Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Section 1. Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade 3	100.00%	100.00%	N/A	N/A
Grade 4	100.00%	100.00%	N/A	N/A
Grade 5	100.00%	100.00%	N/A	N/A

Section 2. Texts

- The third-, fourth-, and fifth-grade materials include high-quality texts across a variety of text types and genres as required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The third-, fourth-, and fifth-grade materials include a variety of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literacy Practices and Text Interactions

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.
- The materials include practice for students to write legibly in cursive.
- The materials support students' listening and speaking about texts and engage students in productive teamwork and student-led discussions in a variety of settings.
- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

- The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills.
- Materials include diagnostic tools and provide opportunities to assess student mastery, in and out of context, at regular intervals for teachers to make instructional adjustments.
- Materials provide frequent opportunities for students to practice and develop oral and silent reading fluency while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.

Section 5. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- The materials include frequent, embedded opportunities for monitoring progress.

Section 6. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for English Learners (EL) to meet grade-level learning expectations.

Section 7. Implementation

- The materials include year-long plans with practice and review opportunities that support instruction.
- The materials include implementation support for teachers and administrators. The implementation includes guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide guidance on fostering connections between home and school.

Section 8. Bilingual Program Model Considerations

- The materials provide clear guidance specific to bilingual program models.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

- The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- The materials in Spanish are authentic and culturally relevant.

Section 9. Additional Information

- The publisher submitted the technology, cost, professional learning, and additional language support worksheets.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 2.1

Materials include high-quality texts for SLAR instruction and cover a range of student interests.
- The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.

Meets 4/4

The materials include high-quality texts for SLAR instruction and cover a range of student interests. The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Additionally, the materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.

Evidence includes but is not limited to:

The texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. The instructional materials provide a list of the leveled books included. Each book includes genre, number of pages, and lessons to choose from and teach. The book *Meteoros* by Heather Hammonds is labeled as informative text.

In Module 1, teachers introduce realistic fiction with a culturally responsive contemporary text, *Marisol McDonald no combina,* and explore the genre with students. The materials include suggestions for listening to and speaking at the end of all reading selections that let students explore the content and story by working collaboratively and listening and speaking in groups. The materials offer a wide variety of content that students can relate to with their historical and current backgrounds.

Module 2, "Querido primo," exposes the students to grow their knowledge about other cultures. In this passage, there is a letter between two cousins in two different countries. Each boy shares about their culture, sharing with the reader a comparison between two countries and cultures.

In Module 3, students explore an informative text about Abraham Lincoln's monument after establishing a reading purpose. *The US Constitution* by Norman Pearl presents James Madison as the protagonist of his biographical story and gives characterization analysis a deeper meaning. Students read drama texts and analyze their analysis, responding to written comprehension questions.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

In Module 5, two texts, *El rumbo del sol* by Felix Zuniga and *¡Hecho!* by Susana Rodriguez, represent content and language for all readers. The first text, *El rumbo del sol*, is rich in color and language. It details the expansion of the West, which for many is known as "El rumbo del sol." The text uses language and illustrations to enhance the students' learning. The second text, *¡Hecho!*, enriches the understanding of the West expansion. It has photographs and captions adequate for the students to comprehend the changes the West had in the 1800s.

In Module 6, Lesson 2, the text *Es el ciclo de la vida* by Heather Lynn Miller illustrates and informs the different stages of the life cycle. The list of books offers a variety of genres and lessons for all readers to participate in close reading.

In Module 10, the story "¿Por qué está tan lejos el cielo?" by Marci Stillerman is a folktale. The story includes beliefs and traditions of Nigerian culture. The text exposes students to other cultures, beliefs, and customs. Instructional materials include other disciplines, such as Social Studies. The section "Revista Aventureras" provides a nonfiction text, *El fonógrafo* by Mariana Suárez. The text informs the students about Thomas Edison and the impact of his inventions.

In Module 12, the text *Marisol McDonald no combina* by Monica Brown, translated in Spanish by Adrianna Dominguez, is an example of realistic fiction. The text is well-crafted and represents a high quality of content and language. The story *La vida de Rosa Parks* by Cynthia Mercati enriches the students' understanding of a particular topic. The text provides content, language, and writing that is produced by experts in various disciplines.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 2.2

Materials include a variety of text types and genres across content that meet the requirements of the TEKS for each grade level.
- Text types must include those outlined for specific grades by the TEKS:
  - Literary texts must include those outlined for specific grades.
  - Informational texts include texts of information, exposition, argument, procedures, and documents as outlined in the TEKS.
- Materials include print and graphic features of a variety of texts.
- Materials include informational and argumentative texts that are connected to science and social studies topics in the TEKS for grades 3-8.
- Materials include opportunities for students to recognize and analyze characteristics of multimodal and digital texts.

Meets 4/4

Materials include text types outlined for specific grades by the TEKS that include literary and informational texts, such as texts of information, exposition, argument, procedures, and documents. Materials also include print and graphic features of a variety of texts, informational and argumentative texts that are connected to science and social studies topics, and opportunities for students to recognize and analyze characteristics of multimodal and digital texts.

Evidence includes but is not limited to:

The instructional materials include a variety of genres. Module 4, "Gigi y el Anillo Mágico, Adaptación de un cuento de hadas italiano" (no author) is an example of drama.

Module 6 includes the informational text "Congelada viva" with a vivid rich text about frogs. This text is connected to the story read in Module 6 exploring the fantasy genre, "Es el ciclo de la vida." Cross-curriculum texts aligning to science and social studies are presented throughout all modules.

Module 7 includes the literary passage *La Velita de los Cuentos* by Lucia Gonzalez, about a community during the Great Depression and how they got involved with the public library in different and positive ways.

"Un Siglo de Inventos Increíbles"(no author) is an example of information and exposition text found in Module 8.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Additionally, Module 8 presents a "Knowledge Map" to graph out ideas and think aloud with students. After students receive information from a variety of texts, they fill out the graphic organizer Knowledge Map to connect ideas and eventually create a writing piece.

Module 8 also includes different text features like headings, bold words, sidebars, pictures and captions, and labeled diagrams. The passage includes pictures with descriptions to support the main idea.

In Module 9, the story titled *Y eso, ¿cómo llegó a tu lonchera?* by Chris Butterworth offers illustrations where children learn how the ingredients of their lunches are made and distributed for consumption. Students write a review of the illustration provided on how cheese is made. They plan their writing by creating a list of what they like and did not like about the cheese illustration.

Videos and graphic print images are introduced before each reading text. In each module, as presented in the teacher's guide, we see the exploration of texts through a varied multimodal approach. Each module also has color graphic anchor charts "cartel didactico" that display the content TEKS being addressed before each unit. In the digital section of each module, students are provided with a typing practice to monitor their listening of texts.

In Module 9, a digital video titled "Las zanahorias, de la granja el tenedor" is available for students to view and respond to the text by answering questions on the section titled "Conversación colaborativa." The materials provide opportunities for students to recognize and analyze characteristics of various texts. Throughout the module, the materials include meta-cognitive support by offering digital tools for students' use while reading, such as audio stories, highlighter, ability to take digital notes, and zoom in and out. However, the materials do not include multimodal texts nor make reference to websites, posters, comics. etc.

In Module 10, the story titled *Cuando el gigante despertó* by Celia Godkin is a legend about a volcano's eruption. The text includes paragraphs and illustrations for students to connect the reading with the images. Students actively visualize while listening and responding to videos in each module. Students write an introduction to the story. Students cite evidence from the text to describe the mood of the story.

Instructional materials provide texts with print and graphic features. For example, the informational text titled *Animales con armadura para sobrevivir* by Stanford Makishi includes a table of contents with photographs and illustrations. Labeled diagrams that provide information on the parts associated with the animals also facilitate connecting this book to science topics.

The book titled *Esculturas de la naturaleza* contains photographs with captions, bold prints, illustrations, glossaries, and indices.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

All instructional materials are rich in content; however, the materials do not prompt teachers to analyze and print graphic features. The materials do not include argument or procedural passages nor offer texts that show argumentative structure.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 2.3

Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.
- Texts are accompanied by a text-complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Meets 4/4

The materials include the appropriate quantitative levels and qualitative features for the grade level. In addition, the texts are accompanied by a text complexity analysis provided by the publisher.

Evidence includes but is not limited to:

Instructional materials include quantitative features and qualitative levels for the grade level. A list of texts is included with Lexile levels for kindergarten through sixth grade. The section titled "Biblioteca al alcance del estudiante" provides texts with a rationale explaining the educational purpose and grade-level placement of the texts.

Ahora y Ben: Los inventos modernos de Benjamin Franklin by Gene Barretta includes quantitative and qualitative features. The Lexile level is 860L and considered slightly complex. It provides a brief reasoning on the selection of the text and how to generate interest in the students.

Weslandia by Paul Fleischman has a Lexile level of 860L and is considered a complex text. A brief rationale of the selection is included before reading.

The instructional materials provide a resource titled "Guía del maestro." The materials provide a table of contents with different categories to locate information about various components of the program titled "¡Arriba la Lectura!" A brief summary of the authors is included in the materials. In Guía del maestro, the materials explain the setup of the program and how students build knowledge with discussions on each module topic. Module 5, "Vistasos a los textos de la leccion," in the teacher's guide describes the texts covered with "moderate complexity" at a Lexile level of 720 that is a little above a fourth-grade reading level.

Instructional materials list texts used for central instruction in the table of contents. The materials list the texts and the purpose each text serves for each module. The materials offer teachers guidance on what literary texts to cover for each module. An illustration is provided to

guide teachers on how to present the material based on best practices. However, there is no description of the complexity of the texts within the modules.

The Rigby Readers "Lecturas por niveles" provides a complexity analysis of included text titles, fiction/non-fiction check, genre, level, and Lexile, with 1-3 content concepts. Levels in this grade range from 450 Lexile to 940 Lexile, making it adaptable to below and above grade level. Lexile levels for third grade range from 520-820 Lexile. An example of Rigby Level Text in third grade that displays all the descriptions above is *Los zapatos deportivos de Leonor*, which is indicated as a Fictional text, Fantasy genre, Level M, has a 700 Lexile level (above grade level), and provides lessons that teach main ideas and details, theme, and characterization. Another text example that provides complexity analysis is *Cambiemos la suerte de las tortugas,* a nonfiction story with a Lexile level of 840L, level N, 32 pages, with lessons on main idea, characteristic details of text, and graphic elements of problem and solution.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.A.1

Materials contain questions and tasks that support students in analyzing and integrating knowledge, ideas, topics, themes, and connections within and across texts.
- Most questions and tasks build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS.
- Questions and tasks require students to
  - make connections to personal experiences, other texts, and the world around them and
  - identify and discuss important big ideas, themes, and details.

Meets 4/4

Instructional materials contain questions and tasks that build conceptual knowledge, are text-specific/dependent, target complex elements of the texts, and integrate multiple TEKS. The questions and tasks require students to make connections to personal experiences, other texts, and the world around them and identify and discuss important big ideas, themes, and details.

Evidence includes but is not limited to:

Instructional materials support students' knowledge by including questions that require them to read texts closely. Every module contains stories with collaborative discussions for students to build conceptual knowledge and integrate multiple TEKS. In Module 5, the story titled *Corredoras Rivales* by Jake Maddox requires students to answer three questions, and each question offers different Depth of Knowledge (DOK) levels. Example of questions: "¿Por qué le resulta incómodo a Amy hablar con Madison?" "¿Qué lección aprende Amy de Madison que la ayuda a hacer el mejor tiempo de su vida?" The materials include suggestions for listening and speaking and prompt students to listen to the central idea of each speaker and think about how those ideas support or change their thoughts. The materials suggest that students speak in complete sentences when sharing their thoughts about the central idea of the story.

Every module contains stories with collaborative discussions for students to build conceptual knowledge and integrate multiple TEKS. In Module 9, the story titled "Es Nuestra Huerta: Desde la semilla hasta la cosecha en una huerta escolar" by George Ancona includes an activity that encourages students to create a manual on how to take care of the school's vegetable plot all year round. The activity allows students to integrate multiple TEKS into their assignments. Questions offer opportunities for students to discuss important ideas and details. Samples of questions include "¿Por qué los estudiantes miran catálogos de semillas? ¿Cómo les ayudará esto?" "¿Cuáles son algunas de las formas en que se usan las frutas y las verduras de la huerta?"

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Questions and assignments in the textbook require textual evidence to write responses to critical thinking questions. These questions and tasks support their learning of explicit facts and inferences in a text. Students build background for a unit by always answering an essential question that connects the theme to themselves, society, and other texts.

Module 9 focuses on making and answering questions to monitor comprehension of an introductory video. Students have to go back in the video to find evidence and respond appropriately. The beginning of the lesson introduces the anchor chart "Making and Answering Questions" as a means of having students monitor their understanding. The chart has visuals that help students remember to make predictions, clarify confusing things, think deeply about the text, along with basic who, what, where, when questions.

Students use collaborative conversation after interacting with a text in cooperative groups to listen, write, speak, and think after they have read. Students use the reading graphic organizer to write responses to the text. In the graphic organizers, students write their questions before, during, and after reading the text. One of the organizers is about verifying and clarifying any doubts they may have using strategies such as rereading, using previous knowledge, observing visual elements, making questions, retelling beginning, middle, and end of story, creating summaries, making and validating predictions, visualizing, making inferences (with text evidence), synthesizing information from reading, theme graphs, characterization, etc. The graphic organizers provide a way to structure thinking for critical questions at the higher level of DOK or Bloom's taxonomy "synthesize."

Throughout the modules, we see the complexity of questions increasing, eventually leading to synthesizing and inferring information. All texts are introduced appropriately, and students have ample opportunities to explore the text. The text is read in various formats (online digital, oral choral, independently) and explored in differentiated instruction practices. All texts start with an introductory video to build background and an Essential Question to connect students' knowledge to real-world scenarios. For example, in Module 10, "Cuenta un cuento" is introduced with the Essential Question, "Why is it important to transmit stories and tales from generation to generation?" This type of questioning allows students to preview what they will be learning about and make a connection that is relevant to themselves. They can answer the question by providing examples of generational tales and sharing them with the class (listening, speaking, reading, and writing).

In this same module, the students use a graphic organizer to generate their ideas answering the Essential Question provided. While they read texts, students are able to annotate the connection in their graphic organizer. At the end of the module, students synthesize what they have learned and make connections with their personal life, society, and across texts. Students make inferences, visualize, retell, respond to text in a variety of ways, write their own story, and communicate effectively.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.A.2

Materials contain questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts.
- Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
    - analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
    - compare and contrast the stated or implied purposes of different authors' writing on the same topic;
    - analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);
    - make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and
    - ask students to study the language within texts to support their understanding.

Meets 4/4

Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence for the text to support their understanding. They require students to compare the stated or implied purposes of different authors' writing on the same topic; analyze the author's choice and how they influence and communicate meaning (in single and across a variety of texts); make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and study the language within texts to support their understanding.

Evidence includes but is not limited to:

Questions and tasks support building students' analysis of the literary/textual elements studied in the grade level through meaningful classroom discussions. For example, in Module 3, after reading "La Constitución de los EE.UU.," the teacher groups the students to answer the questions "¿Por qué el 'equilibrio de poder' es una buena idea para el gobierno de los EE. UU.?" and "¿Por qué la Constitución es importante para los jóvenes?" Students discuss answers with their peers within their group.

The materials contain text-specific/dependent tasks that support students as they analyze grade-appropriate detail, craft, and structure. For example, also in Module 3, before reading "La Constitución de EE.UU.," the teacher states, "los autores de textos informativos a menudo

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

usan características del texto y elementos gráficos para explicar la información del texto." Students use the "Cartel didactico 20, Características del texto y elementos gráficos" and study the author's use of *letra en negrita, encabezados, fotografías, mapas y símbolos.* Students use this to write an article for an encyclopedia based on what they learned from the text and include the text features.

Instructional materials offer opportunities for students to compare and contrast the author's purposes for different writing about the same topic. In Module 1, the materials include instructions for teachers to facilitate activities for students to compare and contrast texts. The materials provide a fictional piece, "La Mirada de Ahmed" by MaDolors Pelliceri Soria, and the poem "El mismo sol" by Alma Flor Ada. The section "Comparar Textos" includes the following instructions: "Pida a los estudiantes que trabajen con un compañero para comparar la poesía con los relatos que Ahmed les cuenta a sus compañeros al final de La mirada de Ahmed." Students are prompted to "Incluye descripciones y detalles sobre la experiencia" the author includes in each piece.

Questions ask students to study specific language within texts and require careful reading and re-reading. For example, in Module 4, after reading "La Saga de Pecos Bill," student materials state, "Vuelve a leer las páginas 312 y 313. ¿Qué palabras y frases hacen que el tornado parezca un ser vivo?" This requires students to analyze the language used to vividly describe a tornado.

Instructional materials provide questions and tasks that support text analysis. Every module has a focus, and the stories support the theme. At the end of each story, there are collaborative questions and activities to deepen the students' understanding. For example, in Module 2, the story titled "Querido primo: una carta para mi primo" by Duncan Tonatiuh includes three collaborative questions that require students to re-read: ¿Qué suele hacer Carlitos después de la escuela? ¿En qué se parece la vida de los dos primos?" and "¿En qué se diferencia?"

Students use the reading graphic organizer to write responses to text. Students write their questions before, during, and after reading the text. In the graphic organizer, "Sintetizar," students respond in three columns, "Lo que sé, Lo que he aprendido y Conocimientos adquiridos." Students verify and clarify doubts about strategies such as rereading, previous knowledge, visual elements, asking questions, retelling beginning, middle, and end of story, creating summaries, making and validating predictions, visualizing, making inferences (with text evidence), synthesizing theme graphs, and characterization. The graphic organizers provide a way to structure thinking for critical questions at the higher level of Depth of Knowledge (DOK) or Bloom's taxonomy "synthesize."

The materials offer opportunities for students to make and correct or confirm predictions using text features. In Module 5, the Teacher's Guide includes suggestions for teachers to model how to correct or confirm predictions. Students review the genre, the title, illustrations, and

captions, and predict what the text is about. Teachers state, "lectores pueden hacer sus predicciones iniciales en base a esa información." The materials guide teachers, "Diga a los estudiantes que los lectores pueden corregir o confirmar sus predicciones durante la lectura y posteriormente. Señale que, frecuentemente, al enterarse de más detalles de la historia, los lectores hacen nuevas predicciones."

Instructional materials include opportunities for students to write notes through a variety of platforms. In Module 9, the video "Las zanahorias, de la granja al tenedor" includes questions that prompts students to write notes of what they are learning. Example of questions includes: "¿Por qué crees que el video incluye una entrevista con un agricultor de verdad? Presta especial atención a lo que él dice y hace para que puedas comprender cómo las zanahorias se cultivan y se venden. ¿Lo entenderías tan claramente si lo leyeras en un artículo del mismo tema? ¿Por qué?"

Questions and tasks require textual evidence to write responses to critical thinking questions. These questions and tasks support learning of explicit facts and inferences of text. Students build background before a unit by answering an Essential Question that connects the theme to themselves, society, and other texts, such as "¿Cómo llegan los alimentos a la mesa?" Module 9 focuses on asking and answering questions to monitor comprehension on an introductory video, "¿Qué trabajadores ayudan a convertir el trigo en pan?" Students revisit the video to find evidence and respond appropriately. Teachers introduce the anchor chart "Cartel didáctico 21: Ideas principales y secundarias" at the beginning of the lesson so students "repasar que los autores respaldan las opiniones e ideas con datos o hechos, ejemplos y opiniones." The chart includes visuals to remind students that authors use facts and data to support their claims. Students engage in collaborative conversations by listening, writing, speaking, and thinking about what they read.

Indicator 3.A.3

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.
- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Meets 4/4

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts, including ways to apply words in appropriate contexts. Materials also include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Evidence includes but is not limited to:

Instructional materials include ways to build academic vocabulary in a year long plan. For example, in Module 1, materials provide guidance on time to spend working on vocabulary: "Tiempos diarios sugeridos" suggests 10–15 minutes. The teacher introduces the vocabulary using vocabulary routine: "Lea cada palabra en voz alta y pida a los estudiantes que la repitan. Lea en voz alta y comente la explicación adaptada a los estudiantes de cada palabra. Señale la oración de ejemplo de la palabra. Pida a los estudiantes que den otros ejemplos." Each module includes the same routine to introduce the words for the daily lesson. Students engage in a variety of activities each day with the words. For example, in Module 1, students create their own sentences; Module 3 physically demonstrates words like *guiñen*: "dígales que *guiñen* un ojo"; In Module 7, students internalize the words by writing "Haz una lluvia de ideas sobre otras palabras que se te ocurren cuando oyes la palabra *pregonar*."

Every module teaches three types of vocabulary words: "Palabras de la Idea esencial, Vocabulario crítico y Vocabulario de enseñanza." The first set begins with four critical words throughout the lessons. For example, Module 1 includes *individualidad, único, característica, personalidad.* The "Vocabulario crítico" refers to vocabulary for teaching needed to understand concepts in the lesson, such as *desentonan, arruga, bilingüe, guiña, pastoso, ronronea*. The "Vocabulario de enseñanza" refers to content-specific terms learned throughout the module, such as *narrador predicción, trama, mensaje.*

The instructional materials provide support for the teacher to identify students' vocabulary development and understanding of words in and out of context. For example, in Module 4, students play a game similar to "Taboo" in which they describe a word (i.e., auténtico), their

peers have to guess it, and students obtain points for every correct word guessed. This allows the teacher to identify students' vocabulary development by having them use the words in a different context.

Instructional materials offer guidance on establishing rich routines for introducing target words. In Module 4, the section "Palabras de esta semana" provides a list of vocabulary words. The Teacher Guide includes routines that explicitly teach the meaning of each word: "Use la rutina de Vocabulario para presentar el Vocabulario crítico de *La saga de Pecos Bill*." Students use the sentence provided through the routine and create their own. Teacher guidance includes: "Señale la oración de ejemplo de la palabra. Pida a los estudiantes que sugieran otros ejemplos."

At the beginning of every module, different types of vocabulary are explored. For example, Module 6 continues with the three categories of words: essential idea words, critical vocabulary, and context vocabulary. Essential words include *eclosionar, universal, periodo, crecimiento*. Critical vocabulary includes *larva, transforman, despistado, puse, parcela, voluminoso*. Context vocabulary includes *pie de foto, letras negritas, elemento gráfico, fotografía, característica del texto, idea principal, resumir,* and *propósito del autor.* The essential idea words activate prior knowledge before the lesson. Critical vocabulary is academic vocabulary that students need in order to understand the lesson on animals. Context vocabulary is words that are taught as new concepts for the first time or build on previous background information (TEKS).

The materials provide support and scaffolds for students and teacher support to differentiate vocabulary development. All vocabulary is introduced using vocabulary cards. Cards include the word, an illustration, the word divided in syllables, and a sentence. The materials provide teachers guidance on the routines to scaffold the learning. For the word *individualidad*, teachers state, "Lee la palabra de arriba y su significado. Lee esta oración: Nuestro maestro nos recuerda que debemos respetar la individualidad de cada estudiante. Escribe una oración que contenga la palabra individualidad. Haz una lista de sinónimos y antónimos de la palabra individualidad." Students interact with the vocabulary by engaging in "Conversación Colaborativa" that makes them clarify the meaning. Students use the vocabulary in a small group activity: "En grupos pequeños, hagan una lista de las maneras en que ustedes expresan su individualidad, tanto en la escuela como en el hogar. Luego, comenten estas preguntas: ¿Es importante expresar tu individualidad? ¿Cómo expresas tu individualidad?" Students apply the new words in sentences or word sorts as specified in each card.

In Module 7, the section titled "Objetivos de aprendizaje" presents the objectives for the vocabulary words. The Teacher's Guide suggests ways for teachers to share vocabulary words with students. For example, for the word *característica,* the teacher states, "Lee la palabra de arriba y su significado. Lee esta oración: Le puse a mi perra el nombre de Pirata por la

característica que tiene en un lado de la cara. Escribe una oración que contenga la palabra característica. Haz una lluvia de ideas sobre otras palabras que se te ocurren cuando oyes la palabra característica." Each vocabulary card provides a different activity. Students interact with the words and use the vocabulary to express themselves and respond to questions using new vocabulary.

In Module 8, students and teachers access key vocabulary word cards for each essential word. The vivid print-rich card includes a bolded word, an image, part of speech, definition, and activities for reinforcement for differentiated levels. For example, for the word "brillante," students see and read the word and definition, then write their own sentence with the word. They also write a list of synonyms and antonyms of the word. In addition to that, students have a collaborative conversation with each academic vocabulary card.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.A.4

Materials include a clearly defined plan to support and hold students accountable as they engage in independent reading.
- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Meets 1/1

Materials include a clearly defined plan to support and hold students accountable as they engage in independent reading by establishing procedures and/or protocols, along with adequate support for teachers, to foster independent reading. In addition, materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

Students have the opportunity to select their own books and are held accountable for independent reading. For example, students have the option to select a book they like from the Rigby leveled readers. Although the materials do not specify a method for students to pick a book, during Reading Centers in Module 1, teachers ask students to listen to a read-aloud or choose a book. Teachers provide a graphic organizer related to the skills learned in the lesson. For instance, in Module 1, students complete the "Organizador gráfico de lectura 15" on Point of View, respond to "¿Quién cuenta la historia o cuento?" and indicate "En primera persona o En tercera persona" as well as add evidence.

To encourage student independence to build lifelong reading habits, the materials offer stories of varied genres that not only meet the TEKS for that specific grade level but also stories for that genre that capture the attention of students. For example, students read nonfiction texts like *La Constitución de EE.UU.* or *¿Por qué es verde la Estatua de la LIbertad?*, as well as engaging fiction stories like *Eugenia Mal Genio, humor marciano* or *Marisol MacDonald no combina*. Additionally, students learn to set reading goals at the beginning of every module by using a reading log: "Organizador gráfico de lectura 17 para sus libros de lectura independiente."

Students use a variety of activities and anchor charts to frame thinking while they read their own selected text. For example, in Module 6, "Reading Workshops," students read independently while they complete a reading log. In the reading log, students engage in a

variety of writing tasks, such as writing a summary, annotating questions or favorite parts, what they enjoyed the most, what they didn't understand, and if they would recommend this book. During each independent reading session, students record the date and pages read. The teacher provides "Página imprimible - Mi caja de herramientas" for students to apply "lo que han comprendido de la destreza a un libro de lectura independiente."

Across modules, the materials provide teachers with an array of graphic organizers for students to monitor their understanding of a variety of text, titled "Organizadores Graficos de Lectura." Graphic organizers included as support for all modules are used during the established reading material and also during independent reading. Examples of the graphic organizers include "Punto de vista," "Elementos literarios," and "Lenguaje figurado."

The Reading Workshops provided across the modules include opportunities for students to practice guided, independent, and collaborative reading. For example, in Module 8 Reading Workshop, the materials guide teachers to select books students can read independently: "Elija libros de la Lectura por niveles de Rigby según el nivel de lectura, o elija las estrategias que desee enseñar o practicar con cada grupo." Students engage in activities to independently apply skills in reading and writing: "para guiar la enseñanza de lectura, verificar la comprensión y ampliar el aprendizaje."

Instructional materials provide opportunities for students to interact with the texts while reading along with a teacher or independently. In Module 10, the story *Compay Mono y Comay Jicotea* by Joe Hayes contains questions that require students to narrow content down to interact with texts independently. The questions direct the student to reread pages and focus on targeted behavior of the characters. Examples of questions include "¿Por qué Compay Mono empieza a desconfiar de su vecina? ¿En qué se parecen Compay Mono y Comay Jicotea? ¿En qué se diferencian? ¿Por qué Compay Mono le dice a Comay Jicotea que hay dinero escondido en el desván de su casa?"

Instructional materials provide opportunities for students to participate in independent reading. In Module 10, a section titled "Centro de lectura" allows students to track their independent reading time. Students complete "Página imprimible: Organizador gráfico de lectura 17" for the texts read independently. The materials provide teachers guidance on independent reading, such as "Pida a los estudiantes que elijan o sigan leyendo un libro de lectura independiente. Recuerde a los estudiantes que establezcan un propósito para la lectura." Teachers hold students accountable during independent reading through "Página imprimible: Registro de lectura," which asks students to annotate important events/information as they read the text.

The materials encourage independent reading at home. Families receive a letter regarding what their child will be learning throughout the module. The letter encourages parents to have

students read every day and even reserve some time to read together. The letter explains to parents what genre and concepts students will study so that they can ask related questions to their students. For example, "Hable sobre las ideas que su hijo ha añadido al Mapa de conocimientos cada semana. Pregúntele sobre los textos que está leyendo y lo que ha aprendido de ellos."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.B.1

Materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences.
- Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
- Materials provide students opportunities to write informational texts to communicate ideas and information to specific audiences for specific purposes.
- Materials provide students opportunities to write argumentative texts to influence the attitudes or actions of a specific audience on specific issues.
- Materials provide students opportunities to write correspondence in a professional or friendly structure.

Meets 4/4

Materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences. Materials provide students opportunities to write literary texts to express their ideas and feelings about real or imagined people, events and ideas, informational texts, argumentative texts, and correspondence in a professional or friendly structure.

Evidence includes but is not limited to:

The materials provide opportunities for students to develop composition skills across multiple text types. The materials provide supplemental "Writer's Workshop" lessons that are aligned to the genres of the main lessons. The materials provide a year's worth of writing instruction by providing 15 Writer's Workshop lessons to be completed in conjunction with every module. Throughout the different modules of Writer's Workshop, students write personal narratives, letters, essays, stories, a biographical essay, a research report, and poetry. Writer's Workshop materials provide teachers guidance to grow their composition skills through mini-lessons. They include detailed descriptions on how to guide a lesson. For example, in Module 1, to brainstorm ideas, the teacher writes the word *verano* on the board and shares the think-aloud provided: "En el verano, disfruto de no tener horarios. Puedo tomarme el tiempo que quiera para hacer lo que quiero. Algunos días trabajo en el jardín, leo un libro o doy un paseo con mi perro. Si tengo ganas, trabajo en algún proyecto de manualidades. A veces me siento en el porche y observo a los pájaros en mis comederos. Y a veces solo sueño despierto." Students contribute words or phrases of what comes to mind with the word: "Pida a los estudiantes que conversen en parejas sobre las palabras y frases que les vienen a la mente cuando ven o escuchan la palabra verano."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Students have opportunities to write correspondence in a professional or friendly structure not only during the Writer's Workshop but during the main lessons as well. In Module 2, students pretend the character in the passage is their cousin and they write him a friendly letter where they compare their own life to that of the cousin. Writer's Workshop, Module 2 is devoted to writing correspondence. Teachers are prompted, "Explique a los estudiantes que la correspondencia significa comunicación por escrito, generalmente para cartas o correo electrónico. Comente con la clase las diversas formas en que las personas intercambian correspondencia por escrito (por ejemplo, correos electrónicos, mensajes de textos, mensajes instantáneos, cartas)." Teachers displays "Cartel didáctico E1: Tarea, audiencia y propósito" and states, "¿Debo usar lenguaje formal o informal en esta carta? ¿Por qué?" Students begin the first draft of the letter: "Pida a los estudiantes que comiencen a redactar sus cartas usando sus notas de antes de escribir y organizadores gráficos."

The materials provide support for students to develop composition skills across multiple text types for a variety of purposes and audiences. In Module 5, students write a biography of a member of a baseball league in the passage they just read, "Hermanos al bate." Students write based on what they read. "Imagina que trabajas en el museo y que tienes que escribir una breve biografía de cada integrante del Salón de la Fama." Teachers remind students, "Asegúrate de que tu biografía para el Salón de la Fama presenta a los hermanos Acerra como el tema, desarrolla el tema con datos y detalles del cuento, cuenta los acontecimientos en el orden en el que sucedieron."

The materials provide students opportunities to write argumentative texts. In Module 7, teachers introduce the writing assignments by displaying the anchor chart, "Cartel didáctico E6: Elementos de un argumento." Teachers model with think-aloud: "Si estoy escribiendo un ensayo de opinión, quiero elegir un tema sobre el que tenga mucha confianza. Tengo muchas ideas sobre cómo creo que podemos mejorar nuestra escuela. Por ejemplo, creo que deberíamos tener un mejor plan para recibir a estudiantes nuevos." The anchor chart leads students through the writing process by first visualizing ideas in forming an argument. The anchor charts lead students to follow a step-by-step guide: a*firmacion, evidencia, afirmación contraria, refutación y conclusión.* Teachers remind students writers always improve their writing and encourage students to improve their own: "Anime a los estudiantes a pensar sobre lo que podrían haber mejorado en su último escrito."

The materials provide students opportunities to write informational texts. In Module 8, students write an opinion essay. Students think about the question "¿Qué se necesita para crear un gran invento?" Teachers connect the topic to the what students read: "Imagina que eres escritor de la revista *El ciclismo en la actualidad*. Tu editor te ha pedido que escribas un artículo breve sobre las bicicletas del pasado." Students begin the draft by brainstorming: "Haz una lista de los avances más importantes en la historia de la bicicleta. Escribe el año del avance

y un resumen breve sobre los cambios que tuvo la bicicleta ese año." Students write the article using text evidence from what they read.

Instructional materials provide opportunities for students to write literary texts to express their feelings about events. In Module 9, a section titled "Comentar el tema de escritura" prompts the teacher to introduce the writing assignment. "Recuerde a los estudiantes que en este módulo escribirán un poema sobre su estación o su mes favorito" The teacher displays "Mostrar y motivar 9.2," and students use "Cuaderno del escritor" as a guide to engage in the writing process. The Cuaderno de escritor includes ways for students to "Explorar el temas, Enfocarse y Hacer el borrador" to write the poem.

Instructional materials provide opportunities for students to improve their writing skills. In the Module 12 section "Prepararse para el borrador," teachers use resources such as Cuaderno del escritor shared with students to plan their draft. Teachers display "Mostrar y motivar 12.7a–12.7ca" model text: "Pida a los estudiantes que subrayen el gancho, luego pregunte: ¿Cómo capta el ensayo el interés de los lectores? ¿Cuáles son algunos otros tipos de ganchos?" Students apply a similar hook in their own writing. As students engage in the writing process, materials provide suggestions for improving the writing. For example, "continuar consultando sus notas de escritura previa, diccionarios e Internet, tarjetas de notas y gráficos de investigación."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.B.2

Most written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.
- Materials provide opportunities for students to use evidence from texts to support their opinions and claims.
- Materials provide opportunities for students to demonstrate in writing what they have learned through reading and listening to texts.

Meets 4/4

Most written tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts. Materials provide opportunities for students to use evidence from texts to support their opinions and claims and demonstrate in writing what they have learned through reading and listening to texts.

Evidence includes but is not limited to:

Most writing tasks require students to use details from texts to demonstrate knowledge gained. Before every text is read, students answer a question in writing about what they know. For example, in Module 3, before they read *La Constitución de los E.E.U.U.,* students respond to the prompt "¿Qué sabes sobre la Constitución de los Estados Unidos? ¿Qué quieres aprender? Escribe tus ideas." After reading, they respond to questions, finding evidence in the text. In addition, most writing tasks support students' practice of analysis and synthesis in the final assignment after reading a text. Also in Module 3, after they have responded to the evidence-based questions about *La Constitución de los E.E.U.U.*, teachers ask students to write an encyclopedia entry about the three main sections of the Constitution: "Ahora escribe tu entrada de enciclopedia resumiendo las tres partes principales de la Constitución."

The writing tasks require students to return to the texts to find information and ideas to support what they are writing. At the end of every module, materials include a performance task where students write a text based on what they learned throughout the module. For example, Module 3, "Que suene la libertad," requires students to write a "folleto de los símbolos nacionales" about a landmark, a symbol, or a document that represents our nation. Teachers' guidance includes: "Guíe a los grupos para que creen un Mural de ideas o documento grupal donde registren y comenten las lluvias de ideas, compartan citas y otra información de su investigación. Recuérdeles que pueden usar numerosas fuentes de investigación además de las lecturas de miLibro, tales como un sitio web, enciclopedias y otros libros de referencia." As students read through the information, they cite their sources: "a medida que encuentran

información útil deben registrarla y citar sus fuentes." During the editing process, students evaluate their work with a set of questions: "¿Apoyé mis ideas con evidencias de los textos? ¿Necesito agregar más evidencias?"

In Module 6, the teacher instructs students to read and reread sections of the text carefully to analyze purpose, apply reading concepts to a previous text, and respond orally to questions using text annotations. Students establish a purpose for reading *Es el ciclo de la vida*. The teacher asks students, "Piensa en el título y el género de este texto. Este texto trata sobre una libélula. ¿Qué sabes sobre las libélulas? ¿Qué te gustaría aprender? Escribe tus respuestas abajo." Students read the text with the teacher and, in small groups, answer questions using text evidence. Students engage in collaborative conversations to answer the following questions: "¿Por qué dice el presentador que Dahlia lleva dos años 'luchando por sobrevivir'? ¿Cómo sobrevivió?"

Tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts. In Module 7, before reading the text *¿Y si todos hiciéramos lo mismo?,* students analyze the cover. The teacher displays the cover of the book and asks students to read the title and evaluate the details in the illustration. The teacher provides questions, such as: "¿Qué crees que significa el título? ¿Y si todos hicieran qué? ¿Crees que el niño que camina por el sendero se está comportando de manera responsable? ¿Qué detalles de la imagen te hacen pensar eso?" Students work in cooperative groups to discuss ideas: "Pida a parejas de estudiantes que usen la rutina de *Pensar-Emparejarse-Compartir* para comentar sus ideas y compartirlas con el grupo."

Instructional materials provide opportunities for students to use evidence from the texts to demonstrate in writing what they have learned from the texts. In Module 9, after the students read the story *¿Qué pasa con las pasas?*, they answer questions related to the text using text evidence. Example of the questions: "¿Qué partes del cultivo de las pasas dan más trabajo? ¿Qué partes del cultivo toman más tiempo? ¿De qué maneras usan las pasas las personas?" Instructional materials require students to use the text to demonstrate knowledge gained: "Busca detalles en *¿Qué pasa con las pasas?* para apoyar tus ideas. Toma notas para responder las preguntas."

Also in Module 9, after reading the story *Y eso, ¿cómo llegó a tu lonchera?*, materials prompt students to write a review. "Imagina que la editorial te dio una copia de este libro antes de publicarlo a cambio de tu crítica o tus comentarios." The teacher prompts students to create a T-chart and list what they like or don't like: "Haz una lista de las cosas que te gustan de la ilustración del queso y otra lista de las cosas que no te gustan. Compara las listas para que puedas decidir lo que debes decirle a la editorial." Students write a review about the illustration: "Ahora escribe tu crítica de la ilustración del queso para la editorial."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials provide students with instructions on how to return to the text to find information and models how to find the textual evidence. In Module 10, in the section titled "Conectar y enseñar," the teacher states, "los buenos lectores buscan evidencia en el texto para entender las ideas presentadas en lo que están leyendo." The materials prompt the teacher to engage students by "use un texto conocido para demostrar cómo usar la evidencia del texto." Students read and "practicarán cómo usar evidencia del texto cuando lean *Cuando el gigante despertó.*" After reading, students go to specific pages in the text and find evidence to support the response to questions, such as "¿Qué detalles del texto y la ilustración muestra cómo es la vida de los habitantes de la isla?"

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.B.3

Over the course of the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing.
- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and publishing) to compose multiple texts.
- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context, and materials provide editing practice in students' own writing as the year continues.

Meets 4/4

Over the course of the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing. Materials facilitate students' coherent use of the elements of the writing process and opportunities for practice and application of the conventions as well as grammar, punctuation, and usage.

Evidence includes but is not limited to:

Materials facilitate students' coherent use of the elements of the writing process by systematically incorporating them. Every "Writer's Workshop" module guides students to compose texts following the same steps split into 15 lessons: getting students ready (review previous knowledge or introduce new concepts), planning the writing, outlining the draft, finalizing the draft, revising through conferencing, editing, publishing, and sharing. Outside of Writer's Workshop, students also have opportunities at the end of every module to write in different genres, incorporating the elements of the writing process.

Instructional materials guide students to apply the elements of writing elements. In Module 1 of the Writer's Workshop, the Teacher's Guide includes instructions to have students brainstorm their ideas and plan their writing. The materials include instructions for students to apply the grammatical rules in their writing. "Presente a los estudiantes el proceso de escritura, mientras escribe cada uno de los siguientes pasos en una hoja de papel." The materials include activities for students to practice the grammatical rules in their writing. Teachers deliver lessons on adjectives.

In Module 3, the Teacher's Guide includes instructions on having the students brainstorm and collaborate with each other. Examples of the instructions are as follows: "Diga a los estudiantes que ahora que tienen un tema, crearán un modelo en sus cuadernos del lugar sobre el que escribirán. Expliqueles que un modelo es un plan que los arquitectos usan al construir una casa. Dígales que la escritura puede ser cómo construir una casa: necesitan saber lo que quieren

incluir antes de comenzar. Pida a los estudiantes que dibujen un modelo, un boceto o esquema, de su lugar especial en sus cuadernos. Organice el proceso para ellos creando un plano de su hogar." Students use the graphic organizer to organize the writing. The teacher models and explains how the graphic organizer is like the plan architects use to build a home. To build a home, first students need to know what they want to include before they begin. Students draw a sketch or an outline of the topic they want to write about. The teacher models by drawing a map of a home.

In Module 4, the Teacher's Guide includes instructions to show students how to proofread their work. Teachers provide students the editing marks with "Cartel didáctico E15: Marcas de corrección." An example of their instructions is as follows: "Muestre el Cartel didáctico E15: Marcas de corrección. Revise cómo usar las marcas de corrección. Pida a los estudiantes que editen independientemente sus escritos para comprobar la ortografía, la puntuación y la gramática. Recorra el salón de clases y brinde asistencia, según sea necesario." Students practice and apply the conventions of academic language in their own writing.

The materials provide opportunities for practice and application of conventions of academic language when speaking and writing, including punctuation and grammar. The materials include lessons dedicated to teaching punctuation and grammar. For example, in Writer's Workshop, Module 5, students use commas in a set of nouns or verbs and in dates, as well as indentation, capitalization, and quotation marks. In Module 5 of the main materials, they learn homographs and homophones as well as spelling rules with "sílabas trabadas con l."

The materials provide opportunities for students to choose what they want to write about within the assigned genre and provide graphic organizers to help students organize their ideas. For example, at the end of Module 6, students write a scientific article, where they develop an expository text. They get to choose a topic they want to write about, fill out a graphic organizer about the main idea they want to convey, and the supporting details they can add.

In Writer's Workshop, students learn accent rules and abbreviations. In Module 6 of the main resources, students learn spelling rules for *c*, *s*, and *z* as well as syllables with *j, ge*, and *gi*. The materials provide ideas for classroom activities to practice and apply the academic language conventions and rules learned. These ideas include using cut-out spelling cards to sort words according to their spelling with *j* or *g* or discussing with classmates the difference between sentences that have missing accents, such as "No hay papás aquí" and "No hay papas aquí." Materials provide language-based support in the "Mostrar y Motivar" posters that feature a summary of the grammar rule presented in the module with examples.

The materials provide editing practice in students' own writing. During the different stages of Writer's Workshop, students conduct peer conferences where they provide suggestions on possible corrections or improvements. Teachers encourage students to offer and accept

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

feedback during this stage: "Explique que los lectores pueden decir a un escritor si lo que quiere decir es claro para los demás. Después de leer pueden ofrecer comentarios sobre qué más quieren saber." Materials provide students with anchor charts for self-checking while editing and revising ("Lista de Comprobación para la Revisión" and "Lista de Comprobación para la Edición") that include suggestions and examples of ways to improve their writing. Although materials do call for editing and revising throughout the year, there is no evidence that these practices grow in sophistication as the year progresses.

In Module 9, the teacher introduces the writing prompt and reviews the steps of the writing process with "Mostrar y motivar 9.2," which introduces the writing with a quote: "Las estaciones nos proporcionan cambios interesantes." The teacher explains that students read that quote, think about the topic, and write a poem about their favorite month or season. Grammar is taught systematically within their writing and editing of the poem in the module. Students work in the Writer's Workshop small group interventions to practice grammar, punctuation, and usage out of context and for further understanding and practice. For example, in Module 9, teachers address types of verbs with "Mostrar y Motivar: Verbos 3.1.1a." This section shows students the different types of verbs and provides examples of each within a sentence.

Students receive a writing rubric to use while they write, edit, and revise their poems. Students set a clear goal for writing their poems and express those goals in the Writer's Notebook 9.4 before engaging in the writing. Module 12 introduces students to fundamental skills of "Decodificar: El acento ortografico; terminiaciones de los verbos conjugados." The teacher introduces the skill and displays read-aloud word endings "*–ía,-án,-é, -ás -í, -ó, -ió, -ábamos, -ías, -íamos,-ían.*" Teachers remind students that these endings are verb conjugations and always carry a written accent.

Indicator 3.B.4

Materials include practice for students to write legibly in cursive. (Grades 3-5 only)
- Materials include instruction in cursive handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Meets 1/1

Materials include some practice for students to write legibly in cursive and meet the requirement for the TEKS. The materials include some procedures and supports for teachers to assess students' handwriting development.

Evidence includes but is not limited to:

Instructional materials provide opportunities for students to practice cursive handwriting. The supplemental materials "Recursos" include directions that support the teacher for teaching cursive and explaining the importance of page placement and inclining the pencil to practice cursive handwriting. An example of the instructions are as follows: "Verifique la posición de cada estudiante y ayúdalos a acomodarse si es necesario." Teachers explain how to correctly position the hand to hold the pencil to avoid calligraphy problems. Students sit with both feet on the floor and hips against the chair. Students can incline forward lightly if needed but do not curve their spine. Students ensure the surface where they are going to write is smooth and flat and at their proper height with the correct regular-sized pencil. Students can use pens once they are familiar with writing cursive in pencil. Teachers show the importance of the position of the paper when writing and that students should use the non-writing hand to hold the paper. The teacher verifies that students are following the indications and descriptions she taught by informally assessing as they write and adjust if needed.

"Guía del maestro" includes a visual guide for teachers on how to trace letters in both Script and Cursive typefaces. It also includes detailed explanations and visuals of the letters printed on lined paper with numbered arrows that allow teachers to identify the order and direction of the traces. The teacher explains the tracing and formation of letters in cursive and how the pencil should rarely be lifted when writing to ensure fluency. Students receive handouts with the cursive writing letters and the printed writing letters R6 to R8 so they can use them continuously as needed. The materials provide full-color and printable posters that remind students how to connect letters and the importance of their size and shape. In every lesson regarding word-decoding, there is only a small paragraph where they ask that students write the spelling words of the week either using a keyboard or with their own handwriting. "Pida a los estudiantes que escriban a mano o en un teclado las palabras de ortografía para practicar la

caligrafía o el uso del teclado. Si es necesario, use los modelos de caligrafía de la sección de recursos de esta Guía del maestro."

Instructional materials provide support for discussing capital letters, directions to read cursive writing, and directions on how to practice cursive writing. The Teacher's Guide section on calligraphy offers a detailed outline for teachers to teach cursive handwriting without a specific module. The materials provide teachers with background knowledge students should have in cursive writing to be able to differentiate instruction. Background knowledge includes students being familiarized with "conceptos de tamaño (alto, bajo), letras abiertas y cerradas, letras mayúsculas y minúsculas, letra de imprenta y letra cursiva, el espaciamiento entre letras y palabras, y puntuación." Teachers inform students that names begin with a capital and letters need to connect the upper with the lowercase. Students practice writing the names of states: Alabama, California, Florida, Nueva York. Teachers explain that some letters D, P, T, V, and W do not connect with the next letter. No evidence was found that instructional materials support year-long instruction in cursive handwriting.

Instructional materials include some support for teachers to evaluate the students' handwriting development. The Recursos provide some guidance for assessing and measuring students' writing development. Aside from providing a guide on how to trace letters in both Script and Cursive typefaces, the teacher resources include one brief paragraph that tells teachers how to assess students' handwriting, suggesting revising their own writing, checking if students are forming the letters correctly, and using the adequate spacing and size for the letters. Teachers look for the appropriate spacing between words to make the text legible. Otherwise, there is no evidence of guidance for assessment strategies to support students' handwriting development. Instructional materials share a resource that includes opportunities for students to practice cursive handwriting but not how to assess.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.C.1

Materials support students' listening and speaking about texts.
- Speaking and listening opportunities are focused on the text(s) being studied in class, allowing students to demonstrate comprehension.
- Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of texts.

Meets 4/4

Materials support students' listening and speaking about texts. Speaking and listening opportunities allow students to demonstrate comprehension. Most oral tasks require students to use clear and concise information and well-defended text-supported claims to demonstrate the knowledge gained through analysis and synthesis of text.

Evidence includes but is not limited to:

Instructional materials provide speaking and listening activities for students to demonstrate comprehension. In Module 1, the resource titled "MiLibro" includes open-ended questions for students to collect details to support their answers. The teacher has students reread the text by asking them to "Vuelve a leer la página 21." The materials provide teachers questions to elicit oral responses: "¿Qué aprendes sobre Marisol cuando dice que su pelo es del color del fuego y no del color de las zanahorias? Vuelve a leer las páginas 24 y 25. ¿Qué piensa la Srta. Apple sobre cómo firma Marisol su nombre?" Students demonstrate knowledge and skills gained through their learning. In Module 2, the Teacher's Guide prompts teachers to remind students to use text evidence to support their learning. Students read a text and annotate details on text features using "evidencia para explicar sus respuestas." Materials include activities for students to collect details to support their answers.

In Module 4, materials include suggestions for students to practice speaking and listening to show understanding. Examples of the instructions for teachers are as follows: "Recuérdeles que una audición activa les permitirá hacer comentarios a lo que dice su compañero, y si fuera necesario, hacer preguntas para clarificar la información." Additionally, teachers engage students using anchor charts to ask the right questions to share information. The teacher displays "Muestre el Cartel didáctico 49: 3, Preguntas importantes y comente la Pregunta principal." Students use the anchor chart as a reminder of the steps for engaging in conversations. "Se van a hacer estas preguntas cuando se encuentren con información nueva, confusa o difícil en un texto de no ficción."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Students use text-supported claims to demonstrate comprehension during speaking and listening activities. For instance, in Module 5 when they are watching the video "Las espectaculares Morenas del Caribe," students take notes as they watch and listen, and then respond to open-ended questions like "¿Qué crees que ayudó al éxito de las Morenas del Caribe?" As they watch the video, students think about main characters, story conflict, and conflict solution, with questions such as "¿Quiénes son los personajes principales?" "¿Qué problema enfrentaron?" and "¿Cómo se resolvió el problema?"

There are opportunities to practice speaking and listening focused on the texts to grow student understanding. After every passage, students participate in a "collaborative conversation" with a partner or a team. In Module 6, after reading *Es el Ciclo de la Vida*, students discuss with a partner what they learned and answer questions based on textual evidence. Students reread what they wrote in the pre-reading phase, then discuss with a partner what they learned about dragonflies. Teachers guide students to work in "grupo y comenta las preguntas de abajo. Busca detalles y ejemplos en Es el ciclo de la vida para explicar tus respuestas." These questions include closed-ended questions that require very specific answers as well as open-ended questions that require students to analyze or synthesize the text to respond. For example, in *Es el Ciclo de la Vida,* students answer and discuss with their team: "¿Por qué dice el presentador que Dahlia lleva dos años 'luchando por sobrevivir'? ¿Cómo sobrevivió?" The answer to the question offers different possible answers since the main character, Dahlia the dragonfly, has overcome several challenges to survive in the swamp. The materials also provide opportunities to share information through collaborative activities, such as Think-Pair-Share, which students do at the end of every lesson to reflect on their learning.

In Module 7, students read the text *Una bolsa de plastico* and engage in collaborative conversations in groups. Students reread what they had initially annotated before reading the text and discuss with a partner two things they learned about Isatou and the women in the community. Students find details and examples in the text to support the ideas provided above. Students engage in structured conversations with thinking partners where they discuss ideas and find answers to questions supported by text evidence. Students use discussion questions from a range of critical thinking levels. For example, question 1 asks students to reread specific pages and find why plastic bags are useful, along with the problems they create. Students find the evidence in the text to answer questions: "¿Para qué son útiles las bolsas de plástico? ¿Qué problema crean las bolsas?" Students share responses and opinions in collaborative conversations.

The materials provide more speaking and listening opportunities throughout the modules. For example, in Module 8, the teacher describes a scenario, and students discuss with partners and infer what is implied: "El maestro le dio a Carlos los resultados de su prueba. Carlos sonrió y comenzó a saltar de alegría. ¿Qué puedes inferir?" Students continue to practice making

inferences while reading the text *Por siempre Thomas: Cómo Thomas Edison cambió nuestra vida*.

In Module 9, students gather information from sources and research a question. Students collaborate to gather information and make annotations. Students share their questions, sources, and notes with the class using clear and concise information in a whole group discussion. Module 9 has collaborative conversations after each text where students answer questions with evidence to demonstrate their analysis and synthesis of text. Examples of questions include "¿Qué trabajadores ayudan a convertir el trigo en pan? ¿Cómo saben los granjeros cuándo es hora de cosechar las zanahorias?" The teacher displays a video and provides questions for students to reflect on and annotate. Students reread what they wrote while viewing a video to build background on the theme of the text and discuss with a partner what they learned in the video. Students work in groups to answer critical thinking questions with details and evidence from the text "Las zanahorias, de la granja al tenedor" to support responses. To facilitate conversations and answering questions, the teacher displays the terms *rotación, preparo,* and *almacenadas* and explains the vocabulary from the video. Students share responses in groups and listen to each other. "Trabaja en grupo y comenta las preguntas de abajo. Busca detalles y ejemplos en Las zanahorias, de la granja al tenedor para apoyar tus ideas. Prepárate para participar en la conversación." Students include the terms in the responses.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.C.2

Materials engage students in productive teamwork and in student-led discussions, in both formal and informal settings.
- Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking.
- Materials provide guidance for students to develop social communication skills that are appropriate to their grade level.
- Materials provide opportunities for students to give organized presentations/performances and speak in a clear and concise manner using the conventions of language.
- Material provides guidance for students to use nonverbal communication when presenting before an audience.

Meets 4/4

Materials engage students in productive teamwork and in student-led discussion in both formal and informal settings. Materials provide guidance and practice with grade-level protocols for discussion to express their own thinking, develop social communication skills, organize presentations/performances, and use nonverbal communication when presenting before an audience.

Evidence includes but is not limited to:

In Module 1, the Teacher's Guide includes opportunities for students to engage in classroom discussions. The instructional materials provide "Rutina de visualización activa en acción," a three-step routine for engaging in collaborative discussions. One example of the instructions is: "Invite a los estudiantes a 'compartir la lectura' al repetir las secciones que usted lee, leer los versos en eco después de usted e identificar y explicar las palabras que reconocen." In Module 3, teachers facilitate think-pair-share activities and ask students to get into groups of two and use "la rutina de Pensar-Emparejarse-Compartir para comentar sus ideas y compartirlas con el grupo." Steps for this activity include "Piensen, Esperen, Compartan, Escuchen, Resuman, Hagan Preguntas, Cambien y Repitan."

In Module 3, the Teacher's Guide offers opportunities for students to engage in conversations by completing a sentence stem provided by the teacher. Teachers display a sentence "Para… mis sentimientos, escribo en mi diario." The teacher provides a list of verbs to help students complete the sentence. Students complete the sentence using each verb provided and notice how the meaning of the sentence changes with each verb. Students discuss findings with a partner or in groups.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials provide multiple protocols and opportunities for students to engage in discussions. For example, in every module, there is one phase of the project that needs to be completed weekly, and students work in teams to do so. In Module 6, the project is about holding a ceremony to nominate the "Person of the year." During the first week, students get together to brainstorm relevant actions that could lead to nominating a person for the award. As they conduct research, students annotate their ideas on a shared document. Week 2 continues when every student in the group chooses whom to nominate and gets together to discuss their proposals. The following week, the teacher prompts students to discuss in pairs using "'Pensar-Emparejarse-Compartir' para comentar sus ideas y compartirlas con el grupo." Students plan and prepare a presentation about the candidate and present it to the class.

Throughout the modules, there are opportunities for students to give organized presentations and speak in a clear and concise manner. For example, in Module 6, students deliver an oral presentation to the class of what they learned about animal behaviors. The materials provide guidance on how to organize their presentation: "Seguir un plan ordenado. Una presentación debe abrir con una oración temática, aportar detalles de apoyo y finalizar con una conclusión." Additionally, the materials suggest students use a question, a quote, or an interesting fact to introduce their topic. To organize the body of the presentation, the materials encourage students to follow a chronological order. The materials also provide tips on how to speak during their presentation: "No leer las notas; simplemente deben usarse como guía. Hablar claro, a un ritmo fácil de seguir y usar lenguaje formal." The teacher guides students when delivering their presentation by asking them to speak "a un ritmo comprensible." Teachers give students enough time to ask questions at the end of the presentation.

The materials provide some guidance for student use of non-verbal communication when presenting. For example, in Module 6, when students make a presentation on animal behaviors, the materials provide tips in a separate section addressed to Dual Language Learners. Teachers remind students about the importance of making eye contact, using gestures, and connecting with the audience: "Recuérdeles la importancia de mirar al público, usar gestos o cambiar la entonación para conectar con el público durante la presentación." However, when they are outlining the main guidelines of the lesson, there are no reminders of the importance of nonverbal communication addressed to all students, and no visuals or anchor charts are provided to directly teach facial expressions or body language and gestures.

Module 7 includes speaking and listening opportunities. After reading "Vamos a construir un parque," the teacher guides students through a discussion of what the author's purpose was when he created the essay. The materials offer suggestions of sentence starters to model how conversations occur after the teacher prompts to discuss the author's purpose: "El autor escribió este ensayo porque... La audiencia que desea informar o convencer es...." Students use these sentence stems to engage in discussion with peers.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Throughout the modules, students have opportunities for small group rotations in both the Readers and Writers Workshop and collaborative conversations after each unit. In Module 9, teachers introduce the lesson in a variety of ways that build student's knowledge by "Activar los conocimientos previos, Desarrollar el contexto" or play a video. Students learn how to monitor their own thinking using the provided thinking web map, where they write new ideas and synthesize knowledge at the end of the module. In Module 10, after reading *Cuando el Gigante Despertó*, students work in student-led partnerships to discuss ideas about the accomplishments the legend read. Students work with partners to respond to guided discussion questions and provide details from the text to support their ideas. Examples of questions include: "¿Qué puedes hacer para proteger el medio ambiente en tu comunidad? ¿Qué puede hacer tu comunidad para ayudar a proteger el medio ambiente?" Teachers ask students to "take notes to respond to questions and use them to relate ideas with what others discuss."

Students engage in round table discussions about texts through "book talks." Teachers explain that students share at least one comment with the group. Teachers provide questions to enhance their discussion, such as "¿Que género de libro leiste? ¿Cómo sabes? ¿Qué aprendiste? ¿Cuál fue la parte más interesante?" Students reflect on what they learned and share what they remember in a think-pair-share setting.

In Module 10, students deliver an organized presentation in a clear and concise manner using the conventions of language. Teachers introduce the skill of generational stories and instruct them to choose to tell a personal story, a family story, or a story they have heard or read. Teachers guide students to begin with an introduction that gives information about the story and why they are telling it. Students use what they know about story structure to tell their story. Students include characters, setting, and events with beginning, middle, and end. The teacher provides questions to guide student writing, such as "¿Dónde y cuándo sucede el cuento? ¿Quiénes son los personajes de este cuento? ¿Qué pasa primero? ¿Cómo comienza el cuento?" Students include story elements such as humor or suspense to make the story more interesting for listeners. Students use information language to create a familiar, comfortable feeling in their presentation. Teachers engage in guided practice where they prepare students with how to present a story. During this practice, students create notecards for their introduction and main events numbered sequentially. Students practice presenting to a partner. The teacher reminds students not to read directly from their notecards.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources.
- Materials support identification and summary of high-quality primary and secondary sources.
- Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience.
- Materials provide guidance to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Meets 4/4

Materials engage students in both short-term and sustained recursive inquiry processes to confront and analyze various aspects of a topic using relevant sources. Materials support identification and summary of high-quality primary and secondary sources. Materials support student practice in organizing and presenting their ideas and information in accordance with the purpose of the research and the appropriate grade level audience and provide guidance to use an appropriate mode of delivery.

Evidence includes but is not limited to:

Instructional materials include instruction on research skills and support student skill practice on different topics. The materials provide opportunities for students to learn about generating questions for specific topics. In Module 1, the Teacher's Guide includes activities for students to practice research skills. The activity prompts the teacher to guide students on developing questions for a given topic: "Invítelos a pensar en qué más quisieran saber sobre su tema. Obsérvelos mientras generan una lista de preguntas de investigación." Students discuss different questions that can be used for a project, and the teacher annotates the words on the board.

Instructional materials include various levels of rigor for research projects. The modules begin with a general plan on how to do research, and lessons become more rigorous as the year progresses. Module 1 provides a general activity to initiate research, while Module 2 includes more detail regarding sources to navigate in order to complete tasks. In Module 4, the Teacher's Guide includes a task for students to determine whether the information obtained is appropriate for the given topic. The teacher demonstrates how to gather information: "Guíe a los estudiantes a evaluar y tomar notas sobre fuentes relevantes. Pueden escribir un dato informativo por cada tarjeta de notas." Students take notes on the information found for their research.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials guide teachers to support students in different modes of delivery for the research results, which include written, oral, and multimodal modes of presentation. For example, in Module 6, students research unusual animal behaviors and create a website where they present their findings. In Module 7, students research a person that has transformed their community: "Investigar acerca de personas que hayan hecho un cambio en su comunidad local o global y, luego, organizaran una ceremonia para nominar a la 'Persona del año donde presentarán información sobre cada candidato.'" Students present the findings in a mock ceremony.

In Writer's Workshop Module 8, students write a research report. The mode of presentation of their findings is in written form. Students learn, practice, apply, and transfer skills into familiar and new topics. Students develop a research project with every module that allows them to apply their skills. For example, students develop a new sport or team game in Module 5, develop a website in Module 6, or create a new invention in Module 8. During Writer's Workshop, students have the opportunity to transfer and apply skills into a writing project, which ranges from letters and blogs to more complex research reports or persuasive essays.

The materials support the identification and summary of high-quality primary and secondary resources. For example, in Writer's Workshop Module 8, the focus is writing a research report, and students learn to identify different types of sources. The teacher displays "Mostrar y Motivar" 8.3a and 8.3b posters about "Fuentes primarias y secundarias," which includes an explanation of what each is. Teachers display "Cartel didáctico E8" to explain primary and secondary sources and provide suggestions of reliable sources: "Guíe a los estudiantes a comprender la diferencia entre fuentes y sitios web confiables y no confiables." As students research they evaluate the sources: "Pida a los estudiantes que reúnan y evalúen recursos e identifiquen las dos o tres fuentes más útiles en su plan de investigación."

The materials also support students in choosing quality and relevant sources. For example, in Writer's Workshop Module 8, the teacher displays several different sources like magazines, books, and other sources gathered before class and allows students to peruse through them. The teacher states that not all research sources will be useful or helpful, and they need to "evaluate" them. To do that, the teacher shows the "Mostrar y Motivar" 8.4a and 8.4b posters about "Evaluar fuentes y tomar notas," which includes a set of questions that students can use to evaluate their research sources. Questions included guide students in determining if the source provides useful information about the topic. Examples of questions include "¿Qué quiero saber sobre mi tema? ¿Qué preguntas quiero responder con mi investigación?" Questions also help students determine whether the source is primary or secondary and help them decide which source to select. One example question is: "¿Cómo evaluaré mis fuentes y elegiré las mejores para usar?" For sources, students look for the date the information was published, if it contains supporting visuals, if the information provided is factual or opinion-

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

based, and, in case a website is the source, if it is reliable, such as ending with .gov or .edu: "¿Cómo buscaré información en la Web?"

Instructional materials support student practice in organizing and presenting their ideas. In Module 9, teachers introduce the research skill with the Essential Question: "¿Cómo llega la comida a tu mesa?" Students brainstorm ideas, and the teacher models how to develop a research question, stating, "I think the task of researching how all food gets to the table would be too big, so I'll focus on just one kind of food." Students share their ideas, turn them into questions, and select one to research. The teacher shows ways students can gather research information from primary or secondary sources. Sources include books or articles (primary or secondary), interviewing experts (primary), and digital sources (primary or secondary). Teachers encourage students to use both primary and secondary sources. "Recuerda que las fuentes confiables incluyen sitios de noticias y educativos, sitios del gobierno y sitios elaborados por autores o editoriales." The teacher demonstrates how to search for appropriate sources using the school's or local library's online catalog and explains that students can narrow the search by title, subject, or genre. Students apply the research skill online in partners or small groups, deciding what question to find information on. Students collaborate to gather information and take notes.

All modules have an embedded research project that synthesizes what they learned and allows students to make connections and present the research. In Module 9, students conduct research about healthy breakfast. Students generate ideas, investigate, complete research, and present a project based on the investigation. Students write a paragraph on the findings. Students revise the writing to carefully choose words to improve fluency. Students create a breakfast menu with various food options and descriptions. Students create and integrate visual elements into the presentation. They can draw, print, or cut illustrations of the foods they will present on. They also create a map of the location where all the foods in the breakfast menu are created. Students orally share the presentation first in small groups and then in front of the class. "Practica la expresión oral con claridad y un tono de voz adecuado. No olvides mirar a la audiencia mientras hablas. Trata de no ir deprisa en tu discurso, aunque estés nervioso." When students present their project, they are reminded to speak clearly with an adequate rhythm and use gestures that connect the visual with the audience.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence.
- Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, syntax, and fluency, as needed; and provide opportunities for increased independence.

Meets 4/4

Materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. Questions and tasks are designed to help students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Materials contain a coherently sequenced set of high-quality, text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts. Tasks integrate reading, writing, speaking, listening, and thinking, including components of vocabulary, syntax, and fluency, as needed, and provide opportunities for increased independence.

Evidence includes but is not limited to:

The materials interconnect activities to practice integrated skills. In Module 1, the Teacher's Guide includes a task designed for students to read, speak, write, listen, think, and apply the objectives. During an investigation project, students create an emergency kit and generate ideas using a sentence stem. The Teacher's Guide aids the teacher in facilitating the project with "Generar ideas: Provea una oración para completar y sugiera ideas para apoyar la conversación: ¿Algo que deberíamos incluir en un kit de emergencias es...?" and provides opportunities for students to integrate language domains. Teachers serve as facilitators throughout the activity. Students write and collaborate to create a poster of what should be included in the emergency kit: "Diga a los estudiantes que su grupo será responsable de hacer pósteres para enseñar a los demás a crear planes y armar kits de preparación."

The materials include scaffolds to help students develop oral language. In Module 3, the Teacher's Guide provides activities for the teacher to scaffold so students can gain more independence in completing tasks. The activity allows for teachers to scaffold the understanding of symbols used in the United States by providing various examples of symbols

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

in sports, schools, and other entities. Students discuss symbols: "Pida a parejas de estudiantes que usen la rutina de Pensar-Emparejarse-Compartir para comentar sus ideas y compartirlas con el grupo. Recuérdeles que una audición activa les permitirá hacer comentarios a lo que dice su compañero, y si fuera necesario, hacer preguntas para clarificar la información." The Teacher's Guide suggests teachers have students engage in conversation in small groups: "Quizás prefiera que los estudiantes lleven a cabo sus conversaciones durante el periodo diario de grupos pequeños."

The materials follow a coherent sequence of text-focused tasks and activities that integrate multiple literacy skills and provide opportunities for increased independence. Materials include a "Proyecto de investigación" at the end of every module. Through the tasks, students connect everything learned. The activity includes questions that guide students to complete the task successfully and independently. For example, in Module 6, the task is to write a scientific article about animal behaviors that allow them to survive. The materials provide reminders on the organization of the article, content, vocabulary, and language. Students ensure the scientific article includes a topic, facts, definitions, and details from the texts. The materials guide students step by step to develop the task**.** Students gather information: "¿Sobre qué animal vas a escribir? ¿Qué acción o partes del cuerpo vas a explicar?" Students complete a graphic organizer to define the main idea and the details they want to include and use the vocabulary of the module. When students edit and revise, the materials provide a set of organized questions to let students self-assess their work, "presentando el tema con claridad y si están explicando una forma en la que el animal es capaz de sobrevivir."

Interconnected tasks are multifaceted and integrated. The materials begin with scaffolding questions to activate prior knowledge, a review of vocabulary, and a brief introduction of the author or the topic. After reading the text, students participate in a collaborative discussion where they respond to questions related to the text: "¿En qué se diferencia el cielo del cuento del cielo que vemos nosotros?" For example, in Module 6, to activate prior knowledge and scaffold the learning, before reading *¿Por qué está tan lejos el cielo?*, students look at the title and genres: "Piensa en el título y el género de este texto y mira las ilustraciones. ¿Qué lección crees que aprenderán los personajes? Escribe tus respuestas." Teachers also present vocabulary words encountered in text, such as *tentador, cantidades, amenazador.*

In Module 10, students have a variety of questions and tasks designated to build and apply knowledge across the language domains. For example, after reading *Cuando el Gigante Despertó*, students work in partners to discuss "¿Qué detalles del texto y la ilustración muestra cómo es la vida de los habitantes de la isla? ¿Cuáles son algunas de las razones por las que la gente decide abandonar la isla?" Students work with partners to respond in writing to "escribir en una página colaborativa sobre cuentos." Teachers provide suggestions for speaking and assist students in guided thinking by reminding them to "Escucha la idea principal del hablante durante la conversación. ¿Incluye detalles que apoyan esa idea principal?" The question stems

and collaborative conversations deepen their comprehension in the text and allow students to express their thinking and develop their language. Questions include "¿Qué formas de vida regresan a la isla después de algún tiempo? ¿Qué formas de vida no regresan? Ahora escribe tu entrada de una página colaborativa que describa el estado de ánimo que refleja el cuento, el tono y el mensaje principal de *Cuando el gigante despertó.*"

In Module 10, students use text evidence to answer text-dependent questions to analyze mood, theme, and main ideas and apply this knowledge through various opportunities. For example, "Describe el estado de ánimo que refleja el cuento. Explica cómo las ilustraciones contribuyen al estado de ánimo que refleja el cuento." After reading *Cuando el gigante,* students plan the writing by making a list of feelings they had while reading the text in a knowledge web. Students write a list of words the author uses to reflect their attitude towards the story and text evidence to support the mood and theme. Students use the reading mentor text as a model for writing.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 3.E.2

Materials provide spiraling and scaffolded practice.
- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

Meets 4/4

Materials provide spiraling and scaffolded practice. Materials support distributed practice over the course of the year for students to demonstrate integration of literacy skills that spiral over the school year.

Evidence includes but is not limited to:

Instructional materials include spiraling practice over the course of the year. The materials are organized to reinforce skills that need to be mastered through different tasks. For example, in Modules 1 and 2, the student's task is to interpret the use of figurative language. Each lesson provides opportunities for students to practice different components found in two anchor charts. The anchor charts include examples of similes, metaphors, hyperbole, personification, alliteration, onomatopoeia, and imagery. Throughout the modules, the lessons provide guidance and practice for teachers and students to work individually in each component of figurative language. In Module 1, the focus is simile and metaphor: "Algunas palabras y expresiones tienen significados distintos a las definiciones del diccionario. El lenguaje figurado tiene un significado no literal. Los símiles y las metáforas son tipos de comparaciones, a menudo entre dos cosas que no se parecen." In Module 2, the focus is hyperbole, for example, "Use esta oración de la pág. 21 como ejemplo: 'En realidad, mi pelo es del color del fuego.' Pida a voluntarios que inventen otras oraciones basadas en las personas o los objetos que los rodean." After the first lesson, teachers remind students to use the skills learned in reading and writing.

Instructional materials include scaffolds and supports for students to demonstrate the integration of literacy skills. In Module 3, the teacher delivers the lesson on context clues to understand multiple-meaning words. Teachers state, "El contexto son las palabras y oraciones que rodean a una palabra. Las claves del contexto son palabras que ayudan a comprender el significado de una palabra desconocida." Teachers model the types of clues with examples, such as "A veces las claves del contexto dan la definición de una palabra. Por ejemplo, hay muchos tipos de animales marinos en el Ártico. Entre ellos ballenas y marsopas." Students identify the appropriate meaning and determine what words in the text helped them choose the correct definition. Materials provide a step-by-step scaffold for words with multiple meanings. Steps include "Reforzar el vocabulario," "Práctica guiada," and "Aplicar." During

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

"Practica guiada," teachers scaffold through "I Do, We do, You do." Materials guide the teacher: "Muestre las palabras de Vocabulario crítico. Diga a los estudiantes que trabajen en grupos pequeños. Un estudiante de cada grupo da pistas sobre una palabra de Vocabulario crítico sin decir la palabra. Anime a los estudiantes a usar palabras que tengan significados similares u opuestos, a dar ejemplos o a describir momentos en los que usaron o podrían usar la palabra del Vocabulario crítico. Por ejemplo: Cuando los niños crecen, ganan esto. (independencia)."

The materials provide a scope and sequence chart for targeted skills and TEKS. Skills that are key to developing reading comprehension, such as summarization, point of view, text features, questioning, or text structure, are in every module. The standards are repeatedly addressed within and across the units to ensure students master the full intent of the standard. For example, the skill "monitor comprehension" is repeatedly addressed in various modules, i.e., Module 1, Module 2, Module 3, and Module 5. However, the materials address other skills more specific to a genre in only one or two units. For example, the materials only cover elements of poetry in Module 2 and Module 12. There is no evidence that the tasks increase in complexity and rigor as the students review these skills.

Instructional materials include scaffolds and supports for additional practice for students. For example, the section "Bienvenidos al módulo" provides ideas to scaffold and build on prior knowledge and making connections, such as visuals, "carteles didácticos," video tutorials, and a resource called "Guiding Principles and Strategies" for teachers. Module 6 begins with students creating a concept web to add information as they progress through the module. In the center, students write "Comportamientos de supervivencia," and branch out the concepts *crias, transformación, sentidos*, and *cazar.* Lesson 1 offers another example of scaffolding. The teacher models reading with expression and intonation: "Diga a los estudiantes que leer con precisión significa reconocer cada palabra que leen y pronunciarla correctamente para que tanto ellos como su audiencia pueda entender el texto." Students follow the model: "Diga a los estudiantes que leer con precisión significa reconocer cada palabra que leen y pronunciarla correctamente para que tanto ellos como su audiencia pueda entender el texto."

Questions and tasks within and across units build in academic rigor. Although questions are not labeled to identify the levels of evaluation, analysis, or synthesis, the questions that the materials include for students to discuss after every reading passage are in sequential order of complexity. For example, in Module 6, after reading *T.J. El Cachorro de Tigre Siberiano*, the first questions demand literal text-based evidence to respond to: "Repasa la página 80. ¿Por qué estaban preocupados por T.J. los trabajadores del hospital de animales?" The last question requires students to analyze, evaluate or synthesize the story to be able to respond to: "¿Cómo cambia T.J. desde el comienzo de la selección hasta el final?"

Instructional materials include intervention supports for additional practice to reinforce concepts taught in small group sessions. For example, in the Reader's Response notebook,

students read short stories that target the concept taught in a whole group session. In Module 9, students make predictions and set a purpose for reading in *En los montes, monte soy*. The teacher uses the intervention resources like Reader's Response Journal to read the text *¡No solo un poquito!* with students. Students practice making and confirming predictions with a short reading story. Teachers use this supplemental resource to provide additional practice as an intervention or enrichment. For example, the resource has questions, "¿En qué se tiene que centrar un director? ¿Que hace el director de fotografía?" and prompts students to refer to specific pages for clues, "Busca pistas en la página 126." The Reader's Response Journals in the intervention tab are not specific to any modules, so teachers can use them throughout the year.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 4.1

Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills (e.g., examination of grade-level prefixes and suffixes, decoding of multisyllabic words by using syllabication, and automaticity with grade-level orthographic rules and patterns).

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns and word analysis skills as delineated in the TEKS for grades 3-5.
- Materials provide opportunities for students to practice grade-level word recognition skills to promote automaticity.
- Materials provide opportunities for students to practice and apply word analysis skills both in and out of context.
- Materials include building spelling knowledge as identified in the TEKS.
- Materials specifically attend to supporting students in need of effective remediation.
- Materials include systematic instruction of orthographic rules and patterns.

Meets 4/4

Materials provide systematic instruction and practice of foundational skills, including opportunities for phonics and word analysis skills. Materials include a research-based sequence of skills, systematic instruction, and word analysis skills as delineated in the TEKS for grades 3-5. Materials provide opportunities for students to practice grade-level word recognition, apply word analysis, build spelling knowledge, and achieve grade-level mastery. Materials specifically attend to supporting students in need of effective remediation.

Evidence includes but is not limited to:

Instructional materials include foundational skills instruction and opportunities for students to achieve mastery. In Module 1, the Teacher's Guide offers teachers the opportunity to engage students in a lesson of open syllables. The activity guides teachers to explain that "when a syllable is made up of a consonant followed by a vowel, it's an open syllable." Teachers model the open syllable by introducing the word *mesa* and showing how the two syllables are open. Teachers provide students with a sentence where they identify the words with open syllables. One example of the instructions is: "Muestre la siguiente oración: Carlos esperaba ansioso la llegada de su hermano. Pida a los estudiantes que indiquen cuáles son las sílabas abiertas en esa oración."

Instructional materials provide opportunities for students to practice decoding words. Materials guide teachers to display examples of familiar words to illustrate the pronunciation. In Module

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

2, the Teacher's Guide includes a lesson for teachers to decode open syllables with the letters *d* and *t*. The teacher models the pronunciation of the words *dato* and *toma*. The teacher demonstrates the sound of the letters *d* and *t*. Students read aloud words shared by the teacher and emphasize the sounds of the letters *d* and *t*. Instructions include "Guíe a los estudiantes para que lean las palabras en voz alta haciendo énfasis en los sonidos /t/ y /d/." Materials include activities for students to determine what words are spelled with the syllables "*ca, que, qui, co, cu* y la letra *k*." In Module 3, the Teacher's Guide includes a lesson for teachers to explain that the /k/ sound is given by *c* before the vowels *a, o, u*, with *qu* before the vowels *e, i,* and with *k* before any vowel. The teacher points out that in the combination *qu* before *e, i* the u is silent. Students read aloud words with emphasis on the sound /k/ and divide the words into syllables.

In the Teacher Resources, the supplement "Taller de Destrezas Fundamentales: Fonética y Decodificación" lists a phonics scope and sequence and includes 118 step-by-step lessons to use with the students. For example, Lesson 1 is about open vowels *a, e, o*; Lesson 2 closed vowels *i* and *u*; Lesson 3 syllables with *m* such as *ma, me, mi, mo,* and *mu*. Lessons also address diphthongs, hiatus, triphthongs, suffixes, prefixes, word families, accent marks. Lessons are divided into stages: "I do," "You do," and "We do." For the "I do," teachers state,"Nombre el primer dibujo de la fila 1 y repita varias veces." For the "We do," teachers and students do together: "Nombre el primer dibujo de la fila 2 y pida a los niños que repitan. Pídales que escriban la vocal o en la línea." For the "You do," teachers provide independent practice for students: "Invite a los niños a hacer lo mismo con los otros tres dibujos."

The materials provide regular practice for decoding words. For example, in Module 8, students learn to decode homophones. The teacher models how to decode words written differently but sound the same (*vos, voz*): "Señale que ambas palabras tienen dos letras distintas, la *s* y la *z*, que representan el mismo sonido /s/." After practicing with other pairs of homophones, materials provide activities for students to practice the skill. Students read pairs of words, identify the differences, infer the meanings from context clues, and work in pairs asking questions about the words. "Pida a los estudiantes que vuelvan a leer en parejas las líneas de Combinar y leer y se desafíen el uno al otro a decir el significado correcto de cada homófono." No evidence was found on practices for encoding words.

The materials include systematic instruction of orthographic rules and patterns. The materials include explicit instruction for understanding prefixes, suffixes, root words, syllabification, etc. For example, in Module 8, students learn words ending in *z*, drop the *z* and add the suffix *-ces* when becoming a plural, such as *disfraz* becomes *disfraces*. The teacher models how to decode the words *peces, lápices,* and *codornices* and shows on the board the spelling changes. Students cut out the printable word cards and separate them into syllables. Students copy a list of words from the board, such as *locuaces, deslices, rapaces*; with partners, they discuss the singular word for each example and annotate.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials develop grade-level phonics patterns and word analysis. For example, in Module 10, the teachers model open vowels next to an accented closed vowel (í, ú). The diphthong is broken to form a hiatus. The teacher states that two vowels are part of two separate syllables, as in the words "ba-úl or a-le-grí-a." The teacher models how to identify diphthongs and hiatus in several words: *acuario, aulla, desafio, grua*. The teacher thinks aloud: "Veo que todas las palabras tienen dos vocales una al lado de la otra. Para identificar cuáles de ellas son diptongos y cuáles son hiatos, pregunto: ¿Qué palabras tienen una vocal cerrada acentuada al lado de una vocal abierta? *aúlla, desafío, grúa*. Sé que en estos casos las dos vocales pertenecen a dos sílabas distintas, así que estas vocales forman hiatos." The teacher completes additional samples on "Mostrar y motivar Gramatica 7.1.2b" with students. Students work in pairs to identify diphthongs and hiatuses in the following words: *jaula, rio, ruido, pais.* Then students complete "Pagina imprimible Gramatica 7.1.2" independently to practice using accent marks in diphthongs and hiatuses.

The materials specifically attend to supporting students in need of effective remediation. Module 10 includes a reading workshop mini-lesson for students who need additional support with foundational skills. For example, the teacher uses the main idea anchor chart "Cartel Didactiro 17: Idea principal" to remind students to think about the central idea or main idea the authors want them to understand. Teachers receive explicit instruction: "Recuerde a los estudiantes que pueden convertir el título del texto en una pregunta para ayudarlos a descubrir la idea principal y la razón por la que las personas comparten historias." The teacher reviews the details and provides support about the central idea. Students read the informational text "Porque contamos cuentos" in the ebook to analyze the main idea.

Indicator 4.2

Materials include diagnostic tools and provide opportunities to assess student mastery, in and out of context, at regular intervals for teachers to make instructional adjustments.
- Materials include tools to support and direct teachers to assess students' growth in, and mastery of, foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context.
- Materials support teachers with guidance and direction to respond to individual students' literacy needs, based on tools and assessments appropriate to the grade level.
- Materials support the teacher in working with students to self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.

Meets 4/4

Materials include diagnostic tools to assess student mastery at regular intervals for teachers to make instructional adjustments. Materials include tools to support and direct teachers to assess students' growth on foundational skills (e.g., skill gaps in phonics and decoding) both in and out of context. Materials support teachers with guidance and direction to respond to individual students' literacy needs and help students self-monitor, use context to confirm or self-correct understanding, and employ rereading when appropriate.

Evidence includes but is not limited to:

Assessments consistently occur over the course of the year and are varied. The materials provide a weekly assessment that includes a reading comprehension passage with questions and a writing passage for correction. Materials also provide module assessments, which include reading and writing and an online evaluation for "Growth Measure" administered at the beginning, the middle, and the end of the year. Materials provide "Evaluaciones de diagnóstico" and "Evaluaciones para verificar el progreso." These assessments address all foundational literacy skills, like phonics, word recognition, and fluency, and they provide forms to keep a record of each student's data and growth.

Assessments include directions for the teacher on how to administer them and how to evaluate them. For example, to assess fluency, the diagnostic and progress assessments provide the scripted instructions of what the teacher needs to tell the students: "Diga: Lee el siguiente pasaje en voz alta. Léelo lo mejor que puedas. No puedo ayudarte, así que si encuentras una palabra que no sabes, haz lo mejor que puedas. Después de que leas, te pediré que vuelvas a contar el pasaje con tus propias palabras. Si el estudiante se detiene en una palabra y no continúa, espere aproximadamente cinco segundos y luego anímelo a seguir leyendo, diciendo: Por favor, intenta seguir. No le diga la palabra. Después de la lectura, pida al estudiante que vuelva a contar el pasaje con sus propias palabras."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials include tools to support and direct teachers to assess students' growth in, and mastery both in and out of context. All modules provide weekly assessments for reading and writing skills. In Module 1, the Teacher's Guide includes "Evaluación y supervisión del progreso" to provide information about the weekly assessment, evaluation of modules, and performance-based evaluations. The teacher assigns weekly assessments to evaluate student understanding of key reading and writing skills. Students integrate what they have learned from the module and demonstrate their knowledge about the genre and the topic. Example of instructions: "Evalúe la comprensión que el estudiante ha alcanzado de las destrezas clave de lectura y escritura que se enseñan en cada semana de aprendizaje."

Instructional materials include guidance for teachers to work with students to self-monitor. Materials include printable pages for teachers to model how to read texts and discuss techniques students use to read accurately. In Module 1, the Teacher's Guide offers instructions for teachers to distribute printable page 1.1 to model how to read the passage using self-corrective strategies. The teacher reads a passage and makes a mistake to model self-correct techniques by looking at open syllable patterns they are familiar with. Students work in pairs to read a passage aloud and practice self-correct strategies. An example of instructions is: "Diga a los estudiantes que demostrará cómo leer el pasaje con precisión usando las técnicas de autocorrección necesarias." Students read to practice expression and phrasing.

The materials include grading guidelines for teachers to assess students' development of skills. In Module 2, the Teacher's Guide offers a rubric for teachers to score writing skills. The resource titled "Pautas de Calificación para la carta" offers a rubric to score the organization, supporting details, and conventions. Students use the rubric by applying components of the rubric to their writing to obtain 4 points for each category. An example of the instructions is: "Las pautas te sirven de guía para mejorar tu carta. Pregúntate si cada pauta en la categoría de cuatro puntos describe tu escritura."

Module 9 provides a rationale to the learning: "Un enfoque en el género del texto informativo proporciona a los estudiantes la oportunidad de identificar la estructura del texto, la idea principal, y las características del texto y los elementos gráficos para comprender mejor los textos desconocidos." The materials provide teachers with directions on how to have students complete a learning web to synthesize the learning, "Al comienzo del módulo, presente el tema. Dirija a los estudiantes a miLibro. Tomo 2, pág. 280, y use Mostrar y motivar: Mapa de conocimientos 9.1 para ayudar a los estudiantes con el primer paso en el desarrollo de sus Mapas de conocimientos a lo largo del módulo." After reading each text, students add ideas to this web. At the end of each week, teachers use Mostrar y Motivar knowledge map and discuss the added information and make connections to personal life, society, and other texts.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials support teachers with guidance and direction to respond to individual students' literacy needs based on tools and assessments appropriate to the grade level. Module 12 includes weekly evaluations to assess students' growth and mastery of foundational skills learned in that module. This weekly evaluation is divided into comprehension and grammar foundational skills. For example, the assessment includes "Punto de vista" and "Lenguaje figurado" for Reading. To assess writing, "gramática: Repaso de más tiempos verbales; Repaso del verbo estar y los verbos auxiliares; Repaso de los verbos irregulares; Repaso de adjetivos y artículos; Repaso de adjetivos comparativos." Teachers can access and assign the weekly evaluation on the Online Ed section of the Teacher's Guide.

Throughout each module, teachers receive explicit guidance and instruction on how to teach a skill through an introduction, guided practice, modeled thinking (including verbatim instructions), cooperative group work application, and finally, independent student mastery of the skill with various tools. It provides tips, additional resources, intervention sections, and other important teacher key tools. The online Teacher's Guide is easy to navigate, and teachers can explore the skill by sections noted above.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 4.3

Materials provide frequent opportunities for students to practice and develop oral and silent reading fluency while reading a wide variety of grade-appropriate texts at the appropriate rate with accuracy and expression to support comprehension.
- Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills.
- Materials include explicit instruction in fluency, including phrasing, intonation, expression, and accuracy.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on phrasing, intonation, expression, and accuracy.

Meets 4/4

Materials provide frequent opportunities for students to practice and develop oral and silent reading fluency while reading with accuracy and expression to support comprehension. Materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills. Materials include explicit instruction and provide students opportunities with fluency, including phrasing, intonation, expression, accuracy, and corrective feedback on phrasing intonation, expression, and accuracy.

Evidence includes but is not limited to:

Instructional materials provide opportunities for students to develop reading skills and make meaning of grade-level texts. The materials include selections that are grade-level appropriate with opportunities for students to determine important ideas of what they just read. Every module provides a section titled "Vistazo a los textos" with a summary of the text, Lexile level, and skills found in the text. In Module 1, the Teacher's Guide offers lessons with specific skills embedded for each selection. There are two selections, "¡Zach se lanza!" and *Marisol McDonald no combina,* used for students to practice point of view, literary elements, and making and confirming predictions. The teacher introduces each skill using anchor charts and models following the guidance "Diga a los estudiantes que cada tipo de narrador tiene una "opinión" o punto de vista diferente sobre lo que sucede en una historia. Cada narrador cuenta solo lo que él o ella observa o experimenta." Students practice the reading skill with the stories after the teacher instructs them to practice, "la identificación del punto de vista mientras leen una historia de ficción realista llamada ¡Zach se lanza!"

Instructional materials provide opportunities and routines for teachers to monitor and provide feedback on fluency components. Materials include suggestions for teachers to record the students' progress in oral reading fluency. The resource titled "Formularios de registro globales" includes printable pages for teachers to track the students' progress in oral reading

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

fluency. Materials provide passages for teachers to calculate the words-correct-per-minute (WCPM) for each student. The resource titled "Evaluaciones para verificar el progreso: Grado 3: Formularios 1 a 18" includes printable pages for teachers and students. The teacher page includes a section for the teacher to record how many words were read in a minute. Students use the same passage each time to read aloud. The resource titled "Guías para la administración y calificación" includes instructions for teachers to calculate the reading levels of the students and use data to determine the students' needs in oral reading fluency. An example of the instructions is: "Analice los errores y autocorrecciones del estudiante en cada sección para identificar las áreas problemáticas y establecer un punto de partida para el refuerzo, el repaso y la práctica adicional."

The materials provide practice opportunities over the course of the year for students to read both oral and silent reading. Every module includes texts from different genres that students read during the class. Materials provide a set of leveled readers for independent reading that students work with while in small groups or independently. The materials also include additional reading passages to practice fluency every week.

The materials provide explicit instruction in oral reading fluency, including instruction in phrasing, intonation, expression, and accuracy through weekly lessons. For example, in Module 6, the first lesson focuses on Expression, the second week on Reading Rate, and the third week on Accuracy and Self-Correction. Lessons provide explicit instruction by telling the teacher exactly what to do and how to model the skill. In the Lesson on Expression, the materials prompts the teacher, "Lea en una voz monótona sin ninguna emoción, expresión facial o gestos. Vuelva a leer el párrafo con fluidez, demostrando la expresión adecuada. Pregunte a los estudiantes qué lectura les resultó más interesante. Comente las palabras y frases en los párrafos que ayudan a indicar qué tipo de expresión debería usar el lector." Students choral read together and with partners.

The materials provide opportunities over the course of the year for students to develop reading skills and make meaning of grade-level texts. Materials provide opportunities to retell, summarize, synthesize, determine important ideas, make inferences, etc., to make meaning of what they just read. For example, in Module 8, after reading *Por siempre Thomas: cómo Thomas Edison cambió nuestra vida*, students participate in a collaborative conversation that allows them to develop the skill of making inferences with questions like "¿Por qué pensaba Edison que sus fracasos eran importantes?" The materials provide teachers with a quick check, "Prueba corta de lectura," which includes five multiple-choice questions about the text.

The materials provide students opportunities to read grade-level texts as they make meaning and build foundational skills. In Module 9 Reading Workshop, students read grade-level texts independently while monitoring their comprehension. While the teacher works with small groups, students read independently. Students complete literacy activities that reinforce the

objectives of the lesson. The materials guide teachers to "Consulte las 'Lecciónes para elegir y enseñar,' para guiar la enseñanza de lectura, verificar la comprensión y ampliar el aprendizaje." Teachers have online access to printable pages that are short comprehension tests over the texts students read, along with other resources that have students reread for different purposes.

Module 9 includes explicit instruction in fluency, including phrasing, intonation, expression, and accuracy. Teachers introduce the skill of intonation by explaining that good readers change the pitch of their voice—it "goes up and down" depending on what they read. Students follow along reading "Pagina Imprimible Fluidez 9.1" while the teacher models how to read the passage in the handout with intonation. There is explicit instruction for the teacher that states, "lea en voz alta el primer párrafo en un tono plano, luego vuelva a leer exagerando el tono de su voz para reforzar la entonación." Teachers ask, "In which reading did I use intonation?" The teacher indicates how the end punctuation marks help you know when to use a loud or soft voice. The teacher reads the entire passage and points out how she decoded the words *granjero, mayormente*, and *cuidadosamente* by looking for the suffixes. Students echo the reading routine to reread the passage after the teacher. Students work in pairs using the partner reading routine to re-read aloud the passage. The teacher monitors students for expression and intervenes if appropriate with small group lessons from the Reading Workshop on Fluency.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 5.1

Materials include developmentally appropriate diagnostic tools (e.g. formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress.
- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for SLAR, as outlined in the TEKS.

Meets 2/2

Materials include developmentally appropriate diagnostic tools and guidance for teachers and students to monitor progress. Diagnostic tools are developmentally appropriate (e.g., formative, summative progress monitoring, observational, anecdotal, and formal). Materials provide guidance to ensure consistent and accurate administration and measure all content and process skills for SLAR, as outlined in the TEKS. Materials include tools for students to track their own progress and growth.

Evidence includes but is not limited to:

Instructional materials include diagnostic tools for third through fifth grade. The materials contain an ample selection of materials for teachers to evaluate student learning week by week and module by module. Materials include formative and summative assessments designed to measure what the students can do independently. For example, every module includes weekly assessments, a module assessment, and a quiz for the stories. The weekly module assessments are based on content TEKS and consist of multiple-choice and open-ended questions and an electronic adapted version. Answer keys are provided with exemplar responses and SLAR TEKS for each question. The weekly assessments measure student learning in reading and writing skills. The reading section assesses comprehension and vocabulary, and the writing section focuses on the grammatical skills taught. The reading assessment consists of two reading passages, one writing passage, and a composition. The composition correlates with the writing topic of the module.

The materials include another type of informal diagnostic tool. The "Guided Principles" materials recommend: "At the beginning of the year, set up portfolios for all the students in your class." The materials recommend these contain graded work and work samples from students to document growth over the year. The materials also recommend that teachers add

to the portfolio notes from guided reading groups, individual conferences, small group instruction, independent reading, and independent writing. Examples of instructions: "One option is keeping a clipboard handy to take notes throughout the day. Another option is using a file folder with sticky notes to record observations for each student."

The materials provide a formal diagnostic assessment at the beginning, middle, and end of the year. The diagnostic tool "HMH Growth Measure Lectura en Español" is an online, research-based student assessment that takes approximately 45 minutes for students to complete. It is used to understand the level students are performing and to group students based on skill levels. Materials provide reports that include the reading Lexile level, proficiency level, and growth from previous assessments.

Instructional materials provide guidance to support teachers in understanding the types of assessments included. The "administración y calificación" section of the teacher's edition is designed to support the teacher in understanding the purpose of the assessments. Materials provide an overview of the assessments and suggested timeframes to administer them. The resource titled "Assessment and Differentiation" includes a suggested timeline to administer tests throughout the school year. The materials include support for teachers with information on daily assessments, intervention assessments, and guided reading assessments. For example, materials guide teachers with "Daily Formative Assessment: Use embedded opportunities for daily formative assessment along with Selection Quizzes. Then support or extend learning during small-group instruction. •Vocabulary •Reading Workshop •Foundational Skills •Writing Workshop." Materials include rubrics to measure writing skills. The resource is available for all three grade levels. The resource "Assessment and Differentiation" includes a section titled "Assessing Writing and Projects," where information is available about the criteria used to assess the students' writing. For example, materials provide writing rubrics for opinion, narrative, informational text, and research writing. Each rubric consists of three areas: Organization and Presentation, Development of Ideas, and Use of Language and Conventions. In addition, a visual is provided to demonstrate how to use the rubrics. A four-step process is shared to score the students' writing. Example of the instructions: "1. Print the rubric from Ed: Your Friend in Learning or copy the rubric from the Writing Workshop Teacher's Guide. Use a copy to score each student's work."

Instructional materials provide guidance to support teachers in the administration of assessments. There are general guidelines to administer evaluations, such as "evaluations must be independent since responses are oral." Teachers receive information regarding evaluation, such as not continuing if the student is distressed or grade the assessment after the student has left. The "administración y calificación" teacher's edition section is designed to support the teacher in understanding the types of assessments and when to administer them. For example, the "Evaluaciones para verificar el progreso: Grados 2 a 6" guides teachers to administer independent oral fluency evaluations to every student every two weeks that will last between

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

3-5 minutes. Instructions require teachers to have a clock with seconds handy to tally the words per second for fluency. Teachers annotate in their "formulario de la prueba para el maestro" student responses and grades. The fluency story is retold by students and they receive a grade based on the following: "0- Vuelve a contar sin enfoque, sin detalles o necesita que lo ayuden para hacerlo, Si el estudiante no puede responder o no respondió. 1- Puede que incluya la idea o problema principal, casi todos los sucesos importantes, algunos detalles. Vuelve a contar de forma organizada en secuencia por lo general, puede que contenga información errónea," and the recommended score "3- Incluye la idea o problema principal, los sucesos o información importantes, detalles de apoyo. Vuelve a contar de forma organizada en secuencia y es coherente." There is a chart to interpret results from the fluency assessment to evaluate the students' success in correct words per minute. The chart includes the guidelines of where students should be per grade level at the start, middle, and end of the year.

The resource "Assessment and Differentiation" includes a section titled "Documenting Student's Growth," which provides suggestions for teachers to track students' growth. Materials recommend portfolios for each student. Students' portfolios include data from "Screening, Diagnostic, and Progress Monitoring Assessments, Weekly Assessments and Module Assessments, Writing Conferences, Writing and Project Rubrics, and Observation Notes." Students track their own progress and growth in assessments and assignments using the scores tab on the "miLibro." Students click the scores tab to see all the assessments taken, date submitted, due date, score, total items, and actions required. The assignments tab includes all assignments given by the teacher and the due date. Students click start, continue, or submit the assignment. Materials also provide a reading log for students to keep track of the books read during independent reading. Students annotate time spent reading and answer comprehension questions about the text. Materials guide teachers to encourage students to set reading goals for how much time they will spend reading every day: "As students head into independent reading time, have them set goals based on their reading history and how they're feeling in that moment." The materials give ideas to encourage students to keep track of reading: "Have students create a response journal in which they can document their responses to their independent reading books. Encourage students to note what they liked, what they didn't like, and why." In addition, the materials provide suggestions for teachers to share reading surveys with families to gather information about the students' interests and use the information to support students with independent reading. Students use reading logs to monitor reading frequency and record learning.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 5.2

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

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data.

Meets 2/2

Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools, including individual students' needs and student progress appropriate to their developmental level. Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation and leverage different activities to respond to student data. Materials provide guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

Instructional materials provide guidance to respond to individual students' needs in literacy skills. Grades 3–5 have a resource titled "Assessment and Differentiation," which includes a section titled "Screening, Diagnostic, and Progress-Monitoring Assessments" that provides teachers with information to understand the different diagnostic tools available to support individualized instruction. For example, an oral fluency assessment is available for teachers to assess a student's oral reading skills. The assessment focuses on "fluency, accuracy, and rate as well as provide important information about the student's decoding strategies by using specific grade-level targeted vocabulary." The resource shares the following information: "Based on the results and other observations, determine whether students would benefit from intervention instruction or require additional diagnostic testing."

Materials support teachers with guidance and direction to respond to individual students' needs in all domains to scaffold instruction and activities. The "Recomendaciones para la enseñanza basada en los datos" guides teachers to tailor instruction by using professional judgement, informal classroom observations, along with the diagnostic assessment, "tenga en cuenta su propio juicio profesional, las observaciones realizadas en clase y los resultados de

otras evaluaciones." The recommendation for teachers is to identify student needs using specific diagnostic data to identify key skills, focus teaching on those needs, and provide intensive teaching based on the results from the evaluation. The guide also tells teachers to teach the main content with scaffolding and supports "apoyo escalonado" that includes "Cuaderno de la respuesta de lectura," where students read and respond to a reading selection targeting the skill they need help in through the module. Teachers work collaboratively with other teachers if students are not able to make progress or need to receive the initial evaluation or another assessment tool according to student learning preferences. There is guidance to consult with specialists in the districts as needed once all steps have been followed to intervene.

Reports for online assessments have a grouping option that allows the teacher to group the students based on the assessment results for comprehension skills. The materials automatically group students based on results and place an equal number of students in each group. Teachers can manually group students based on data from formal and informal assessments. Once the students are grouped by skills, teachers assign the lessons or look up specific lessons for a given skill to adjust instruction to meet the student's needs.

Growth Measure reports include scores about each student's achievement. Materials provide a comprehensive view of students' needs for teachers to use when planning instruction and differentiation. The report includes a Scaled Score, Performance Level, Grade-Level Equivalency, and current Lexile® interval. Once a student has taken the assessment during two test windows in the school year, the report shows the Student Growth Index (SGI) on the Growth Report. The scores on the Student Growth Report inform teacher instructional next steps for each student, "Enfoque Su Enseñanza En Esas Necesidades: Brinde enseñanza intensiva con base en los resultados de las evaluaciones, utilizando el Taller de destrezas fundamentales y estudio de palabras." In addition, the teacher obtains the reports by standards both at the class and student level and the class-level growth reports to identify whether a certain skill needs to be retaught to some specific students or the whole class. The teacher finds the resources, interventions, and small group reading to match student needs in these assessments.

Materials provide teacher guidance on selecting from a variety of activities in a way that responds to student data. For example, in "Recomendaciones para la enseñanza basada en los datos," materials suggest that if the initial fluency assessment score is below level "por debajo del objetivo," teachers administer the initial fluency assessment that corresponds to the previous grade. If students score below level on that assessment, follow the recommendations provided by the materials for that grade level. If the student scores above level in that assessment, teachers conduct the lessons of "Taller de destrezas fundamentales: fluidez de la lectura oral" with students while scaffolding the teaching of the current content. Teachers identify other skills students need additional help and utilize "Taller de Destrezas

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Fundamentales," a separate supplemental that contain four sections: "Fluidez, Conciencia Fonológica, Fonética y decodificación, and Vocabulario." Each supplemental contains additional lessons teachers use to work with students who need additional support in any of the skills. The digital platform provides the video "Differentiating for comprehension in Into Reading" to differentiate the lessons once the student groups have been organized. For example, materials guide teachers to "Use Tabletop Reading Minilessons to reinforce and extend comprehension skills introduced during Shared Reading, such as Central Idea or Make and Confirm Predictions."

Materials provide a variety of resources and teacher guidance to differentiate student learning and provide different activities throughout the modules, although not in response to formal assessments. Teachers implement the module skills through Tier I instruction with a variety of instructional methods and student practice, such as guided, independent, collaborative, whole group. Materials state, "Por medio del aprendizaje diario con toda la clase y en grupos pequeños, los estudiantes desarrollan sus conocimientos sobre el tema, así como el vocabulario académico y las destrezas de lectura, comunicación y escritura." The materials guide teachers on how to introduce the skill, which instructional approach to use, and in what order. The materials in the unit include guidance on additional small group activities in the Reading and Writing Workshops, where teachers select skills students are struggling with or need extension. They also select activities in these workshops where they can reinforce literacy skills as needed. Materials do not provide guidance on connecting assessment data to differentiation.

Instructional materials include resources to guide administrators in supporting teachers in developing instruction to respond to data. Materials include a variety of online resources for professional learning. The online resource titled "Into Reading: Small Groups at Grades 3–5" is an article intended to coach classroom teachers on using data to form small groups and ongoing analysis to have dynamic groups. Information found in the online resource. Guidance states, "Your groups should remain flexible and fluid. This means that when you are not conducting guided reading, your groupings will change day-to-day and week-to-week depending on students' specific needs at the time." In addition, the online resource includes a section titled "Identifying the right resource" that provides recommendations to develop action plans to support student learning. The purpose of the section is to reference the resources available for the students' needs. However, the online resource does not provide instructions on how the teacher can determine what activity is adequate for the students' needs. Materials include suggestions for teachers to assign research assignments for students who are ready to enrich their learning. Materials include anchor charts and graphic organizers to reinforce comprehension skills. Materials provide short, less complex text for students who need intervention. For instance, Enrichment activities can be found on the resource "Take and Teach Lesson," reteaching resources include "Tabletop Minilessons: Reading" and "Grammar Lessons," and intervention resources are "Read and Respond Journal" and "Foundational Skills and Word Study Studio." Although materials include online resources for teachers and

administrators, no evidence was found on guidance for administrators in supporting data analysis.

Indicator 5.3

Materials include frequent, embedded opportunities for monitoring progress.
- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

Meets 2/2

Materials include frequent, integrated formative assessment opportunities. Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress and are appropriate for the age and content skill.

Evidence includes but is not limited to:

Instructional materials include systematic progress monitoring opportunities that measure and track student progress. Materials provide suggested checkpoints to gather information. The diagnostic tool "HMH Growth Measure Lectura en Español" provides a window of dates for the beginning of the year, middle of the year, and end of the year. For example, the dates for the end of the year are from March 6 to June 30.

The materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress. The opportunities are as follows: "Evaluación de la semana, Evaluación de lectura guiada, Evaluación del módulo, Evaluación en línea, Evaluaciones preliminar, diagnóstica y para verificar el progreso, Lecturas por niveles: Pruebas cortas, Lecturas por niveles: Pruebas cortas de comprensión, Preparación para la evaluación de Texas, and Pruebas cortas de las lecturas" along with a guide for teachers to conduct the evaluations. These multiple forms of assessments track individual students' progress so teachers guide their instruction. The "Evaluación de la semana" is a weekly learning evaluation based on the content presented in the module. The skills learned weekly are evaluated, such as reading and vocabulary, and grammar for writing. The "evaluaciones de lectura guiada" are 10 question assessments that evaluate students' comprehension. The "evaluacion del modulo" tests students' understanding of Reading, Writing, and Foundational Skills from the module. The "evaluacion en linea" offers a short quiz for the readings in the module to assess students' understanding of the selection presented. The other assessments listed above: "Evaluaciones preliminar, diagnóstica y para verificar el progreso, Lecturas por niveles: Prueba" offer additional forms of evaluation for teachers to check student understanding and progress.

Materials include formative assessments embedded in "Vistazo a la semana" as a weekly assessment of each module. For example, Lesson 1 from Week 1 focuses on reading skills and strategies and foundational skills. Teachers are guided, "Use each lesson's Independent Practice

and Engage and Respond tasks to determine whether students are meeting the learning objectives."

The materials provide fluency assessments, weekly reading comprehension assessments for every module, and writing assessments. In the "Guiding Principles" document, the materials show a suggested timeline that specifies when students take each assessment. For example, students complete the weekly assessments during weeks 5, 10, and 14 of each module, whereas the module assessment is taken on week 15. The materials recommend that fluency assessments be administered every two weeks to monitor student progress in reading fluency. Another example of tracking progress is through the implementation of rubrics provided by the materials. There are rubrics to assess student writing during the "Writer's Workshop," as well as student performance in the research projects that students develop every module.

The materials provide formal and informal assessments to monitor student performance. The formal assessments provided include fluency every two weeks; reading comprehension every week and every module; writing every week and every module; diagnostic and growth three times a year. However, except for the diagnostic/growth assessments, the other evaluations are meant to be completed in less than a lesson's duration, which makes them appropriate for the age and skill development. For example, the weekly assessments contain five multiple-choice questions about a short reading passage and five multiple-choice questions related to revising and editing a text to assess writing skills. The fluency assessments measure how many words per minute a student can read, so it only takes one minute per student. Materials suggest conducting formative assessments daily to monitor student progress. Teachers collect this data through observation/anecdotal logs, student portfolios, implementation of rubrics, keeping a reading log, or student completion of a graphic organizer to demonstrate understanding.

Materials include recommendations for progress monitoring. The resource "Assessment and Differentiation" includes a section "Guías para la administración y calificación," which suggests teachers administer oral assessments every two weeks. The resource recommends a time of "three to five minutes" to identify the challenging areas for "reteaching, review, and extra practice." The data guides intervention groups and strategies. Students are assessed for comprehension and fluency rate. Teachers provide students with a passage to read from "Hojas reproducibles para dar estas pruebas según el nivel del grado." Teachers record the words correct per minute (WCPM). Teachers use a rubric to evaluate: "Incluye la idea o problema principal, los sucesos o información importantes, detalles de apoyo, Vuelve a contar de forma organizada en secuencia y es coherente= 2. Puede que incluya la idea o problema principal, casi todos los sucesos importantes, algunos detalles, Vuelve a contar de forma organizada en secuencia por lo general, puede que contenga información errónea= 1. Vuelve a contar sin enfoque, sin detalles o necesita que lo ayuden para hacerlo. Si el estudiante no puede responder o no respondió= 0." Materials also provide teachers with a table with information for

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

grades 3–5 on fluency rates. The table includes an estimate of words per minute students should be at during the beginning of the year, middle of the year, and end of the year. For example, third grade has 60–75 words per minute for the beginning of the year, 72–86 for the middle of the year, and 85–99 for the end of the year.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 6.1

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- Materials provide recommended targeted instruction and activities for students who have not yet mastered the content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

Meets 2/2

The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential. Activities guide students who have not yet mastered the content as well as those who have achieved grade-level mastery. In addition, the instructional materials provide enrichment opportunities for all levels of learners.

Evidence includes but is not limited to:

Targeted instruction begins with the teacher's use of Intervention Assessments to place students in appropriate phonics lessons based on their needs and performance. The Teacher's Guide provides explicit instruction with modeling and systematic instruction with scaffolding. Teachers provide frequent opportunities for student practice of phonics with constructive feedback. Teachers receive guidance on Explicit Instruction with Modeling, Systematic Instruction with Scaffolding, Frequent Opportunities for Responding and Practicing, Immediate Corrective and Affirmative Feedback, and Ongoing Progress Monitoring as an intervention for every unit and module. For example, in Module 3, the teacher displays "Minilecciones del rotafolio de mesa: Tarjeta de lectura 20" to demonstrate text graphic features.

The materials provide guidance and tools for teachers to utilize during their reinforcement sessions with students who have not yet mastered the content. For example, in Module 1, "Taller de Lectura" "Formar Grupos pequeños," the material recommends using assessments to know students' reading level and use leveled books. The teacher uses the information gathered from these assessments to differentiate and identify struggling students. Teachers use "Foundational Skills and Word Study Studio" as an additional resource to provide support and intervention for students who need help in the critical areas of phonological awareness, phonics and decoding, word study, fluency, and vocabulary. Strategic use of lessons provides extra support in specific skills for students who need to start with earlier skills.

Module 2 offers activities for all levels of learners. For example, the Teacher's Guide suggests students practice decoding words, such as the printable page titled "Silabas ga, gue, gui, go, gu"

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

in class. Throughout the instructional materials, modules have research projects called "Proyecto de Investigación." Additionally, the materials offer an activity called "Aplicar a la lectura independiente," where students do an extended activity using a book of their choice. Students extend their learning by selecting and researching a topic of their choice and collaborate with other students.

In Module 3, under "Corregir y Encauzar," teachers address students who are struggling with decoders. Through the teaching modules in the Teacher's Guide, there is constant and continuous linguistic support for struggling students. For example, the graphic organizer titled "Volver a contar" provides questions for each story element. Students use the tool to apply new skills to literacy activities.

The Teacher's Guide offers activities for targeted instruction for students who have mastered content. In Module 4, lessons provide activities for students to elaborate on responses. The section titled "Revisar para añadir detalles" suggests teachers prompt students to revisit their own stories to add details. Small groups are recommended for conferences, and students independently revise their essays using the feedback given. The instructional materials include a section titled "Opciones para el trabajo independiente y colaborativo" that provides guidance on making inferences. In Module 7, the Teacher's Guide lists a recommended library for students who have mastered content. Students read a book on their independent level and complete the graphic organizer titled "Organizador gráfico de lectura 7."

In Module 11, the "Writing Workshop" section has additional writing prompts for extensions from "Writable." Students use an adaptive learning tool that provides game-like practice in key skills and advances students at their own pace. Students have access to the Student Choice Library, where they can read a text of choice. Teachers use Media Selection videos to enhance lessons and promote comprehension of content.

Students work and practice what they learned during that instruction period. The materials offer guidance and opportunity for students to work independently and in teams. For example, Module 12, "Clubes de lectura para el estudio de género," suggests a reading club where students select a book of their choice and then work in teams to discuss their books. For this activity, students take notes and answer self-reflection questions. There is also another option for students to read and practice recently learned skills in "Opciones para el trabajo independiente y colaborativo." Teachers use printable worksheets that allow students to keep mastering the learning of the day.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 6.2

Materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate multimodal instructional strategies (e.g. visual, auditory, kinesthetic, tactile, etc.)
- Materials support flexible grouping (e.g. whole, small, individual).
- Materials support multiple types of practices (e.g. guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

Meets 2/2

Materials include a variety of instructional approaches to engage students in mastery of the content. Materials support developmentally appropriate multimodal instructional strategies, flexible grouping, multiple types of practices, and provide guidance and structures to achieve effective implementation.

Evidence includes but is not limited to:

Instructional materials guide teachers to use a variety of instructional strategies for the delivery of literacy instruction. In Module 1, a section titled "Enseñar con rutinas de enseñanza" prompts the teacher to share a video to deepen students' understanding. In the section "Visualización activa," students are asked to visualize and respond at the beginning of each module. The Teacher's Guide provides clear guidance on how to support the teacher of multimodal instructional strategies.

Instructional materials provide a variety of different approaches to engage students in mastery of the content. In each module, the Teacher's Guide provides a map of knowledge to develop understanding of the content each module offers. In Module 2, the map of knowledge provides an opportunity for students to write about how words express ideas, feelings, or thoughts and how the information connects with their personal life. Materials include activities to engage students in collaborative groups.

Teachers have "objectives" to meet that differentiate instruction and engage students. Teachers use critical thinking skills and peer assignments to differentiate as needed. For example, in Module 5, students select an animal that will be explored in text and discuss critical thinking questions with a partner. Students place themselves into the animal's point of view and answer questions such as "¿Que hacen cuando se acerca el otoño?" Students think critically about what it is like to live like the animal they chose and answer from their perspective.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Students synthesize information at the end of a text by making connections to the world and to themselves. Students establish a purpose for reading all texts through all modules with an anchor chart that establishes their understanding of text. For example, in Module 8, students complete a graphic organizer before reading a text that connects their knowledge and the text elements. This anchor chart organizes ideas and images for students to understand how to monitor their comprehension. Students use this guide to enhance their comprehension of text and think critically. Through the text, teachers are provided with explicit instruction on how to conduct "Reading Workshops," where students complete various activities daily in whole groups, small groups, and independent settings during reading.

In Module 9, an illustration titled "Taller de lectura" includes an explanation of how each section can be implemented in the classroom. The section titled "Lecciones de destrezas y estrategias" prompts the teacher to work with small groups to reinforce both reading strategies and skills. The materials guide teachers to divide the students into small groups. The activities provide opportunities for students to interact in indirect learning through collaborative learning. Every module presents projects for students to interact with peers and collaborate to generate ideas and investigate.

Also in Module 10, a section titled "Proyecto de investigación" prompts the teacher to facilitate a project assignment. Materials include the following: "Comenzar el trabajo en grupo y la investigación Organice grupos de tres o cuatro estudiantes. Guíe a los grupos para que creen un Tablero de ideas." Instructional materials encourage participation through questioning and collaboration.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 6.3

Materials include supports for English Learners (ELs) to meet grade-level learning expectations.
- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Not Scored

The materials do not include supports for English Learners to meet grade-level learning expectations. The materials do not provide accommodations for English Language learners with various levels of English language proficiency. The materials do not encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Evidence includes but is not limited to:

Instructional materials state that English and Spanish explicit connections are beneficial for all students despite their first language. These connections facilitate the development of Language 1 and Language 2. The Teacher's Guide has an explanation of "Dual language settings" within each module. The dual-language settings and the interlinguistic bridge provided in each module showcase how to go about implementing specific scaffolds for ELLs with systematic and clear connections between languages. However, instructional materials for all grade levels do not include lessons that use students' first language to develop skills in English. Instructional materials do not include linguistics accommodations for English learners. No evidence was found for teachers to support students at different English language proficiency levels.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 7.1

Materials include year-long plans with practice and review opportunities that support instruction.
- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Meets 2/2

Materials include year-long plans with practice and review opportunities that support instruction, build students' concept development, and consider how to vertically align and practice foundational skills throughout the span of a year.

Evidence includes but is not limited to:

Instructional materials include instruction in foundational literacy skills that span through the course of the year. The Teacher's Guide includes a scope and sequence document for each module called "Desarrollar los conocimientos y las destrezas." This document outlines the genre studies within all units and the concepts the students learn each week. For example, in Module 1, students learn about point of view in two genres: "Ficción realista y Texto de fantasía." Students receive additional instruction in point of view in Module 2 with "Cartas y Poesía," in Module 5 while reading realistic fiction, in Module 7 with "Narración de no ficción" and Module 9 with "Texto informativo." The materials provide spiraled review of various standards in this manner.

The materials include modules that align instruction in separate themes. Each module has a duration of three weeks and includes lessons that focus on grades 3-5. Materials incorporate opportunities for teachers to identify lessons for review and practice. The resource titled "¡Arriba la Lectura! Tabla de correspondencia" offers an overview of the content included in each module and the lesson number. In Module 1, the first week offers lessons for "Fonética y decodificación: Patrón silábico CV, Fonética y decodificación: Sílabas abiertas y cerradas." Instructions for the activities are found in the Teacher's Guide. The Teacher's Guide offers activities for teachers to model and guide decoding lessons, such as "Explique que cuando una sílaba está formada por una consonante seguida de una vocal (CV) decimos que se trata de una sílaba abierta. Señale que en esta palabra las dos sílabas (me-sa) son abiertas."

The materials include lessons that are connected within each unit and build upon prior knowledge. The resource titled "Recursos" includes "Correlaciones," where third-grade TEKS are listed for teachers to plan instruction. The resource correlates the TEKS with page numbers

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

of materials available for teachers and students. Example of the instructions found in the resource are as follow: "Esta correlación muestra dónde se enseñan los conocimientos y destrezas esenciales de Texas en los materiales del estudiante y del maestro para el Grado 3."

Lessons provide activities for students to review previously taught skills for additional practice. In Module 2, the Teacher's Guide includes a section titled "Reforzar la destreza," where instructions offer suggestions for teachers to reinforce the syllables "ga, gue, gui, go, gu." The teacher draws a table with five columns with the syllables "ga, gue, gui, go, gu" and provides a list of words. Students write the words shared by the teacher and sort the words in the appropriate column. Teachers state: "trabajen en parejas para leer las palabras en voz alta y clasificarlas en las columnas de arriba." In Module 3, the Teacher's Guide includes lessons for repeated opportunities to learn and practice using foundational literacy skills. The teacher writes on the board a two-column chart with the headings "sin tilde" and "con tilde." The teacher sorts the word "animal" in the first column and "atún" in the second column. Students work in small groups decoding words with and without an accent. Material guidance includes, "Escriba en la pizarra una tabla de dos columnas con los encabezamientos sin tilde (acento ortográfico) y con tilde. Escriba en la primera columna la palabra animal y atún en la segunda."

Materials include ample opportunities to learn foundational literacy skills throughout the year. Latin roots are taught throughout the year. For example, in Module 4, teachers introduce the Latin roots, "raices del latin *aud* y *vis*," in Module 5, the latin roots are "raíz del latín *vid*," and in Module 8, the latin roots "*vis, memor*." Each module includes a script for teachers to use, such as, "La raíz latina vis al igual que la raíz latina vid, significa "ver." Materials also provide a resource, "Mostrar y motivar: Vocabulario generativo 8.13," a word web with the root in the center. Students add words to the center with the same root as additional practice.

The content plan is designed to build upon students' current level of understanding with clear connections within and between lessons. The connections between the different modules are outlined in the scope and sequence for each grade level; teachers see all modules when skill is taught throughout the school year. The connections between lessons within a given module occur when all the reading passages and the projects are related to the theme of the module. For example, Module 6, "El Comportamiento de los Animales" contains fiction and nonfiction passages about animals, like *Es el Ciclo de la Vida*, fiction about a dragonfly, or *Premios de Narices,* a non-fiction about the smell sense in animals. Within this module, students develop a research project about unusual behaviors of animals, and the vocabulary learned is all related to science.

The materials provide review and practice of foundational literacy skills throughout the materials. For example, fluency and decoding are skills taught every week, and they are designed in a way that the item studied in the decoding lesson is included in the fluency lessons so that students receive additional practice. In Module 7, the Decoding lesson is about

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

compound words, and the lesson on fluency includes a passage that contains compound words. The materials also include a separate component for Fluency with lessons devoted to working with students who need additional support in small groups.

The materials include a year-long instruction sequence to build students' concept development while being vertically aligned. The "Sequencia de Instruccion" resource for teachers outlines the instruction plan with the sections: "Taller de Lectura," "Vocabulario," "Destrezas Fundamentales," "Taller de Escritura," and "Dual Language Settings" in each module. Each module also has a "Pregunta Esencial" to guide the learning of the unit. For example, in Module 9, the Pregunta Esencial is "¿Que necesitan las plantas para vivir y crecer?" The Vocabulario is *absorber, brotar, vegetación*. The unit explores the theme in depth to answer the Pregunta Esencial through instructional settings such as whole group, guided practice, independent, collaborative, and embedded checks for understanding and practice opportunities. The structure is the same for each module and for grades 3, 4, and 5.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 7.2

Materials include implementation support for teachers and administrators.
- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

Meets 2/2

Materials include implementation support for teachers and administrators. Materials are accompanied by a TEKS-aligned scope and sequence outlining how knowledge and skills build and connect across grade levels. Materials include supports to help teachers and guidance for administrators to implement the materials as intended. Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

Evidence includes but is not limited to:

Instructional materials include a scope and sequence outlined to the third-grade SLAR TEKS. Materials include a scope and sequence for grammar "Taller de Escritura" and another reading program, "Arriba la lectura." The resource "Gramática: Secuencia de instrucción" includes an overview of the grammar skills. The resource provides information for teachers to support students at different levels of knowledge, a brief summary, and links for quick access to instructional materials. In addition, the resource clearly states that the fourth lesson of each week is to review skills. The materials state, "Como verá en la Secuencia de instrucción, la cuarta lección de cada semana es un repaso de un tema que los estudiantes ya estudiaron durante el año escolar en curso o en un grado anterior."

Materials include guidance for teachers to understand the progression of literacy skills across a grade level. The resource titled "Secuencia de instrucción" includes information about the skills review in each lesson. For instance, Module 1, includes the list of spelling words assigned for the first week and the decoding lesson. As the year progresses, each module contains variety of decoding skills and spelling words such as "Decodificar Sílabas abiertas y sílabas cerradas (CV-CVC) Ortografía Palabras con sílabas abiertas y cerradas Palabras básicas: mundo, noche, nadie, semana, soñaba, coloridas, activo, acceso, verdad, novedad, trompetista, amatista, envasado, isla, madera, neblina, altura, trabajo, consolarlo, coliflor."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Instructional materials include supports to help teachers understand how to implement the instruction as intended. Materials provide guidance to support teachers in preparing instruction. The resource titled "Rutinas de enseñanza" provides an overview of instructional routines embedded in the lessons found in the Teacher Guide. The section titled "Usa tus palabras" includes information on how to use the vocabulary routine reference in each module. For example, the routine lists three steps for teachers to implement in class. The three steps are: "Teacher says the word and asks students to repeat the word; Teacher explains the word; Teacher provides examples using the visuals and/or sentence provided in the vocabulary card."

The "Sequencia de instrucción" outlines the concepts taught weekly and their corresponding TEKS. The concepts and skills address the following areas: taller de lectura, vocabulario, taller de destrezas, taller de escritura, y dual language settings. The teacher's guide also includes the ability to search resources by standard. Teachers use the "resources" tab under each module to locate everything included in the module and click on the arrow below each activity to see what TEKS is addressed. Teachers see the TEKS aligned scope and sequence from all grades to not only ensure vertical alignment but to build foundational knowledge from previous TEKS as needed. The "sequencia de instrucción" provides teachers with an overview of each module.

The materials include a scope and sequence that shows clear alignment to the appropriate grade-level SLAR TEKS and outlines the sequence of instruction towards the end of the year. Although the scope and sequence chart itself does not show the alignment between grade levels, there is a function in the digital platform that does. Under the tab "standards," the teacher sees all the SLAR standards. It shows in what grade level they were covered, and teachers have the ability to click on the corresponding resources from there.

The Guiding Principles and Strategies (GPS) book included in the materials provides guidance to help administrators support teachers in implementing the materials as needed. Administrators receive a background on lesson expectations as they support teacher development in the classroom. The table of content highlights the following concepts: Welcome into Reading, Classroom Community, Family and Community, Assessments and Differentiation, and Viva el Español. Administrators can easily navigate the ebook to find a variety of supports. There is a dual-language implementation guide and professional development videos that offer teaching models of different aspects of dual language that teachers apply in their own classrooms. For example, administrators find differentiation opportunities included in the book and guide teachers to a specific approach for an area of development in student needs. The book also outlines what a day of classroom instruction looks like timewise. The lesson delivery targets students' diverse needs using whole-class instruction, teacher-led small groups, and options for building independence and its time frame for each section. It also includes the "whole wrap up and share" section, where teachers close the lesson the last 5 minutes of class.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Materials include lessons and activities for a full year of classroom instruction, as outlined in the scope and sequence included. The lessons can be reasonably implemented throughout the year if the pacing is followed. The materials are divided into 12 modules, and each module is to last three weeks, which amounts to 36 weeks of instruction. Each week has five daily lessons. The Teacher's Guide includes in every lesson the symbol of a clock indicating the duration of each lesson. Also, in the Guiding Principles supplement, the materials suggest specific amounts of time for each lesson: For Building Knowledge and Vocabulary 10–15 minutes a day; for Reading Workshop 20–30 minutes a day; for Foundational Skills and Communication 15–30 minutes a day; and for Writing Workshop 30–45 minutes a day. If these recommendations are followed, the minimum amount of time a daily lesson should last would be 1:15 hours and the maximum 2 hours, which makes it realistic and feasible.

Materials are organized in a way that makes sense for ease of implementation. For example, materials are color-coded to make it easy to identify specific sections. All guidance and lessons devoted to small group teaching are identified with yellow. All guidance and lessons aimed at Dual Language Learners are identified with dark blue. Materials provide cards that are easily identifiable and durable to allow for use year after year. For example, vocabulary cards have one color, "Motivar y Aprender" cards have a different color.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 7.3

Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.
- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Meets 2/2

Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations. Materials provide guidance for strategic implementation without disrupting the sequence of content and the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Evidence includes but is not limited to:

The materials are organized into 12 modules for the year, where students build knowledge as they read, write, view, and discuss each topic. Materials include "flexible, balanced approach with a focus on small-group instruction to develop collaborative, self-directed learners" and "Planning, grouping, and assessment tools that allow teachers to focus on delivering individualized instruction." These tools allow instruction to be scaffolded to meet individual student needs in each module. There are several options for independent and collaborative work in literacy centers: "Centro de lectura," "Centro de vocabulario," "Estacion digital," "Centro de escritura" and "Centro de Proyecto" (differentiation).

There is a suggested timeline in the Teacher's Guide that supports planning instruction and provides checks for understanding throughout the school year. The timeline breaks down the concepts taught by weeks so that teachers can plan for students with gaps in learning. Teachers use the small grouping and intervention resources to fill gaps so that students can be successful in the whole group lesson. Teachers follow the suggested timeline to plan instruction and administer assessments throughout the course of the school year. Teachers build knowledge and language throughout the units by following the embedded digital timeline in the teacher's guide that ensures the content is taught and is consistent with the developmental progression of literacy skills.

Materials contain a program design on instructional approaches and timeframes for each section. Whole class instruction is divided in the following categories: "Desarrollar los conocimientos y el lenguaje y vocabulario" (10–15 min), "Taller de lectura" (20–30 min),

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

"Destrezas fundamentales" (15–30 min), "Taller de escritura" (30–45 min), and "Comunicación" (5 min) daily. This can be adjusted to align with district curriculum or with different teachers and schedules. Administrators view the timeframe of a daily lesson. The schedule supports teachers to be able to meet with different groups of students as needed. The time frame can be used as a guide when writing district curriculum to follow the same framework.

Materials include strategic guidance on implementation that ensures the sequence of content that is taught is consistent with the developmental progression of literacy skills. This developmental progression of literacy skills is displayed in the Phonics and Decoding supplement as well as the Fluency supplemental materials. Teachers use the supplemental material to support students in need of intervention. The supplementals are separated from the main materials. Teachers follow this sequence regardless of what module of the main materials they are studying.

Instructional materials include guidance about the order in which literacy skills are taught. Materials support teachers in providing the progression of content skills to meet the students' needs. The resource titled "Secuencia de instruccion" includes a weekly glance at decoding lessons, fluency, and spelling words. For example, in Module 1, the decoding skills are "Sílabas abiertas; patrón CV, Sílabas cerradas; patrón CVC, Sílabas con l, ll y y" and fluency focus on autocorrection, expression, and rhythm. The spelling words correlate with the decoding lessons. For example, the first lesson introduces "Silabas abiertas," and the spelling words include words with open syllables. Example of the spelling words found in the resource: "*atajo, ceño, cabeza, pelota, enero, favorito, mariposa, moneda, oficina, perrito, ramita, rosado, seguro, semana.*" The resource titled "Minilecciones de gramática" provides an overview of the grammar skills taught and how to implement them. The instructions suggest three ways to implement the resource: integrate with the revising and editing lessons, differentiated instruction, and systematic according to the scope and sequence. Example of the instructions: "Personalice sus lecciones de gramática en base a las necesidades del salón de clases."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 7.4

Materials provide guidance on fostering connections between home and school.
- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

Meets 2/2

Materials provide guidance on fostering connections between home and school. Materials support development of strong relationships between teachers and families and provide specific activities for use at home to support students' learning and development.

Evidence includes but is not limited to:

Instructional materials include activities to support development of strong relationships between teachers and families. Within the "Teacher Resources," the section "Family and Community" provides teachers with different ideas to include families in the academic success of their child. The resource provides ways for teachers to encourage parents and guide teachers to "Anime a los estudiantes para que lean en la casa con sus familias y dé ideas para que juntos hablen sobre los libros." For example, it includes strategies to build vocabulary, listen to children while reading, and read together. In Module 1, the Teacher's Guide includes printable pages to share with families. Teachers encourage students to read to family members and suggest ideas to build vocabulary. Some of these suggestions are: "Ofrezca apoyo para ayudar a las familias a que comenten el tema y las Palabras de la idea esencial de este módulo. Anime a los estudiantes para que lean en la casa con sus familias y dé ideas para que toda la familia converse sobre los libros. Sugiera actividades de vocabulario para apoyar la lectoescritura."

The materials include online access to resources for parents to work with their children on specific skills. In Module 2, a printable page is available to suggest activities to practice comprehension and vocabulary at home. Some examples of activities parents can do at home are to find prefixes in books, magazines, online texts, and signs. Example of the instructions: "Busque palabras con los prefijos re-, pre-, dis- y los sufijos -oso, -osa y -mente en libros, revistas, textos en línea, rótulos y letreros." Instructional materials include activities to support students' learning and development.

The resource titled "Family and Community" includes activities for students to develop learning at home. Materials include ebooks for students to read and listen to along with their books used in class. The website for parents includes videos, articles, and blog entries that provide suggestions about different topics related to their child's education. The website for parents is the same regardless of the grade level of their child since it contains general information.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Specific resources are accessed through their child's account. There is no evidence that parents can have their own access to the digital platform outside of the child's account.

Materials provide parent letters for every module. Letters are in Spanish; however, no link is available for other languages. The letters include a brief summary of the module students will work on for the following weeks and activities parents can do with students for better understanding of the module. Example of parent guidance: "Comente con su hijo las características de este género. Pídale que le lea todos los días y reserven un tiempo para leer juntos." Parent letters include suggestions and/or resources for home activities that support the literacy skills materials and can be used easily by families, including ideas on how to support the learning of content, genre, and vocabulary. For example, the letter in Module 5 specifies the reading texts and videos about sports, working in teams, and writing an editorial. The letter also provides suggestions on how to reinforce learning in the module, such as "¿Cómo sé que tienes *determinación*? ¿Cuándo es importante la *unidad*?" The letter also includes looking in books, magazines, online texts, and signs for words with the suffixes *-ero,-era, -or, -ora, -ísimo, -ísima, -ito, -ita,* as well as the word roots *bio* and *vid*.

Module 12 provides another example of "Carta para la familia," which outlines topics for the module and suggests parents ask questions after reading that relate to the material. The letter informs parents that students will be learning about literary texts, including realistic fiction, poetry, and traditional stories. There is a suggestion for parents to practice at home with guidance, such as "Haga preguntas como estas: ¿Cuándo es conveniente ensayar? ¿Cuál es tu mejor habilidad?"

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 7.5

The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.
- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Meets 2/2

The visual design of student and teacher materials is neither distracting nor chaotic. Materials include appropriate use of white space and design that supports and does not distract from student learning. Pictures and graphics are supportive of student learning and engagement without being visually distracting.

Evidence includes but is not limited to:

Instructional materials are designed with appropriate use of white space to support student learning. Materials include information for lesson planning and implementation. All modules present tabbed pages to easily identify content on pages. In Module 1, the Teacher's Guide includes tabbed sections to identify lessons and essential skills for each module. Example of the sections: "Destrezas fundamentales, Decodificar: Sílabas abiertas, patrón CV, Ortografía: Palabras con sílabas abiertas, Fluidez: Precisión y autocorrección."

Instructional materials provide vocabulary cards used to connect the text or story. Vocabulary cards include pictures and definitions with no distracting visuals. In Module 2, the Teacher's Guide offers suggestions to present vocabulary using the cards for each new word. Example of the use of the cards: "Quizás quiera presentar la Tarjeta de vocabulario que corresponde a cada palabra mientras la comenta."

Materials provide digital components that add to the students' understanding of skills. In Module 3, the Teacher's Guide includes suggestions for teachers to share pictures and videos to build students' understanding of new concepts. Teachers share a video about the U.S. Constitution. Students revisit the video during small group instruction. Example of the instructions: "Muestre Videotutoriales: Lectura en detalle 3: La Constitución de los EE. UU."

Materials include text-to-speech functions. Each story has a speaker icon to read aloud for all students. The student online resource "MiLibro" includes components to read aloud the texts. The functions are located on the right-hand side of each story with visuals for students to identify where they can play, pause, or write notes of the story.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The materials include instructional support for planning and implementing lessons. For example, every module includes pages with options for small group teaching and independent practice. The online materials do not comply with the flexibility and efficiency of use stated in the User Interface Design guidelines as they are not as easy to navigate. Sections are broken down into small parts, and not everything is accessible in one click. For example, Module 4 of the Teacher's Guide has a reference to access the Teacher's Resources. This requires returning to the dashboard to open another window. However, student materials are easier to navigate as there aren't as many sections.

The Teacher's Guide identifies important information for lesson planning and implementation. For example, each module is divided by a different color on the border of the page. Within each module, lessons are in a different color to identify information about the module and what information is specific to the lessons. For example, Module 6 is identified with a magenta border on all the pages, but the lessons inside the module have a turquoise border. Specific information within a page is color-coded so that teachers easily locate what they are looking for. For example, the English version of the lesson is located at the outer sides of the pages with a grey background. Lesson steps have a header identified with the same color as the border.

The Teacher's Guide includes instructional support with information that is clearly stated and easily identified on the pages. For example, suggestions to accommodate Dual Language Settings appear in a dark-blue box. This section in a light-green box provides tips to develop a learning mindset. Ideas on small-group teaching are framed in a yellow box with an icon of multiple human figures at the corner. Also, resources available online are identified by a black and yellow icon: "Online Ed."

Materials are visually engaging for both students and teachers without being overly stimulating. For example, in Module 9, the text "Del campo a la mesa" includes large text and videos to engage young children. The "Genre Study" section lists genre characteristics in bold bulleted descriptions. In "miLibro," there is a section where students type responses to questions. The section "Critical Vocabulary Word Bank" includes large print words. The words are hyperlinked and include a pop-up definition, an example, and a pronunciation of the word.

Module 9 includes vocabulary cards to reinforce learned academic vocabulary. Teachers use these in interactive word walls or print them out for students. The cards separate the vocabulary words into syllables, such as "a - gri - cul - tu - ra (s)," and include examples of plural or singular forms. The image on the card covers the entire page with the word underneath. The card image is realistic and grade-appropriate.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 8.1

Materials provide clear guidance specific to bilingual program model.
- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

Not Scored

Materials provide clear guidance specific to bilingual program models and include guidance or recommendations on how they could be applied within a particular bilingual program model. Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

Evidence includes but is not limited to:

Materials provide recommendations on implementation that could be used within a Texas-approved bilingual program model, such as the Dual Language Instruction model. In the document "Lenguaje Dual: Guía de Implementación," materials describe different bilingual, one-way dual language, two-way dual language, and immersion programs. After describing each model, the materials provide an example of implementing a 50:50 dual language program with English reading materials one week and Spanish the next week with *Arriba la Lectura*. In case the campus follows a 90:10 dual language, the materials suggest to "teach all lessons in Spanish, and bridge into English using each lesson's *Puente interlingüístico*, the *Vocabulario intercurricular*, and the *Rutinas interlingüísticas* from this guide."

The *Lenguaje Dual: Guía de Implementación* also includes sections on the following topics "Equity, Evidence, Efficacy; Developing Cultural Awareness; Models of Bilingual Education; Authentic Dual Language Instruction; Professional Terms; and Professional Reading." The guide focuses on the fundamentals of bilingualism, biliteracy, and dual-language. Materials offer equity, evidence, and efficiency in multi-language education by developing cultural conscience in "Modelos de educación bilingüe." The topics addressed are biliteracy, bilingual education, and dual-language and how they can provide literacy and content instruction in two languages. The Dual Language Models integrate language and academic content instruction. The goal is academic achievement in both languages and an appreciation of different cultures. The material recommendations are divided into two categories: One-Way Program and Two-Way Program. Materials also include recommendations on the instructional time devoted to each language and provide suggestions on program structure following these models: 50:50 model and 90:10 model.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Instructional materials include recommendations for the implementation of bilingual program models. Materials include a resource titled "Extensión lingüística: Puente interlingüístico" that provides suggestions to connect Spanish and English. Materials include guidance for teachers to connect instructions in both languages effectively. For instance, the Teacher's Guide prompts the teacher to draw a table with rows and columns, "Complete la tabla junto con los niños para ayudarlos a hacer predicciones sobre lo que van a aprender." Teachers ask students if the languages English and Spanish are similar. The Teacher's Guide also prompts the teacher to display the different ways to write dates in English and Spanish. Materials state, "En la primera columna, escriba una palabra de la selección o una palabra de contenido de esta lección. En la siguiente columna, escriba el equivalente en inglés. Lea cada palabra en voz alta y pida a los estudiantes que repitan a coro. Luego, demuestre el pensamiento sobre si el español y el inglés se parecen." Teachers ask students to practice writing important dates and note the differences in writing them in Spanish and English.

Materials provide recommendations to implement a bilingual program model for grades 3–5. The resource titled "Lenguaje dual: Guía de implementación" includes the section "Personalizar la enseñanza según el modelo bilingüe," which provides guidance on how to implement the program. The resource prompts the Spanish Language Arts teacher to work closely with the English Language Arts teacher and share planning for students to learn in Spanish and English at the same time. The resource guides the teacher to review the section "Vistazo a la semana" with skills listed and decide what to teach in each language and how to connect them, "Una buena opción es que los maestros de artes del lenguaje en español y de artes del lenguaje en inglés trabajen juntos. De esta forma, se fomenta la planificación compartida cuando los estudiantes aprenden en español y en inglés a la vez."

Materials cite current, relevant research on Spanish literacy development and second language development and acquisition. In the document "Lenguaje dual: Guía de implementación," the materials include research, including information about the myths about bilingualism, benefits of translanguaging, challenges of English Language Learning and Spanish Language Learning, metalinguistic awareness, and the importance of becoming bilingual. Materials also include a comprehensive analysis of both languages regarding grammar, syntax, and phonology. For example, for Spanish Language Learners, the gender of nouns can be a challenge, whereas, for English Language Learners, the omission of subject pronouns represent a very common mistake. At the end of every lesson, the Teacher's Guide includes a section called "Puente interlinguistico" that highlights differences and similarities between English and Spanish items from specific topics in the lesson to allow students to make connections between the two languages and develop biliteracy.

Materials provide a "Linguistic Contrastive Analysis Comparing and Contrasting Languages" guide for teachers. The guide states that teachers benefit from learning about the specific features in each language that can pose difficulties to students that are native in the other

language to engage students in additional practice as needed. The cross-linguistic bridges introduced weekly in "¡Arriba la Lectura!" are a good example of how to approach contrastive analysis. The purpose of a bridging lesson is to show students the connections between two languages through contrastive analysis. As bilingual students develop language, they begin integrating structures from both languages into their linguistic repertoire. This integration is called translanguaging. Strategies to promote translanguaging include providing texts and resources in both languages, heterogeneous language groupings, project-based instruction, and clarifying instruction using both languages.

Instructional materials provide research that supports coordination and transfer of language skills. Materials include information about the language and content instruction for content delivered in the partner language. The resource "¡VIVA EL ESPAÑOL!" provides information about authors and research implemented in the program "Arriba la lectura" for grades 3–5. The resource includes information and revisions by the authors Alma Flor Ada and F. Isabel Campoy. Both authors have received multiple awards for writing more than 100 books. The resource "¡VIVA EL ESPAÑOL!" also includes a variety of texts available for students to develop their reading skills and enrich language and comprehension. Materials also support second language development and acquisition. The program "Arriba la lectura" provides opportunities for teaching parallel development of Spanish and English to compare both languages. The Teacher's Guide includes suggestions on the section "Dual Language Settings" for teachers to bridge the learning in both languages, "Facilitar el debate Recuerde a los estudiantes cuyo primer idioma es el inglés, que en español y en inglés las historias presentan un punto de vista, dependiendo del narrador del relato."

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

Indicator 8.2

Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages, (ie. skills that transfer)

Not Scored

Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand, apply, and transfer this connection. Materials highlight opportunities for students to make cross-linguistic connections and are equitable instruction in both languages in terms of quality and quantity of materials.

Evidence includes but is not limited to:

Instructional materials provide information to encourage connections to both languages in every module from grades 3–5. The four objectives of "El puente interlingüístico" include creating connections between the content learned in one language with the same content in another language, developing academic vocabulary, participating in contrastive linguistic analysis, and developing metalinguistic awareness. All objectives involve students identifying similarities and differences between the English and Spanish languages. For example, "Puente interlingüístico" includes guidance for teachers to create tables of cognate words. The materials provide a list of words along with teacher instructions to write words side-by-side for students to identify whether the words are cognates. Another example is to compare and contrast the Spanish and English languages to highlight similarities and differences, "El puente interlingüístico alude a la práctica de poner ambos idiomas uno junto al otro e identificar y enseñar explícitamente los puntos en común y las diferencias que existen entre ellos."

Materials explain the benefits and provide opportunities for translanguaging. According to research, materials explain some benefits of translanguaging, such as helping mediate understanding, scaffolding for bilingualism, building confidence, guaranteeing equity and social justice by allowing students "especially those from linguistic minorities to use their full repertoire." Translanguaging also eliminates perceived hierarchies between languages and enables students to make sense of the world they live in. Materials embed opportunities for cross-linguistic connections in every lesson. At the end of every lesson, the Teacher's Guide includes the section "Puente interlinguistico" that highlights differences and similarities

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

between English and Spanish items from specific topics in the lesson. For example, in Module 5, the focus is sports. The "Puente interlinguístico" suggests the following: "Pida a un voluntario que escriba el par *la medalla / medal* en el Mural de cognados. Teachers ask, ¿Qué diferencias hay en cómo se escriben? *(Medalla tiene más letras al final)*. El principio de ambas palabras se escribe igual, ¿pero se pronuncia igual?" Students work finding similarities with other topic-related pairs of words: *championship / campeonato*, *league / liga*, and *trophy / trofeo*.

Materials provide additional information in translanguaging. A translanguaging classroom includes multilingual materials for students and a multilingual set-up that allows students to be grouped in different ways to learn collaboratively. Teachers provide explicit opportunities for students to engage with both languages purposefully. For example, a teacher currently teaching a lesson in Spanish has students read the text, then turn and talk with peers in any language to clarify concepts before moving on to the independent practice component of the lesson. *¡Arriba la Lectura!* offers explicit opportunities to encourage students to use translanguaging. With the "Vocabulario intercurricular" section, students use bilingual repertoire to discuss the similarities and differences between the two languages. With "Mi caja de herramientas lingüísticas," students are bilingual word detectives as they reflect upon what they already know.

Materials include a variety of texts in both languages. The texts associated in every module for grades 3–5 are relevant to children's linguistic and cultural backgrounds. In addition, most texts are available in both languages. Every module consists of five different texts, and most of the texts found in the program "Arriba la lectura" are available in English and Spanish. Materials include resources designed to incorporate cultural and ethnic activities. In the resource "¡VIVA EL ESPAÑOL!," the section "Apreciar la lengua y cultura" includes activities for teachers to showcase original Spanish texts to expand vocabulary and develop literary appreciation. For example, lessons offer opportunities for students to read poems and stories relevant to the different cultures in this world, especially Hispanic culture. One example included in "¡VIVA EL ESPAÑOL" is "Los poemas y cuentos de 'Nuestra lengua es arte' celebran la diversidad cultural." The section "Apreciar la lengua y cultura" offers activities for teachers to read a poem in an expressive language and ask students to read the poem together for the second time. Students identify rhyming patterns and whether the character is fictional or not.

Inclusive literacy is the key to academic achievement and student engagement. Alma Flor Ada and Isabel Campoy are the program authors who ensure equity in the languages and cultural awareness. Materials provide texts in a variety of formats: "Super Libros, Libros para la lectura en voz alta, Lecturas iniciales, Textos de enfoque, Revista Aventura, Nuestra lengua es arte, and mi Libro." Materials provide text previews in both languages and include lessons, complexity levels, connections, key ideas, and language. Both lesson text previews are similar.

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

The digital platform displays more resources for English materials than for Spanish materials. For example, the English materials have a resource for social-emotional learning called Bridge and Grow, as well as two applications, Waggle, which allows the teacher to assign tasks to students and keep track of them, and Writable, which allows the student to develop writing assignments digitally. The English materials also include more resources for intervention than the Spanish materials, such as Blend-it books, Foundational Skills and Word Study Studio Practice Pages and High Frequency Cards, Read and Respond Interactive Journal, and Foundational Skills. However, there are resources in the Spanish materials not available in the English materials, such as the Spanish magazine *Revista Aventura* with authentic Spanish texts and the Dual Language Implementation Guide. The core print materials provide equitable instruction in both languages in terms of quantity. Both offer the same resources in both languages: vocabulary cards, anchor charts, independent readers, printable resources, tabletop mini-lessons, and digital platforms. The materials also offer equitable opportunities for instruction in both languages in terms of quality. Both have a variety of stories relevant to children's backgrounds and representative of diverse cultures. Most of the texts included in both programs, "Into Reading" and "Arriba la Lectura," are translations from one another, and some are different to meet the program requirements. For example, in Module 5, all the lessons include the same reading passages related to sports such as soccer, athleticism, and baseball, except for the lesson that includes a video, which in English is about a soccer female player "Bend it like Bianca." In the Spanish resource, it is about a female volleyball team, "Las espectaculares morenas del Caribe."

Instructional materials include guidance for teachers to make connections between languages. The *Lenguaje Dual: Guía de Implementación* clarifies how translanguaging is a bridge between the two languages. Materials provide guidance such as, "a skill or concept is taught in one language and then bridged to the other language. It is not necessary to teach comprehension, writing, thinking, and similar skills in both languages, as the skills and concepts are the same. However, it is important to do a cross-linguistic bridge in order to make students aware that they are learning the same skills and concepts in two different languages and to teach the related vocabulary in both languages." Students practice using translanguage during collaborative discussions. Students dominant in Spanish express their opinions or thoughts about a given topic and share it in English for other peers to understand. The materials encourage teachers to remember that it is important to consider how language is acquired. For example, materials state, "Tenga en cuenta que, a veces, lo que parece un error es, en realidad, una expresión de biliteracidad emergente. Por ejemplo, un estudiante que dice 'Roberto's bicicleta' expresa su conocimiento del posesivo en inglés usando su vocabulario en español."

Indicator 8.3

Materials in Spanish are authentic and culturally relevant.
- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Not Scored

Materials in Spanish are authentic and culturally relevant. Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations and support the development of sociocultural competence. Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

Instructional materials are authentic Spanish as appropriate for the purpose and context of the activity. The materials use authentic Spanish, are appropriate, and do not deviate from the story's meaning. For example, the resource titled *¡Viva el español!* includes information on how the program *Arriba la Lectura* was created by professionals fluent in Spanish. Materials provide stories in both languages, such as the story "La mirada de Ahmed by Mª Dolors Pellicer i Soria," where the translation does not lose the story's meaning. The program also offers authentic Spanish poems and stories written by multi-award-winning authors, such as "Canción de todos los niños y niñas del mundo" Alma Flor Ada. The materials state, "Los estudiantes encuentran textos de ficción realista en libros escolares, revistas o en sus lecturas independientes. Este cuento relata la historia de un niño que deja su pueblo para ir a otro país. Sus descripciones captan la atención."

In reviewing both the English and Spanish materials, the translations and transadaptations are age-appropriate for student's learning and interaction with content. In the Spanish materials, the "Ensenar con collection tematicas" section introduces the texts for the lesson. The thematic collections include content selected to help students develop knowledge of the topic and reading skills in both languages. The Spanish videos do not derive from the English videos' meaning. The Read Alouds and the miLibro selections are also the same in English and Spanish textbooks. They align across modules, so this allows teachers to use both textbooks in a dual language classroom. Although most texts are identical, there is a differentiation in the poetry materials that make them culturally relevant to Spanish traditions and cultures. Both English and Spanish materials require students to create an Inquiry and Research Project to evaluate

their understanding of the module at the end. In English, one of the goals for researching a healthy lunch is to "Over the next three weeks, collaborate to generate ideas, research, complete, and present an inquiry-based project." The translation to the Spanish material for the same assignment is "Durante las próximas tres semanas, colaborarán para generar ideas, investigar, completar y presentar un proyecto basado en una investigación." The translation uses grade-appropriate vocabulary for student learning and interaction with content.

Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity. For example, in Module 6, "Es el Ciclo de la Vida," the English version contains typical interjections like "Gasp!" and "Hooray!" that, when translated to Spanish, read "¡Vaya!" and "Hurra." On the other hand, some stories are written by bilingual authors who kept the language authentic when writing both language versions. For example, "La Velita de los Cuentos" in Module 7, written by Cuban author Lucía González, kept some key expressions in Spanish to convey the authentic meaning when translated to English. For instance, the sentence "¡Bendito!—suspiró mamá Nenita—. ¡Qué falta me hacen las noches calientes de diciembre en nuestra islita!," when translated to English says, "'Bendito!' Mamá Nenita said with a sigh. How I miss the soft breeze of December nights on our little island!"

Instructional materials support sociocultural competence throughout the curriculum. Materials provide opportunities for students to discuss heritage, culture, and traditions. The resource *¡Viva el español!* provides information on the support of sociocultural competence throughout the curriculum. The section "Apreciar la lengua y la cultura" includes examples of how the materials are available in the teacher guide all year long. At the end of each module, the teacher has the opportunity to build vocabulary and develop literary appreciation. The poems and texts in the section were written by Alma Flor Ada and Isabel F. Campoy and specially designed for the program. The material states, "Los poemas y cuentos de 'Nuestra lengua es arte' celebran la diversidad cultural. Esto queda demostrado por las constantes referencias a las culturas de todo el mundo y muy especialmente a las culturas hispanas." Materials also provide an author and illustrator introduction that gives students a background to understand the purpose of writing the text and cultural connections. For example, students connect to the characters by pretending they are in the same story when writing. In some cultural texts, there is an integrated glossary describing unique words to a culture, such as "tamil: miembro de uno de los pueblos que habitan Sri Lanka." Although the culturally relevant texts are there, there are minimal opportunities for students to culturally relate in a more extensive way to embrace their own heritage.

The materials integrate sociocultural competence throughout the curriculum by adding the section "Extensión Lingüística" at the end of every module, containing the subsection "Apreciar la Lengua y la Cultura." This section includes information related to the topic of the module that allows the students to make connections to cultural values. For example, in Module 8, "Imagina

Houghton Mifflin Harcourt Grade 3
Spanish Language Arts and Reading Program Summary

e Inventa" includes information of how the phonograph allowed people to listen to music and how music and dance vary from country to country. Materials state, "En todos los países de habla hispana se escucha música, pero todos tienen músicas y bailes diferentes. Piensen en una música típica de México, como las rancheras o en una música típica de la República Dominicana, como la bachata; los estilos son muy distintos, pero ambas están en español." Materials guide the teacher to pair students up to make a "Music map" of Latin America that includes types of music and dances from each country, and the instruments needed to play such music.

Instructional materials represent various languages and Hispanic culture and linguistic diversity in the teacher resources. The resource titled *Parte 1: La adquisición del lenguaje en contextos bilingües* includes the section "Variantes léxicas," where a list of words provides various ways other Spanish-speaking countries reference them. The resource provides a table where words are sorted based on the lexical variants and the countries or regions. For example, the section has the word "anteojos." The lexical variants are "gafas," "lentes," "espejuelos." Spain uses the word "gafas"; the word "lentes" is used in Argentina and Peru; and the word "espejuelos" in Cuba and Puerto Rico. The resource provides additional information about the texts' various countries. The section titled "Literatura inclusiva para apoyar la equidad" provides information on the importance of having diverse texts and pictures of several cover books included in the program "Arriba la Lectura."

Materials include various representations of Hispanic culture and Spanish language. For example, in *Revista Aventura*, some of the articles that pertain exclusively to Hispanic culture and use authentic Spanish language are "La Venda Mágica" by Lidia Muñiz de Tejada, which is a theater play with a moral; "Concierto," which is a poem about all the words used in Spanish to name the sounds made by animals; or "No es lo mismo pero es igual," which is a story about immigrants from Spain, Mexico, Argentina, and Colombia who started a Hispanic restaurant in California. The core materials also include texts related to Hispanic culture, like "Competencias de Fútbol," which talks about one of the most popular sports in the Hispanic world, soccer. The materials also include samples of authentic Spanish language like in "Artesana de las Nubes" by Spanish author Blanca Esthela Sanchez in Module 8, which was awarded the "Premio Hispanoamericano de Poesía para Niños 2013."