally, dual language one-way is used where the school has a large group of students predominantly from one language, all ELs. A school implements dual language two-way when one-third of the students are monolingual Spanish speakers, one-third are monolingual English speakers, and one-third are bilingual students. The Texas *Maravillas* User’s Guide quotes Maria Campanario: “Dual language learners not only have the opportunity to become biliterate and bicultural, they will have a pathway into a future of true democratic global citizenship.”
- In the Teacher’s Guide, Units 1–2 Overview, the materials state that “since dual language or two-way immersion is a late exit program, lasting from four to seven years, it can best be served by *Maravillas*, a K–5 reading series.” A variety of resources support bilingual programs, such as “Oral Language Sentence Frames,” which allow English learners to hold structured conversations in English using linguistic support. Each unit contains a “Bridge to English” section with lesson ideas and suggestions to help students transfer knowledge from Spanish to English. There are also a variety of resources to support dual language programs. For example, the “Dual Language Planners” present side-by-side outlines of both English and Spanish. They highlight lessons that include transferable skills that can be taught in either language and non-transferable skills that have to be taught in both languages. The *Guia de Transferencias Lingüísticas* provides information on the Spanish language skills that transfer to English. The “Language Transfers Handbook” provides information on the English language skills that transfer to Spanish.

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Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

| | | |
|---|---|-----|
| 1 | Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. | Yes |
| 2 | Materials provide specific strategies and activities for families to use at home to support students' learning and development. | Yes |
| 3 | Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress. | Yes |

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. For example, at the beginning of the year, parents receive a handout to sign up to *Acceso del estudiante a los recursos en línea*. In this form, parents are informed about the materials their children will use in school and their access to online resources at home. The letter includes information about the *Página de acceso* link my.mheducation.com/login and provides parents with a username and password. The second page explains how to navigate the students' work space, *Pestañas de navegación*, *De la escuela al hogar*, and *Iconos de inicio rápido*. It also gives a brief description of the resources available and what they do. The online section "School to Home" offers parents a Family Letter, Spelling Lists, and other resources. The teacher resource tab, *De la escuela al hogar*, includes a weekly English and Spanish letter to families with *mis objetivos*, *ejercicios con palabras*, *palabras de uso frecuente*, *clases de palabras*, *fonética*, y *comprensión*. In this letter, parents get information and suggestions about working with their children on the skills of the week. For example, the first week of Unit 4 includes this prompt to parents: "Pida a su niño o niña que marque los casilleros de los objetivos que haya completado." The word *objective* is a hyperlink to a checklist of the week's learning goals; for *Taller de palabras* the goals are to *comprender los sonidos de las palabras*; *leer y escribir palabras con b*; *leer y escribir tiene*; *escribir letras: Bb*. In the letter, parents also get suggestions on ways to support their children; for example, the Word Workout section for *Fonética: b* says, "Pida a su niño o niña que señale palabras que comiencen con *b* en libros o periódicos. Luego, escriba algunas palabras que comiencen con *b* y pídale que encierren **n** en un círculo la letra *b*." In Unit 7, Week 2, the parents are given the syllables *ga*, *go*

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and *gu* with instructions to write them down in a paper, ask their student to trace the syllable with his or her finger, come up with words together that have the syllables, and to have their child underline the syllables. In Unit 10, Week 3, the parents are provided with instructions and prompts to support their children's skills for *Fonética: za, zo, zu, ce, ci, ge, gi, gue, gui, k, pl, bl*. The section *De la escuela al hogar* also has a Messages tab for teachers to send direct messages to parents.

Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- The materials include information, in English and Spanish, about specific strategies and activities for families to use at home to support students' learning and development. For example, in Unit 2, Lesson 3, the parent letter includes specific strategies on how to review the phonics letters that their children have learned. Parents draw a five-column table on a piece of paper, writing the following letters at the top of each column: *m, p, t, l, s*. "Guíe a su niño o niña para que piense palabras que comiencen con cada letra. Anote las palabras en la columna correspondiente." In Unit 4, Lesson 2, the Family Letter Phonics section guides parents to study *f*. The instructions are "Hagan una lista de cosas cuyo nombre comience con la letra *f*. Anime a su niño o niña a subrayar la *f*." In Unit 8, Week 1, the parents are given the words *que* and *qui* and are asked to play a game with their student to guess the words with the syllables *que* and *qui*. In Unit 10, Lesson 3, in the student digital edition, there are activities for students to complete at home, including *Trabajo con palabras*. Parents are provided with the following instructions for phonics *ge, gi, h*: "Write down words with *ge, gi* or *h*, for example, *ruge, girasol*, and *hilo*. Read them aloud with your child. Help him or her identify the syllables *ge* and *gi* and the letter *h*. Remind your child that the letter *h* is silent in Spanish."

Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

- Materials contain resources to help teachers communicate with families in an ongoing manner regarding student progress. The materials provide phonics instruction videos, found in the Professional Development tab under Resources, to help teachers communicate with families in an ongoing manner regarding student's progress. There is also a video, "Top 5 Resources to Enhance Learning at Home (Students/Parents)," that provides ideas to teachers of some of the resources that can be assigned at home for parents to work with their children, like the digital activities to practice phonics or the paired leveled readers for reading comprehension. The materials have tools to diagnose and assess students' progress, such as the kindergarten Foundational Skills Assessment. The Online Assessment Center offers reports, such as Phonics Skills and Progress, Phonological and Phonemic Awareness, Fluency, and High-Frequency Words. In the last pages of every Teacher's Guide, there is an *Evaluación del progreso* with skills that are assessed formally and informally. The Family Letter has a checklist of the Learning Goals and activities related to student outcomes. Students take the Placement and Diagnostic Assessment, which identifies them as On, Approaching, or Beyond level. The teacher selects a designation in each student's profile, and the online course Dashboards auto-populate with relevant level reads and activities. Teachers can share student progress in a quick message in the "My

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Messages” tab of the Home/School section on the Teachers Dashboard or download and print the report to send home with the students.

Indicator 6.2

Materials incorporate **technology** into the lessons to **enhance student learning**.

| | | |
|---|--|-----|
| 1 | Digital materials are accessible and compatible with multiple operating systems and devices. | Yes |
| 2 | Digital materials support and enhance virtual and in-person instruction. | Yes |
| 3 | Digital materials enhance student learning and are not distracting or chaotic. | Yes |

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- The digital materials are accessible and compatible with multiple operating systems and devices. The materials have a web-based teacher and student platform with digital materials that students can access from any device that has internet. Additionally, some of the materials are downloadable and later accessible without access to the internet. Under the Professional Development tab, the materials include a video called “Plataforma digital para los estudiantes” with step-by-step information on how to navigate the student portal and how to request technical assistance. There is also a video called “Aprenda a usar Maravillas” that guides teachers on how to navigate the resources and all the program features.
- On the Digital Technical Support page, found at the bottom of both the teacher and student platforms, families and teachers can find information about Getting Started and Product Navigation, Login and Password Help, Tech and Mobile FAQs, and Quick Links. For example, digital materials are accessible and compatible with multiple operating systems and devices such as Chromebooks, iPads, PCs, Apple computers, and/or smartphones online through any device with a strong internet connection. The digital materials support the following web browser and versions: Google Chrome 86+, Mozilla Firefox 86+, Apple Safari 12+, and Microsoft Edge 90+. The program needs a screen resolution of at least 1366 x 768 and dimensions of at least 9.5 inches. The minimum requirements for the program materials to work and be displayed correctly are Windows 8.1+, Mac OS 4 10.11, Chrome OS v80 with 4 GB RAM, Tablets and Mobile Devices with iOS 14+or Android 9+.

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- The materials include information about system requirements and include a letter *Acceso del estudiante a los recursos en línea*. The letter guides parents/tutors to log in to my.mheducation.com/login. After logging in, they can check the link *Requisitos mínimos* at the bottom of the page. The materials require enabling/allowing browser cookies, Javascript, MP3, and pop-up windows to work properly. If these standards are not supported by a student's device, the student "may experience a completely acceptable experience using" the program/materials. The *Requisitos mínimos* page also has links to other resources, such as Platform Status Center and Check Your System Setup.

Digital materials support and enhance virtual and in-person instruction.

- Digital materials support and enhance virtual and in-person instruction. For example, in the *Desarrollo Profesional* tab, under *Aprenda a Usar Maravillas*, the materials provide videos with clear instructions and guidance for teachers to navigate the digital resources, which include *Espacio de trabajo del maestro*, *Plataforma digital para los estudiantes*, and *Asignar y revisar tareas*. On the Teacher Platform, across the top, teachers have access to all the materials of the program by clicking on each tab. These tabs are the *Plan* tab, where teachers can read the TEKS standards, organize weekly lessons, and use a digital calendar; the *Recursos* tab, which includes all of the program's digital and downloadable materials, access to professional development, a glossary, and *De la Escuela al Hogar* resources; *Evaluar y Datos* tab, which provides access to all assessment features of the program; *Escritura e investigación* tab, which allows teachers to create classroom discussions, projects, and access to writing materials; the *Administrar y asignar* tab, where the teacher can assign homework and activities to students; and the *Carpeta* tab, where the teacher can view their own work as well as the student's work.
- On the Student Platform, students can access the class materials, additional resources to extend their learning, and home-based assignments. On the main screen, the students can choose from the following icons: *Por hacer*, for the assignments students are working on; *Palabras por aprender*, for the vocabulary words of the week; *Escritura*, for the writing assignments; *Juegos*, for the digital application with games where students can review phonics, spelling, and grammar skills; and *Lectura*, for the digital readers and text passages of the week. On the upper menu, there are other buttons that students will use in class: *Mi carpeta*, which stores the assignments that students turn in; *Colaborar*, a discussion forum for students and teachers; *Recursos*, which provides direct access to all resources available for the program; *De la escuela al hogar*, where parents find the week's reading objectives, suggestions on how to support learning with vocabulary, and phonics activities.
- The lessons with their corresponding resources are automatically assigned to students as soon as the teacher sets the calendar. The teacher can edit the lesson and add or remove slides and resources. A student working online can open the resources as PDFs or as interactive assignments to be completed with the digital tools and saved. This is how assignments are sent back to the teacher. All the readers, student books, games, anchor charts, songs, videos, and most of the placement and diagnostic tests are available in the student workspace.
- The materials' resources from each of the units support and enhance virtual and in-person instruction. For example, in Unit 1, teachers can assign *Actividad de práctica de fonética*, in person and digitally. In Unit 7, Lesson 3, the interactive Big Book "El Viaje" includes icons for the teacher to navigate, highlight, underline, erase the books, and view audio options.

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Digital materials enhance student learning and are not distracting or chaotic.

- Digital materials enhance student learning without being distracting or chaotic. For example, the design of the digital Student Dashboard is pleasant to the sight, with appropriate use of white space and visuals to make content easy to navigate, read, and comprehend. The contrasting colors and the size of the fonts in icons, headings, subheadings, and interactive digital tools makes content access clear. This design is consistent throughout the materials. The Student Dashboard includes the Weekly Concept and the Essential Question at the bottom of the page. Across the top is the navigation bar with the *Maravillas* image that navigates students back to the homepage; *Mi carpeta*, with assignments and assessments; *Colaborar*, with discussion forums and projects; *Recursos*, with all of the programs materials; *De la escuela al hogar*, with the family letter and home resources; an icon for notes or messages; *ABC*, with a glossary; and the search bar. The main page also has a big circle in the middle with color-coded audio icons that have the same images from the student textbook. The green, *Por hacer*, is for pending assignments; the red, *Palabras por aprender*, shows the vocabulary words of the week; the purple, *Escritura*, is for the writing assignments; the orange, *Juegos*, is for the digital application games; and the blue, *Lectura*, is for the digital readers and text passages of the week. Each time a student clicks on an icon, a well-spaced window will pop up with labeled resources and activities and a blue banner with a navigation bar with all the icons from the main page for easy access. The grade-appropriate digital resources are interactive tools or PDFs that students can read or print.
- The digital materials from each of the units enhance student learning without being distracting or chaotic. For example, in Unit 7, Lesson 3, students learn the letter *c* using a video presentation, downloadable worksheets, and interactive games in which the students practice phonetic knowledge by identifying and matching letters and their sounds. In Unit 10, Lesson 2, students can play an online game from their Student Dashboard to enhance their phonics learning of *sílabas con g*: “En esta actividad los niños escuchan y combinan sílabas para formar palabras con el sonido /g/. Esta es una práctica independiente. El puntaje de esta actividad quedará registrado en la Mochila de datos.”