

Vista Higher Learning Kindergarten

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 %
Kindergarten	Pending	Pending	N/A	N/A
Grade 1	54.90%	50.00%	N/A	N/A
Grade 2	61.29%	69.35%	N/A	N/A

Section 2. Texts

- The kindergarten, first-, and second-grade materials include some high-quality texts across a variety of text types and some genres as required by the TEKS.
- The materials do not include a text complexity analysis; however, texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literary Practices and Text Interactions

- The materials provide students some opportunities 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 some opportunities to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials do not provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials do not include a plan to support and hold students accountable in independent reading.
- The materials provide students some opportunities 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 do not 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.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- The materials contain interconnected tasks that build student knowledge and provide some opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide some explicit instruction in print concepts and opportunities for student practice (K-1 only).
- Materials provide some explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1 only).
- Materials provide some explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context.
- Materials provide some opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody (Grades 1-2 only).

Section 5. Progress Monitoring

- The materials include some developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include some 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.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

- The materials include implementation support for teachers and administrators. The implementation includes some guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide some guidance on fostering connections between home and school.

Section 8. Bilingual Program Model Considerations

- The materials do not provide clear guidance specific to bilingual program models.
- The materials somewhat 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.

Vista Higher Learning Kindergarten

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 and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Texts include content that is engaging to K-1-2 students.
- Materials include increasingly complex traditional, contemporary, classical, and multiculturally diverse texts.

Partially Meets 2/4

The material includes some high-quality texts for SLAR instruction covering a range of student interests. Some texts represent a variety of genres, both contemporary and multiculturally diverse; some are well-crafted quality in content, language, and writing that is represented in cross-disciplinary standards that engage all learners' interests. Some of the materials include increasingly complex, diverse texts in traditional, contemporary, classical, and multicultural.

Evidence includes but is not limited to:

“Antología” includes a variety of texts that are informational, diverse, and scaffolded. These texts increase in complexity across the year. The resources are scaffolded in three levels: “Principiante, Intermedio, and Avanzado.” Teachers access leveled stories that have text accommodated to suit their students’ needs. Antología includes cultural texts from renowned authors: Mexican poet Amado Nervo; Puerto Rican writer Isabel Freire de Matos; and writers Alma Flor Ada, Maria Fernanda Heredia, and Patricia E. Acosta. The Teacher’s Guide states that there are level-appropriate nonfiction readings in content areas like science, language arts, and social studies. Antología includes “traditional songs, tongue twisters, and legends from various Hispanic cultures.”

In Antología, “Nivel Principiante,” Unit 2, “¿Dónde está la llama?” is a realistic fiction written by Patricia E. Acosta. Students read the location of the animals in relation to the character Erik using prepositional phrases.

In Antología, Nivel Principiante, Unit 6, “El barquito,” a traditional song from Argentina is accompanied by colorful illustrations that depict a story as the students sing along. Number words are used (*una, dos, tres, cuatro, etc.*) along with the repetition of other words, such as *barco, barquito, and navegar*. In the teacher tips, directions are given to play the audio of the song, and the students repeat the lines as they sing along. The teacher encourages the students to count along using their fingers.

In Antología, Nivel Principiante, Unit 8, “Arbolito de mi aldea,” is another traditional song from Colombia that rhymes the words *aldea, rodea, edad, verdad, and Navidad* to engage students.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Although the story is very short and does not offer up any particular characters, the format allows students the opportunity to perform interpretive reenactments.

In Antología, “Nivel Avanzado,” Unit 2, there is a traditional story, “La ropa del Emperador,” that exposes students to societal groups not common today. The text is simple, short, age-appropriate for a read-aloud, and provides students with colorful and engaging illustrations. While reading, teachers address the phonics piece by following the instructions listed for an activity; then, the students use vocabulary from the story to ask questions about the characters.

In Antología, Nivel Avanzado, Unit 4, there is an informational text, “La danza de la abeja” by Patricia E. Acosta. The text includes advanced words and vocabulary. The colorful illustrations provide comprehension reinforcement and are engaging to students.

In Antología, Nivel Avanzado, Unit 8, students make connections to traditional and cultural texts. The “Día de la madre” (song) by Mario Castro and Patricia E. Acosta relates to Hispanic culture through its images and illustrations. Before reading, teachers follow the Pre-reading Questions to activate prior knowledge. They ask the students questions like “¿Les gusta celebrar el Día de la Madre? ¿Por qué? ¿Cómo celebran el Día de la Madre?” The details in the images include gifts the children give to their mother and customs that are followed in the traditional Hispanic holiday, Día de las Madres.

“¡Listos!” however, includes mostly informational texts or texts where students practice Spanish dialogue that are minimally complex and are not high-quality texts for SLAR instruction. For example, in Unit 2, the text about “La Ciudad Blanca” consists of dialogue where two characters describe the city with a sentence each. Similarly, in Unit 3, “Los juegos,” the main selection text is a short song followed by dialogue of two characters describing the school playground. There is not enough content to apply most kindergarten TEKS. It is also not complex enough to make inferences, refer to events, or apply other higher-order-thinking skills appropriate for the kindergarten grade level.

Vista Higher Learning Kindergarten

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 SLAR TEKS for each grade level.

- Materials include opportunities for students to recognize characteristics and structures of literary and informational texts.
- Materials include opportunities for students to recognize characteristics of persuasive texts, (e.g., stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion).
- Materials include informational and persuasive texts that are connected to science and social studies topics in the TEKS for grades K-2.
- Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts.
- Materials include opportunities for students to recognize characteristics of multimodal and digital texts.

Partially Meets 2/4

The materials include some text types and genres across content that meet SLAR TEKS requirements for each grade level. Students have opportunities to recognize the characteristics and structures of literary and informational texts. Informational texts are connected to science and social studies topics; however, persuasive texts are not included. Students analyze the use of print and graphic features and recognize characteristics of multimodal and digital texts. Audio texts are included in the thematic library section.

Examples of literary texts include but are not limited to:

Materials provide literary texts to teach characteristics of fiction, such as character traits. For example, in “Por si no te he dicho,” in “Nivel Intermedio” in “Antología,” the materials ask students to find clues while they read. Students find the clues and orally describe the character in the text.

In the Antología poem, “El Sueño de la Iguana,” materials include opportunities for students to identify characteristics of poetry. Teachers “tell the students that all stories and poems have a narrator, or person who tells the story.” The activities include a set of vocabulary words in audio that students listen to, repeat, record their voice, and write the word at their own pace.

Examples of informational texts in Antología include but are not limited to:

“¿Qué tiene Becky?” suggests teachers use a vocabulary development section with photo cards to ask students to repeat the words *cabeza*, *mano*, and *pie*. The teacher shows the

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

corresponding picture in the book with these labels pointing to the body parts of the character. Students follow along and shake the body parts as they are named.

“Cuerpos Saludables” is a song that students are engaged in while singing. Materials include audio of the text. Students listen to the teacher reading the song and then listen to audio, and they repeat and sing along. Students “read” the illustrations and answer the questions posed by the teacher. Students are persuaded to live a healthy lifestyle.

In “Los Primeros Libros,” in “Nivel Avanzado,” the text compares the evolution of books. The materials include a teacher tip section that guides teachers and is written throughout the pages of the text. These instructions give teachers guidance on teachable text features within the story.

Informational texts connected to Science and Social Studies include but are not limited to:

In Antología, the informational text “La danza de la abeja” includes scientific context, vocabulary, and illustrations on how bees communicate with each other. The teacher reads aloud several times while students look at the illustrations, the title, and specific words like *también*, *alimento*, *está*. The teacher encourages students to look for more information about bees in science books and the internet.

“Las iguanas de Roatán (Honduras culture)” in “¡Listos!” describes iguanas and their habitat.

“¿Cómo vivimos?” in ¡Listos! describes the country of Peru, how they live, what they wear, and their overall community.

Other titles include:

“El Canal de Panamá” (Informational text teaching geographical places);

“The Copán Ruins” (Social studies);

“Traditional Clothing in Peru” (Social studies);

“The Flag of the Dominican Republic” (Social studies);

“Los primeros libros” (Informational text teaching History);

“Los sentidos” (Song teaching the five senses); and

“Las estaciones” (Informational text teaching earth science).

The texts in ¡Listos! include literary and informational text features such as highlighted vocabulary words in the texts, pictures embedded throughout the text, and guided questions the teacher can ask. Materials also include a table of contents, scope and sequence, appendix, Pictionary, student book maps, Spanish-English dictionary, photography, and art credits.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

However, the materials do not include any persuasive texts or indications of teachers directing students to learn how to identify characteristics of persuasive texts.

The materials include opportunities for students to recognize characteristics of multimodal and digital texts. In ¡Listos!, in the teacher edition, the Additional Components section, teachers find the online extensions that provide “Smartbook presentations and audio support, Animated Video Virtual Chats for communication activities, and Cultural Videos to explore products and practices.” Antología also includes opportunities for students to listen to text at the various levels.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 2.3

Texts, including read-aloud texts in K-2 and shared reading in Grade 2, are appropriately challenging, and are at an appropriate level of complexity to support students at their grade level.

- Texts and the series of texts connected to them, including read-aloud and shared reading 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.
- Read-aloud and shared reading texts are above the complexity level of what students can read independently.

Partially Meets 2/4

The materials include some appropriately challenging texts at an appropriate level of complexity to support students at the kindergarten level. Interactive texts and shared-reading texts are at the level of what kindergarten students can read independently, and texts are appropriately challenging for students as the year progresses. Thematic units are based on the Fountas and Pinnell readability level system. However, a text complexity analysis is not included for educators to consider about texts. Teacher instructions do not include directions for students to read the text independently.

Evidence includes but is not limited to:

In “¡Listos!” the materials include an online resource section for teacher support. In the online resource, a reading leveled chart titled “Biblioteca temática Reading level chart” is included. This guide follows the “approximate equivalent of the Listos Thematic Library readers to the Fountas and Pinnell leveling system”; however, there is no attached chart referencing the text titles for each level. Although letters are assigned to each level, there is no indicator within the resource stating what each letter means or the corresponding text. Materials do not include Lexile levels within the lesson planner or referencing the corresponding texts to each reading level. Teacher instructions do not explicitly give directions for students to read the text independently.

“Antología’s” Unit Walkthrough section provides a sample story outlining the different components teachers can find alongside the text referencing the three different levels: Principiante, Intermedio, and Avanzado. While one of the labels points to teacher instructions and states the purpose of that section is to provide “reading strategies (to) support instruction,” there is no reference listed to these research strategies. Neither material provides a direct text complexity analysis for the stories used in the lesson. The titles of the texts are listed in the table of contents in the scope and sequence teacher guide broken down by thematic eight units.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

In ¡Listos! Unit 7, the structure and tasks increase complexity; for example, the teacher reads “El sombrero Panamá” and explains why the Panama Hat is not from Panamá but from Ecuador, reminding students that the workers in the building of the channel were mainly from Ecuador and wore a light straw hat. Students listen and answer the question “¿Qué sombrero te gusta llevar?” and then students walk around the classroom with a hat on. These texts are presented as shared reading.

In ¡Listos! performance tasks, complexity is increased as the year progresses. For example, the task in Unit 4 asks the students to create a scenario out of clay, then present their project to the class. By Unit 8, the teacher puts the students in groups. The students design a birthday poster using magazine clippings of cakes, decorations, activities, etc. They then present their finished product to the class.

In ¡Listos!, in the Reading Performance Assessment, the materials include passages using three different colors to differentiate grade level when assessing the students’ reading level. Each of the passages is equivalent to the Fountas and Pinnell reading level system. It lists ranges for each level with descriptions of each level, including listening, reading, speaking, and writing in each level. A conversion chart is included, as well as teacher directions and answer keys for each assessment.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.A.1

Materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes.

- Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.
- Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension.
- Questions and activities grow students' understanding of topics and literacy skills over the course of each unit.
- Materials provide opportunities for students to evaluate and discuss information from multiple places within a text.
- Materials make connections to personal experiences, ideas in other texts, and society.

Partially Meets 2/4

Some of the materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes. Assignments and activities focus on texts that students are reading/listening to and require close attention to the meaning as students demonstrate comprehension. Some opportunities are provided to grow student's understanding of topics and literacy skills over the course of the unit and to evaluate and discuss information from multiple places within a text. Materials provide instructions for students to make connections to personal experiences, ideas from other texts, and society.

Evidence includes but is not limited to:

In "¡Listos!" Unit 1, in the story "La Familia," students answer guiding questions about the topic family: "¿Quiénes son las personas de una familia? ¿Cómo es un lugar? ¿Qué juegan los niños? [and] ¿Qué haces en el recreo?" At the end of the unit, students get into groups, role-play scenarios, or act out their sentences with a classmate to demonstrate understanding of the topic. In the informational text "Las amigas y Los amigos," students read and learn how to introduce friends. After listening to the text, students create short dialogues and then act them out for the class.

In ¡Listos! Unit 3, "Vamos a Aprender Los Juegos," students make connections with the text by sharing their own experiences playing games. Students read about games played and answer questions about what they do during recess when attending school: "¿Qué haces en el recreo? ¿Qué tiene la escuela? and ¿Qué haces en el salón?" Students also answer compare and contrast questions, such as "¿Crees que la escuela de Gaby y Rafael es similar o diferente a tu escuela?"

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

In ¡Listos! Unit 4, “Las Mascotas,” students complete tasks that are text-dependent, and the teacher directs their attention to various images. The teacher points to the different characters and pets and asks students to identify them. Students answer comprehension questions “¿Quién cura a los animales?” and “¿Cómo se mueve el pato?” by using textual evidence.

In ¡Listos! Unit 7, the informational text, “Los Trabajadores,” asks students to evaluate and discuss textual information. Students create products using a variety of formats, such as drawing, writing, and acting out. The teacher asks students to answer questions about the Panama Canal, such as “¿Cómo funciona el canal?” and “¿Qué llevan en los barcos?” Students are organized into small groups where they think about how to carry a box while loading a ship; they then act this out. After reading about jobs and professions, students research different media, television, advertisements, and signs to gather information about some professionals in the community and share them with the class.

In ¡Listos! Unit 8, the story “Ensalada de frutas” requires students to make a list of ingredients found in a fruit or garden salad. Students ask and answer questions to each other when working with a partner: “¿Qué debo comprar?” The partner answers using one item from the list. In order for students to justify their answers, the other student asks “¿Por qué?” to their partner.

“Antología” includes opportunities for students to answer comprehension questions but has limited opportunities for students to engage in tasks that support students in synthesizing knowledge and ideas in order to deepen understanding and help them to identify and explain topics and themes. For example, in “Nivel Intermedio” Unit 5, the informational text “Cuerpos Saludables” lists teacher tips in pink on the side of the text that includes pre-guiding questions such as “¿Qué hacen para estar saludables?” There is a teacher tip included that states, “read the title of the song and the names of the authors. Then have students view the illustrations and help them ‘read’ them.” The materials ultimately ask literal questions and do not include questions and tasks that build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.A.2

Materials contain questions and tasks that require students to evaluate 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
 - study the language within texts to support their understanding.

Partially Meets 2/4

The materials contain some questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts. Some of the questions and tasks support students' analysis of the literary/textual elements of texts by asking students to analyze, make inferences, draw conclusions, identify the author's purpose, confirm predictions. Materials do not provide opportunities for students to study the language within texts to support their understanding or compare and contrast the stated or implied purposes of different authors' writing on the same topic.

Evidence includes but is not limited to:

In "Antología," "Nivel Principiante," Unit 2, the teacher reads the folktale "¿Dónde está la llama?" with the purpose of asking questions to focus on specific language within the text. The selected text is related to dwellings, types of houses, and apartments, and the students are to demonstrate an understanding of the story setting. The students are asked to identify the setting of the story by choosing the correct answer under an illustration and vocabulary word. For example, "¿Dónde sucedió el cuento?" Students complete the activities by choosing the correct word for the corresponding picture: "escalera," "afuera," or "edificio."

In Antología, "Nivel Intermedio," Unit 5, the poem, "Cuerpos Saludables" by Patricia E. Acosta and Mario Castro focuses on authorial intent. The lesson includes questions for students to understand the author's purpose and to convince others to make healthy choices. The teacher reviews the definition of the author's purpose. The students then answer questions, such as "¿Que hacen para estar saludables?" and "¿Por qué necesitamos hacer ejercicio?" The teacher

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

then guides students to create an illustration depicting healthy habits the students practice themselves.

In Nivel Intermedio of Antología, Unit 7, the poem “Lo que vamos a ser” by Alma Flor Alda asks students to make inferences based on the poem. The materials instruct teachers to “explain to students that they can make inferences when they use clues from a reading and what they already know to figure out something.” The teacher asks students questions to guide and supports their ability to infer. Questions include “¿Por que son todos los trabajos importantes para la comunidad?” and “¿Por qué creen que es difícil elegir un oficio o profesión?” Students answer these questions using complete sentences.

In Antología’s “Nivel Avanzado,” Unit 6, the materials provide opportunities for students to demonstrate text comprehension after reading and singing the song, “El lagarto y la lagartija.” The teacher directs the students’ attention to the picture of the lizards sitting on a tree branch. Students select the sentence that corresponds to the picture “Hace calor.” The students choose “esta lloviendo” for the image of a little girl outside while it is raining. During the lesson, students fill out the Venn diagram to compare and contrast two types of weather, “Soleado o lluvioso,” to continue studying the language within the text to support their understanding.

“¡Listos!” however, includes minimal opportunities for students to evaluate the language, key ideas, details, craft, and structure of individual texts. For example, in the story “Los Animales De La Granja,” basic questions require the students’ use of text features or images to analyze the text. The teacher directs the students’ attention to the images and asks the students to identify the animals. Students share where they would normally find these farm animals, such as a “gallina, oveja, pollito, y vaca.” Students answer the guiding question, “¿Qué animales viven en la granja?” The teacher leads discussions by referring students to images in the text to solidify their understanding. The questions included in ¡Listos! foster the development of the Spanish language and not Spanish Language Arts and Reading.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

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.

Does Not Meet 0/4

The materials do not include a cohesive, year-long plan for students to interact with and build vocabulary in and across texts. The materials include some scaffolds and supports for teachers to differentiate vocabulary development for all learners, but the vocabulary development is for basic Spanish words, not text-based academic vocabulary.

Evidence includes but is not limited to:

In the Teacher Edition of “¡Listos!” the materials include a Language Scope and Sequence to support teachers. The materials display how vocabulary is incorporated in every unit, though it is not labeled as a year-long plan. Each lesson includes a language development component such as “become familiar with grade-appropriate vocabulary, identifying the use of words that name sequences, or identifying the use of words that name actions.” The words taught in ¡Listos! are not text-based academic vocabulary rather vocabulary used to develop Spanish as a second language skills.

Every lesson in ¡Listos! includes a vocabulary list of basic Spanish words that correlate with the lesson being taught, along with teacher guidance under the “Preview Vocabulary,” “Vocabulary Development,” and “Reinforce Vocabulary” sections. In Unit 1 of ¡Listos!, the materials include a list of vocabulary words for the unit, such as “¡Adiós!, ¡Hola!, ¿Cómo te llamas tú? Yo me llamo... niño/niña, niños/niñas, señor/señora...” At the beginning of the lesson, the teacher previews the vocabulary by asking students how they say hello and goodbye in English. Then, the teacher makes the connection to vocabulary, “hola” and “adiós” in Spanish. The teacher engages the students in a guided practice vocabulary activity by holding a beach ball and says “hola” and “adiós.” Students pass the ball to their partner by saying “hola” and “adiós.” Though there is explicit vocabulary instruction, the nature of the vocabulary being taught is not academic.

In Unit 2 of ¡Listos!, materials include “Tarjetas fotográficas” with vocabulary words of color names, such as *amarillo*, *azul*, *rojo*, and *verde*. The teacher displays the color word cards on the board and issues a color counter to each student. The teacher models the activity by choosing a counter, stands in front of the appropriate color card, and says, “Me gusta el color...” (I like the

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

color...). Students participate in a total physical response activity by matching the colored counter with corresponding word cards.

In Unit 3 of ¡Listos!, the materials activate prior knowledge of vocabulary using examples. Students participate in an engaging activity by role-playing using the vocabulary of the lesson. Students use the sentence stem, “¡Hola! Yo soy... ¡Dame un abrazo!” taking turns with their partner. In the story, “Los juegos,” the teacher draws a word web on the board and writes the phrase “patio de la escuela” in the center. The students use what they know about playgrounds to predict what the children are doing using vocabulary. The materials offer opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts; however, as previously mentioned, vocabulary is not of academic nature.

In Unit 6 of ¡Listos!, in the informational text, “El tiempo,” students learn vocabulary words for weather, such as “lluvioso, nublado, sol, soleado, ¿Cómo está el tiempo hoy? ayer, mañana, ¿Como estaba el tiempo ayer?” Students listen to a children's song about the sun called “Que llueva, que llueva.” The teacher reads the chorus, and students repeat after the teacher. The teacher plays the song again and mimes the lyrics. Students join in following the teacher's mimes and repeat the words after the teacher to practice the vocabulary they have learned: “que si, que no, que caiga un chaparrón....”

“Antología” offers different forms of tasks and assessments to demonstrate students' vocabulary comprehension. However, the materials do not offer a cohesive year-long plan to address vocabulary development. The teacher points to the picture of the vocabulary and says the words *edificio*, *escritorio*, *erizo*, and *elefante*. The teacher clarifies the meaning of the words, and students repeat the words. At the end of the lesson, the students complete a quiz to assess academic vocabulary. Students choose the corresponding word to the picture. As part of the assessment, the students draw their own family to demonstrate the understanding of the word *familia*.

Vista Higher Learning Kindergarten

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 self-sustained 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.

Does Not Meet 0/1

The materials do not include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. Materials provide limited opportunities for students to self-select texts; however, the materials do not provide opportunities for students to read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

Neither “Antología” nor “¡Listos!” incorporates guidance to foster independent reading, and neither explicitly includes independent reading time in the daily teacher schedule. The materials do not contain procedures and/or protocols to foster independent reading, and there is no planning or accountability for achieving independent reading goals. While Antología provides several reading strategies, students do not specifically use them while reading independently since there is no mention of independent reading in Antología.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.B.1

Materials provide support for students to compose across text types for a variety of purposes and audiences.

- Materials provide students opportunities to write literary texts for multiple purposes and audiences:
 - Students dictate or write poetry using poetry elements (1-2).
 - Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K-2).
- Materials provide students opportunities to write informational texts (K-2):
 - Students dictate or write procedural texts (1-2).
 - Students dictate or write reports about a topic (2).
- Materials provide students opportunities to practice correspondence:
 - Students dictate or write thank you notes and letters (1-2).

Partially Meets 2/4

The materials provide support for students to compose text types by writing personal narratives or informational text that convey their thoughts about an experience or information learned. However, the materials provide limited instruction for students to compose writing and create their own sentences. Materials allow teachers to guide students to create illustrations and trace, copy or cut out words that relate to their drawing. Materials lack support for students to compose for a variety of purposes and audiences.

Evidence includes but is not limited to:

In “¡Listos!” Unit 2, the materials provide opportunities for students to write personal narratives to convey their thoughts. The materials provide teacher guidance on how students can prepare stories about clothing items people wear. Students draw their favorite pieces of clothing and draw themselves wearing the clothing. At the end of lesson 3, students write about their favorite clothes and trace the sentence “Me gusta mi ropa.” This tracing activity helps students understand how the sentence may be structured but does not provide an opportunity for students to compose or create their own sentences. Students explain their drawings to the class and read the sentence aloud at the end of the unit.

In ¡Listos! Unit 3, in the theme, “Mi escuela,” the materials include a list of steps to support students through the writing process. The list includes, “planifica tus ideas, piensa en tu escuela, y colorea los lugares de tu escuela.” Students color the pictures of places in the school and trace the words related to the picture. At the end of the unit, the students explain their drawings and read the words to the class. However, the materials do not provide an opportunity for students to write informational text.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

In ¡Listos! Unit 5, materials provide opportunities for students to make connections to the informational texts as they learn about the body. For example, after students read the informational text, “Me Cuido,” students draw themselves and include their favorite foods. The teacher guides students during their writing, “Vas a escribir sobre tu cuerpo y la comida.” Students cut and paste words to label the body parts for their own drawings. Then, students write the names of the food items they drew. At the end of the unit, students present their final work and read the words aloud to the class. The materials lack the opportunity for students to dictate or write information text.

In ¡Listos! Unit 6, materials provide opportunities for students to write about informational texts. The teacher supports student writing by saying, “Vas a escribir sobre cómo viajas y el tiempo.” The teacher guides students by having them think about the different ways they can travel. Using the “Hoja de Actividad,” students identify the types of transportation and color the four illustrations. Students then pull out the illustrations from the previous lesson and trace the words that describe each image, such as *barco*, *avion*, and *carro*. After the students trace the words, they write about the time of the month for each image. At the end of the unit, in lesson 4, the students present their work about means of transportation and read their sentences to the class. The materials lack the opportunity for students to dictate or write information text.

In ¡Listos! Unit 7, students have opportunities to write vocabulary words related to the informational texts about “El Canal De Panamá.” The teacher explains that they will write about the channel in the following days. The instructions state for students to plan their ideas, identify the parts of the channel, and color the illustration provided. Students trace, cut, and paste the words *barco*, *agua*, *puerta*, and *canal* to the illustration. The teacher reviews the vocabulary related to the Panama Canal and ships that enter and exit the canal. Students are instructed to add Angel’s family working on the canal or boat to the illustration. Students present their final work to the class by displaying their illustrations and reading the words. The materials lack the opportunity for students to dictate or write information text.

In ¡Listos! Unit 8, the materials provide the students an opportunity to write a personal narrative about where they would like to have their next birthday party. In lesson 1, the teacher says, “Vas a escribir sobre tu fiesta de cumpleaños” to guide students through writing. In lesson 2, the teacher supports the writing process by saying “planifica tus ideas, identifica las cosas en la ilustración, colorea la ilustración, and dibuja el lugar de tu cumpleaños.” During lesson 3, students trace the title of their project, “Mi fiesta de cumpleaños.” Then, they cut out objects for the birthday party and glue them in their drawings. At the end of lesson 4, students present their illustrations and read the title and words to the class. Though the materials provide the opportunity for students to present to their classmates, this is the only audience they write to. Materials thus lack variety in purpose or audience and opportunity for students to dictate or write to convey their thoughts and experiences.

**Vista Higher Learning Kindergarten
Spanish Language Arts and Reading Program Summary**

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

While “Antología” includes some opportunities for students to write and publish their writing by sharing with classmates, it lacks multiple opportunities for students to compose their own writing to convey meaning. For example, in Unit 8, “Nivel Avanzado,” in the “A escribir” section, the materials guide the teacher to review the story “Dia de las madre” and prompts students to write a postcard to their mother. Students are guided to answer the writing prompt, “¿Cómo Celebramos el dia la Madre?” The teacher facilitates the group discussion on how they all celebrate Mother’s Day. Students are to write a rhyme on the card and decorate the card. There is no additional guidance for students or teachers.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.B.2

Materials engage students in the writing process to develop text in oral, pictorial, or written form.

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:
 - Students utilize drawing and brainstorming to generate drafts.
 - In K-1, students plan and organize their drafts by speaking, drawing, or writing.
 - In Grade 2, students organize drafts by writing based on an idea and details.
 - In Kindergarten, students edit drafts with adult assistance.

Partially Meets 2/4

The materials provide limited opportunities for students to engage in the writing process to develop text in oral, pictorial, or written form. The materials provide some opportunities for teachers to facilitate students' use of drawing and brainstorming to generate drafts. The materials provide limited opportunities for students to edit drafts with adult assistance. Though evidence of the writing process is found in the "¡Listos!" curriculum, there is lacking evidence in "Antología."

Evidence includes but is not limited to:

In ¡Listos! Unit 1, the materials include opportunities for students to implement the writing process to write about their families. The teacher explains that in the next few lessons, students will prepare illustrated stories about their families. The writing process is distributed throughout four lessons in the unit. In lesson 1, students plan out their ideas by thinking about their families. Students create a drawing of themselves and label the picture with the word they traced, "Yo." In lesson 2, students add more members of their family to their drawings and trace all the words related to the theme, such as "mama, papa, abuelo, abuela, hermano, y hermana." In lesson 3, students correct the words they traced and glue them to label the members of their family. In lesson 4, students share their drawings and read the words to the class. The materials did not provide students the opportunity to write their own words as they traced words and were not able to edit drafts with adult assistance.

In ¡Listos! Unit 3, materials include instructions for students to engage in the writing process to develop a text in pictorial form. The teacher's instructions state, "have students repeat the theme, Mi escuela." Teachers explain to students that in the next few lessons, they will prepare illustrated stories about places in school. The students follow the writing process in step 1, where they have the opportunity to use drawings to brainstorm and generate their draft. The teacher guides students by saying, "Planifica tus ideas, piensa en tu escuela, y colorea los lugares de tu escuela." In step 2 of the writing process, the students add details to their illustration by drawing themselves in the classroom and labeling the parts of the classroom. In

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

step 3 of the writing process, the materials provide students the opportunity to edit their drafts. The students share their work with others to check for mistakes and correct errors. At the end of the writing process, students are instructed to “Presenta tu dibujo, lee las palabras en voz alta, and explica tu dibujo.”

In ¡Listos! Unit 4, the materials include instructions for students to follow the writing process to write about a pet. The teacher explains, “vas a escribir sobre una mascota.” In step 1 of the writing process, students choose a pet presented in the lesson, “un perro, la gata o el burro.” Students have the opportunity to use drawings to generate their draft by drawing and coloring the pet they chose. In step 2, students trace the word of the pet they chose and color their illustrations. During step 3, the teacher instructs students to revise their writing by following the suggestions: “1. ¿Usaste palabras nuevas? 2. Comparte tus palabras con otro estudiante y revisa el trabajo [and] 3. Corrige tu trabajo.” However, the materials did not provide students the opportunity to edit their drafts with adult assistance. At the end of the writing process, students present their drawings and read the words they traced to the class.

In ¡Listos! Unit 6, the materials include opportunities for students to write about different forms of transportation when taking a trip. In step 1 of the writing process, the teacher explains to students that they will prepare an illustrated story about means of transportation. Students identify and color the four illustrations of transportation in the “Hoja de Actividad.” In step 2 of the writing process, students take out their previously colored drawings and trace words that describe each image. The teacher instructs the students to write about the time they would travel for each image. Students share their work with a partner and make corrections to their writing in step 3; however, students do not have the opportunity to edit their drafts with adult assistance. At the end of lesson 4, students read the sentences they wrote, present, and display their pictures to the class.

While Antología includes some opportunities for students to write and publish their writing by sharing with classmates, it does not facilitate students’ coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text. For example, in Unit 7, “Nivel Avanzado,” in the “A escribir” section, the materials guide the teacher to review the story of Mariano Rivera; additionally, the teacher helps the students complete sentences by writing their name and hometown. Instructors then “ask the students to think of two important events in their lives to include in their own stories.” There is no additional guidance for students or teachers on how to use elements of the writing process to complete the task. The materials do not include the use of drawings and brainstorming to write a draft. The materials do not provide opportunities for students to edit their drafts with adult assistance.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.B.3

Over the course of the year, students are provided opportunities to apply grade-level standard Spanish conventions to their writing.

- 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.

Meets 4/4

The materials provide opportunities for students to apply grade-level standard Spanish conventions in their writings. Students practice and apply 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 over the course of the year.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1, the materials include a Language in Context section that provides opportunities for the application of academic language in a variety of ways. For example, students practice academic language through speaking by using the word “Yo.” The teacher uses the character cutouts for Becky and Kate to engage students in a role-playing activity. The teacher models another activity by pointing to him/herself and saying, “Yo me llamo....” The students work in pairs to practice academic vocabulary and correct usage of the word “yo.” On day 4 of lesson 1, the materials include opportunities for students to practice the usage and conventions of the Spanish language. For example, the teacher explains to the students that in the Spanish language, the formal señor and señora are used when referring to an adult to demonstrate respect. The students practice by repeating the words by using pictures of adults or with the names of school workers students know.

In ¡Listos! Unit 1, the materials provide multiple and varied opportunities for students to receive explicit instruction in Spanish grammatical rules using the word “son.” The teacher explains the usage of “son” and its meaning. The teacher points out the pictures and numbers on the page and says “Es uno” and “Son dos,” and students repeat after the teacher. Students get in groups, and the teacher asks, “¿Cuántos son?” Students answer, “Es uno” and “Son tres.” The teacher provides magazine pictures of groups of one to four items; students ask and answer “¿Cuántos, son?” and “Son tres” as they practice the correct grammar.

In ¡Listos! Unit 2, students are provided opportunities to practice foundational skills as Spanish grammar rules for plural words. In the lesson “La Vocal O,” students practice using plurals. The teacher explains to use “S” at the end of the word when speaking about more than one. The teacher explains to the students, “¿Puedes añadir ‘s’ a otras palabras en español e inglés?” The

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

students practice by adding “s” to words on the magnetic board and complete the independent practice handout.

In ¡Listos! Unit 6, the materials provide multiple and varied opportunities for students to receive explicit instruction to apply Spanish conventions in sentences. The materials provide activities for students to practice pronouns by tracing the correct pronoun in a sentence. The teacher provides explicit instructions by modeling sentences, “Ella viaja en avión,” “Él viaja en carro.” Students complete sentences tracing the pronouns “Ella viaja en...” and then adding the means of transportation.

In “Antología,” in “Nivel Principiante,” students are provided opportunities to apply the capitalization rules taught during the lesson. For example, in the story “¡Buenos días, Anita!,” students engage in an activity using the names of the characters in the story. In the worksheet, the students complete the names of the characters and spell them correctly using capital letters.

In Antología, in “Nivel Avanzado,” Unit 2, the materials provide teacher guidance to support students in using the conventions of academic language such as grammar rules. During the lesson of “La ropa del Emperador,” students learn when to apply the strong “c” sound in words. The teacher points out the picture and says the words “casa,” “camisa,” and “cama.” Students repeat. Teachers show students how to spell the syllables “ca,” “co,” and “cu” in the page chart with the illustration. Next, the teacher reads the sentences “El emperador compra la ropa,” and students trace the word “compra.” Students have opportunities to apply learning in their writing. In Unit 7, the materials offer multiple ways for students to write about their learning, such as fill-in-the-blank activities. During the lesson of Mariano Rivera, students learn the vocabulary of names and places related to the biography of the baseball player. At the end of the lesson, the teacher reads the question ¿Quién eres? and students complete the sentence by filling the blank after “Yo soy...” and “Nací en...” to practice and apply punctuation rules.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.B.4

Materials include practice for students to write legibly in print (K-1) and cursive (Grade 2).

- Materials include instruction in print (K-1) and cursive (Grade 2) handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

Does Not Meet 0/1

The materials do not include practice for students to write legibly in print. The materials do not include instruction for students to write in print, nor do they include a plan for procedures for teachers to assess students' handwriting development.

Evidence includes but is not limited to:

In “¡Listos!” the materials lack opportunities for students to receive instruction for writing legibly in print. The materials provide students with practice for tracing dotted letters on paper, and these activities are not supported by instructions that instruct teachers to explicitly teach handwriting. The materials do not offer guidance for assessing, measuring, and supporting students' handwriting. Materials do not include procedures for tracking handwriting development.

For example, in “Antología,” the Avanzado Unit 2, students trace the words “compra” and “camina.” the materials lack opportunities for students to receive instruction for writing legibly in print. The materials provide students with practice for tracing dotted letters on paper, and these activities are not supported by instructions that instruct teachers to explicitly teach handwriting. The materials do not offer guidance for assessing, measuring, and supporting students' handwriting. Materials do not include procedures for tracking handwriting development.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.C.1

Materials support students' listening and speaking about texts.

- Materials provide opportunities for students to listen actively and to ask questions to understand information.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.

Meets 4/4

The materials support students' listening and speaking about texts. Students are provided opportunities to listen actively and ask questions to understand information. Materials provide opportunities for students to engage in discussions that require them to share information and ideas about the topics they are discussing.

Evidence includes but is not limited to:

In "¡Listos!" Unit 2, the materials provide students opportunities to actively discuss the text. For example, the teacher asks prediction questions: "¿Quién crees que es ella?" "¿Que va a ver Becky en la ciudad?" and "¿Que va a ver Kate en la ciudad?" After reading "Saludos y Despedidas," the students confirm their predictions by referring back to the web created by the teacher prior to the read-aloud. In the challenge activity section, the teacher arranges students into groups of three to create a dialogue. The materials provide an opportunity for students to engage in discussion that requires students to share information and ideas about the topic being discussed. The teacher supports students by giving them instructions to "create a dialogue like the one between the vendor and Becky's mom." Students replace each clothing item with the words *pantalón*, *camiseta*, or *falda*. The students act out their dialogue in front of the class using the character poster cutouts.

In ¡Listos! Unit 6, the materials provide opportunities for students to share ideas about a topic with the class. The students listen to a song about the sun while the teacher mimes the lyrics. Students join in by following the mimes and repeating the words they know. The materials support teachers by organizing students into small groups and telling them to "illustrate the song 'Sol, solecito.'" The materials provide an opportunity for students to engage in discussion that requires students to share information and ideas about the topic being discussed. The students brainstorm ways to represent the sun shining on and warming people. The students create an illustration and share their drawings with the class. At the end of the presentation, students display their artwork in the classroom.

In "Nivel Principiante" of "Antología," Unit 3, the materials in the poem "El sueño de la iguana" include opportunities for students to actively listen to the text. At the beginning of the lesson, students discuss school locations and school subjects by answering questions such as "¿Dónde

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

está su escuela?” and “¿Que aprende en la escuela?” During the read-aloud, the teacher asks the student to “tap their noses every time they hear a word” to listen actively. The material supports the teacher by having the students notice how those words come together to form sentences, and the students repeat each sentence.

In Nivel Principiante of Antología, Unit 6, the materials provide opportunities for students to discuss information about topics of texts. The materials support teachers by providing pre-reading questions to have a “discussion with the students about the different modes of transportation such as ‘barco, avión, carro’ and where they can use them.” The students answer, “¿Cómo viajan por el agua?” “¿Cómo viajan por el aire?” “¿Cómo viajan por tierra?” The students discuss the setting of the story, “El Barquito,” and predict what happened to the little boat by using clues in the illustrations. In Unit 7, the materials provide opportunities for students to listen actively and engage in discussions. The teacher discusses “m” with students about maps and ships by asking questions, “¿Les gusta viajar en el barco?” “¿Qué saben de Panamá?” “¿Qué es un mapa y para qué sirve?” The materials support teachers by instructing the students to chorally read along and point to the words “Panama” and “famoso,” emphasizing the /m/ sound. The teacher and students read the selection again, and students stand up every time they hear the /m/ sound.

In “Nivel Intermedio” of Antología, Unit 4, in the song “Pirulín y Pirulón,” the materials provide questions to discuss about popular pets. The students describe popular pets by answering questions such as “¿Qué es una mascota?” “¿Qué mascotas tienen?” and “¿Como son sus mascotas?” During the reading, the teacher and students discuss new vocabulary. The materials support the teacher by “helping students identify the main characters in the song and asking, ‘¿Quiénes son los personajes secundarios? ¿Qué pasó en el cuento?’” Students answer the questions and describe the cat traits based on the song and illustrations.

In “Nivel Avanzado” of Antología, Unit 2, in the story “La Ropa del Emperador,” the materials provide opportunities for students to listen actively and ask questions about the text with a partner. Before reading, the students discuss different kinds of clothes and answer questions such as “¿Qué ropa usan?” and “¿Cómo es tu ropa?” The material supports the teacher by explaining that the story is about a proud emperor. The teacher encourages students to guess what may happen to the emperor’s clothes. The students use vocabulary from the story about the emperor and the salesman by taking turns with their partners to ask and answer questions. In Unit 4, the informational text, “La Danza de la Abeja,” the materials provide opportunities for students to engage in discussions about how honey bees communicate. Students answer “¿Cómo se comunican los animales?” and “¿Por qué necesitan comunicarse los animales?”

During the read-aloud, the teacher reads the text several times, and students read along. The materials support teachers by reviewing important facts in the text, and the students demonstrate the dance of the bee. At the end of the lesson, students draw an important detail

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

from the reading about how bees communicate. In Unit 6, the materials include total physical response activities for students while actively listening. For example, in the song “El lagarto y la lagartija,” the teacher and students discuss the weather. The teacher asks “¿Les gustan los días soleados? ¿Por qué?” “¿Les gustan los días lluviosos? ¿Por qué?” and “¿Prefieren el frío o el calor?” While reading the lines aloud several times, the students shiver when they read the word “frio” and fan themselves when they say the word “calor.” The materials support teachers in giving instructions to students to hold hands and dance in a circle as they sing along.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.C.2

Materials engage students in collaborative discussions.

- Materials provide consistent opportunities for students to engage in discussion.
- Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of the Spanish language.
- Materials provide opportunities for students to develop social communication skills that are appropriate to their grade level.

Meets 4/4

The materials engage the students in collaborative discussions in grade-appropriate speaking skills using standard conventions of the Spanish language. The materials provide opportunities for students to develop social communication skills that are developmentally appropriate at their grade level.

Evidence includes but is not limited to:

In “¡Listos!” Unit 2, the materials provide opportunities for students to practice grade-appropriate speaking skills of the Spanish language. Before the lesson, the materials support teachers by using Tarjeta fotograficas to “display the photo card for *blanco* and have students repeat the word after you.” Students collaborate in pairs to walk around the room to point at any item they see as they say the word “blanco.” During the lesson, the students use character cutouts to take turns and act out statements for the characters, Ana and Kate. For example, one student asks, “¿De donde eres tu?” The other student responds, “Yo soy de Perú o soy de los Estados Unidos.” Students switch roles to develop their social communication skills.

In ¡Listos! Unit 4, the materials include activities to collaborate in discussions to practice speaking skills. Teachers ask students to sit in a circle, and they display toy farm animals in the middle of the circle, such as cows, sheep, hens, baby chicks, and a dog. Students pretend they are the owners of the farm and the teacher is the visitor. The teacher asks “¿Qué animal es?” and “¿De qué color es?” The students answer in complete sentences, “Es una vaca” and “Es negra y blanca.” Students sing along to the song “Old McDonald.” The teacher arranges the students in small groups to create their own songs in Spanish about a farm, the animals that live on it, and the sounds they make. For example, “La granja tiene una vaca – muu, muu. La granja tiene una oveja – bee, bee.” After the students create their song with their group, they play music using toy instruments to perform their song for the class.

In ¡Listos! Unit 6, the materials include opportunities for students to develop grade-appropriate speaking skills. The teacher organizes the students in groups of three and assigns different weather conditions to each. Students brainstorm a scene to represent their assigned weather. The materials support the teacher by “asking them to think about what clothes they would

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

wear, what activities they would do, and how they would feel.” Students practice their presentations and act out their assigned weather in front of the class.

In ¡Listos! Unit 8, the materials include activities for students to develop grade-appropriate social skills identifying situations when students would thank someone. The materials support the teacher by “explaining to students that saying thank you, or ‘muchas gracias,’ is good manners and makes the other person know we appreciate what they did or said.” Students role-play the conversations provided in the text with a classmate, such as “¡El pastel está delicioso!” “¡Muchas gracias!” “Me gusta tu camiseta” “¡Muchas gracias!” Students switch roles and think of two more situations when they would thank a classmate.

In “Antología,” in “Nivel Principiante,” Unit 3, the materials provide opportunities for social communication skill development appropriate to the student’s grade level. In the poem “El sueño de la iguana,” students read about children at a school, and the teacher prompts students to make a life-to-text connection. Students talk about their own school experiences and relate them to important ideas in the text and illustrations. The materials support teachers by asking “¿Dónde está tu escuela?” or “¿Que aprenden en la escuela?”

In Antología, in “Nivel Avanzado,” Unit 2, the materials include opportunities to practice grade-appropriate speaking skills for the Spanish language. For example, in the story “La ropa del Emperador,” students learn the use of the hard “c.” The materials support the teacher by “emphasizing the hard /c/ sound as you read the words casa, camisa, compra, and camina.” Students use the vocabulary from the story to ask questions about the emperor and the salesman. Students collaborate in pairs taking turns asking and answering questions, such as “¿Por qué va un vendedor a la casa del emperador?” The student answers, “Para venderle una ropa especial al emperador.”

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes for different purposes.

- Materials support instruction for students to ask and generate general questions for inquiry with adult assistance.
- Materials support instruction for students to generate and follow a research plan with adult assistance.
- Materials support students in the identification of relevant sources based on their questions with adult assistance (K-1).
- Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K-1).

Partially Meets 2/4

The materials engage students in using different sources to research topics with adult assistance; however, materials lack opportunities that support engagement in both short-term and sustained recursive inquiry processes for different purposes. Materials lack the opportunity to support instruction for students to generate and follow a research plan or to generate questions for inquiry. The materials provide opportunities for students to practice finding information about the topics learned in books or the internet to share information with the class. However, the materials lack student support to understand, organize, and communicate ideas and information in accordance with the purpose of the research.

Evidence includes but is not limited to:

In “Antología,” in “Nivel Principiante,” Unit 3, in the poem “El sueño de la iguana,” the materials give students the opportunity for research with adult assistance. The students listen to the poem and discuss life-to-text connections by talking about their own school. Students connect those experiences and relate them to important ideas in the text and illustrations. After the reading, the materials support teachers by instructing students to “Elicit ways students could find more information about schools and the Dominican Republic, such as from a teacher, friends, or the Internet.” Though this provides the students with an opportunity to engage in a short-term research opportunity, the materials do not provide teachers with instructions for students to generate general questions for inquiry and do not follow a specific research plan.

In Antología, in “Nivel Intermedio,” Unit 5, in the text, “Cuerpos saludables,” students practice communicating with the purpose of giving information about a topic researched. The students listen to the song as they read by using the online audio. After listening to the song, the students answer comprehension questions. The material supports the teacher to “ask students to investigate different ways they could learn about healthy habits, such as reading a book, asking teachers, or having an adult help them search the Internet.” The students share their

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

findings with the class. The materials do not support students to generate and follow a research plan with adult assistance.

In Antología, in Nivel Intermedio, Unit 7, in the story “Lo que vamos a ser,” the materials support instructions for students to search about topics they are learning. Students read the story and answer comprehension questions, such as “¿Por qué creen que es difícil elegir un oficio?” At the end of the lesson, the teacher asks students to research different media such as television, advertisements, and signals to learn about professionals in their community. The students share their findings with the class. However, the materials do not include support for students to ask and generate questions for inquiry or follow a research plan.

In Antología, in “Nivel Avanzado,” Unit 4, in the text “La danza de la abeja,” the materials include student understanding of information for the purpose of research. The teacher reviews important facts in the text, and students demonstrate the dance of the bee. At the end of the lesson, the materials support the teacher to elicit sources where students could find out more information about the dance of the bees, such as science books or the internet. However, the materials do not include support for students to generate and follow a research plan with adult assistance. The materials do not provide opportunities for students to engage in sustained recursive inquiry processes for different purposes.

¡Listos! provides minimal opportunities for students to engage in short-term or sustained recursive inquiry processes for different purposes. Though the materials include an “Investiga la cultura” section where students learn more about a Spanish-speaking country, the information is directly provided to students in the text. Additionally, the materials do not include support for students to generate or follow a research plan with adult assistance. For example, in Unit 6, the “Culminating Activity” guides the teacher to have students work in pairs to create a weather report for a city of their choice to present to the class. The materials guide the teacher to “tell them they can imagine the weather conditions or use a weather app to find out what the weather is there.” Students are guided to work in pairs to present their weather reports and bring props to demonstrate the weather they are describing. No additional guidance is provided to help students engage in the research process.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge.

- Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.

Partially Meets 2/4

Some of the materials contain interconnected tasks that build knowledge. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Some tasks integrate reading, writing, speaking, listening, and thinking but include limited opportunities to address the components of vocabulary, comprehension, and syntax and for increased independence.

Evidence includes but is not limited to:

In Unit 2 of “¡Listos!,” the materials include interconnected tasks to provide opportunities for students to build knowledge and skills in listening, speaking, and including vocabulary components. In the story “La Ropa y Los Colores,” the students practice vocabulary words by using photo cards. The teacher displays the photo cards for *amarillo*, *azul*, *rojo*, and *verde*, then reads the word on each card, and the students repeat. The students choose a colored counter and line up in front of the card with the same color. The teacher models the activity by choosing a counter and lining up in front of the picture with the same color and says, “Me gusta el color....” Students take turns answering the question “¿Que color te gusta?” and hold up their counter to respond, “Me gusta el color....” Students switch counters and places to repeat the activity to have an opportunity to practice all vocabulary words.

In Unit 2 of ¡Listos!, the materials include integrated tasks to provide opportunities for students to build knowledge while applying listening, speaking, reading, and language skills. In the story “La Ciudad Blanca,” the teacher reads the text aloud while the students listen. The teacher engages the students by asking questions, such as “¿De qué color es la ciudad?” “¿Que tiene la ciudad?” “¿Qué ciudad es blanca?” while listening to the story. Students follow along while the teacher reads the story again or plays the audio. After the students listen to the story, the teacher displays photo cards for *edificio* and *casa*. The teacher reads the words, and the students repeat each word. Students trace the vocabulary words to complete the sentences, “La ciudad tiene casas. La ciudad tiene edificios.” In the closing activity, the students work in

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

small groups to create a city by using building blocks. When students finish building their city, they share and describe their city to the class by using their new vocabulary words.

In Unit 3 of ¡Listos!, in the text “Los lugares,” materials provide opportunities for the students to apply their knowledge in listening while learning about the language and new vocabulary. The students listen to the audio of the song “Mi escuelita.” The teacher writes the word “escuelita” on the board and separates the base from the ending “-ita.” The students look at the base and end of the word and guess the meaning. The teacher points out that “-ita” at the end of the word can be used to express affection, and the song “mi escuelita” means sweet school. Then, the students listen to another traditional song, “La cucaracha.” Students identify similarities and differences in both songs and point out the different vocabulary words used in each. In the closing activity, students read the song again and repeat each line several times until they know the words. The students read the song and replace the last line with something else they do in school, such as “es que aprendo la lección” or “es que juego en el patio.”

In Unit 4 of ¡Listos!, in the story “Las Mascotas,” the questions and tasks are designed so that students build and apply knowledge and skills in reading, speaking, listening, thinking, and language. The teacher activates students’ prior knowledge to name the kinds of pets they or other people have. The students think about what the word “mascotas” means. The teacher elicits that it means pets. After this activity, the teacher points to the dialogues in the text and reads them, “¡Mira el perro!” “¿Qué hace?” The students look at the dialogues and repeat after the teacher several times. The teacher organizes students into two groups and asks, “¿Cómo hace el perro?” and “¿Cómo hace la gata?” Each group reads the speech bubble in the text to answer “guau, guau, guau” and “miau, miau, miau.” In the closing activity, the students view pictures of different breeds of dogs and cats. The teacher asks, “¿Cómo hace el perro? y ¿Cómo hace la gata?” The students respond using sentence stems, “El perro hace...” and “La gata hace....”

In Unit 5 of ¡Listos!, in the text, “Los restaurantes,” the materials provide tasks for students to practice their skill domains, unit vocabulary, and comprehension about the topic. The students role-play with a partner, eating and drinking the food they choose. A student asks their partner, “¿Qué quieres comer y beber?” and the partner responds using the sentence stems “Quiero comer...” or “Quiero beber...” The students think about the utensils they need and include the appropriate mime. At the end of the lesson, students draw themselves and a family member they would like to invite to a restaurant. Students cut out two speech bubbles that state “Quiero comer tamales” and “Quiero comer tacos” and glue them on their drawings.

In Unit 6 of ¡Listos!, the materials provide opportunities for the student to apply knowledge in the skills to read, speak, listen, think, and speak. For example, in the text “Los viajes,” the students view the images, then think and predict what they think the story is about. The teacher writes their predictions on a web with the word “viajes” in the center. During reading,

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

the students chorally repeat the dialogue between characters and track the text with their fingers. After reading, the students are organized into two groups. The groups take turns asking the questions, “¿Como te gusta viajar?” The other group responds using the sentence stem “Me gusta viajar en....” At the end of the lesson, the students confirm or correct their predictions displayed in the word web.

“Antología” includes limited opportunities for students to engage in questions and tasks designed to build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and languages. For example, in “Nivel Intermedio” of Antología, in Unit 6, in the text “Las estaciones,” students discuss the seasons and different activities people can do in each season as a pre-reading activity. The teacher reads the text aloud several times and asks students to follow along by tracking the print. After reading, the students complete writing activities by tracing the missing syllables “primavera” and complete the beginning of a sentence by answering the question: “¿Qué hacemos en el verano? En el verano, yo....” Students share their work with a partner and compare and contrast what they and their classmates do in the summer. Though this activity includes some listening, speaking, and reading, the activity of tracing the missing syllables does not foster building or applying knowledge of the text read. Additionally, the activity does not foster increased independence.

Vista Higher Learning Kindergarten

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 the integration of literacy skills that spiral over the school year.

Meets 4/4

The materials provide spiraling and scaffolded practice over the course of the year. The practice is distributed, and the material design includes scaffolds for students to demonstrate the integration of literacy skills that spiral over the school year.

Evidence includes but is not limited to:

In “¡Listos!” the materials include standards to apply literacy prediction skills repeatedly within and across units to ensure students master the full intent of the standard over the course of the academic year. In Unit 1, in the text, “Kate y Becky visitan Copan,” students make predictions. Students quickly scan the illustrations, and the teacher asks them to think about what dialogues are about. The teacher draws a word web on the board and writes the word “predicciones” in the center. The teacher then writes the students’ ideas in the outer circles and uses this web to confirm predictions after the reading. In Unit 3, in the text, “Los utiles,” students scan the image and predict what the boy might be talking about using the following question “¿Que tiene el niño?” The teacher draws a word web on the board with the word “utiles” in the center. In Unit 5, in the text “La Salud,” the teacher asks students to think about what the story is about. The teacher draws a web on the board and writes “Silvia” in the center oval. Students refer back to the images and predict what Silvia needs to do to feel better again. At the end of the year, in Unit 8, in the text “Los Bailes y los Juegos,” students make predictions based on the images they see. The students’ ideas are written on the board using a word web with “predicciones” in the center oval. Predictions are confirmed using this web later after the reading.

In ¡Listos!, the materials support distributed practice over the course of the year to ensure students master the standard for singular and plural nouns. In unit 1, in the text “¿Cómo son?,” the teacher introduces the concept of singular and plural nouns. The teacher talks about beautiful beaches by writing “bonita” on one side of the board and “bonitas” on the other side of the board. The teacher reads unfinished statements “La isla es...” and “Las playas son...” Students position themselves on one side or another to complete the sentences, according to singular or plural. In unit 5, in the text “¿Qué te duele?,” the teacher reviews singular and plural nouns by raising one arm and says “el brazo.” The teacher raises both arms and says “los brazos.” Students identify the difference between these words and add an “s” to the word that means more than one. At the end of the year, in Unit 8, in the text “Los regalos,” the students

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

practice plural nouns. The teacher points at the dog and the ball in the book and says “perro” and “pelota.” The teacher explains that there is more than one T-shirt and more than a book. The teacher reminds students we need to add an -s at the end of these words to make them plural. The teacher also adds that when we talk about only one, we say “una pelota,” and when it is more than one, we say, “unas pelotas.”

In ¡Listos!, the materials include scaffolded practice over the course of the year. In Unit 1, in the text “¿Que recuerdas?,” the teacher has two volunteers stand in the front of the class. The teacher points to a boy and says the word “niño,” and the students repeat. The teacher points to the girl and says, “niña.” Finally, the teacher points to both students and says the word “niños.” The teacher has the students echo the phrase “Los niños se saludan: ¡Hola!” The students trace the words (Hola, Adiós) in the student book. The students then practice orally saying hello to a boy (¡Hola, niño!) and goodbye to a girl (¡Adiós, niña!) and then practice with their classmates using actual names. In Unit 4, in the text, “La M,” the teacher points to the images, “mamá, melón, Miguel, mono, muñeca.” The students echo the words and trace them while they clap out the syllables. The students work in groups of five to brainstorm a scenario that uses two of the words. Students draw the scenario and label their drawing with the appropriate word. The students then present their drawings to the class and point to the words as they read them.

In Unit 5, in the text “La P,” the teacher points to each image and says the words, “papas, pera, pina, pollo, pudín.” The students repeat the word, and then the teacher asks them to trace the initial syllable for each word. After they finish, the students read aloud again and now clap each syllable, “pa-pas, pe-ra,” and so on. In Unit 8, in the text, “La S,” the teacher points to the images “sapo, señor, silla, sopa, Susana.” The students trace and then clap out the syllables. The teacher assists by removing vowels from syllables on a magnetic board, then organizes the students into groups of five. The students work together to identify words that begin with s. The teacher calls out a syllable “sa, se, si, so, su,” and the student group that was assigned that syllable says the syllable aloud. Each person in the group says one word that begins with the syllable. The teacher continues until all the students have participated and all the syllables have been covered.

In “Antología,” the materials allow for distributed practice throughout the duration of the school year. For example, in “Nivel Avanzado,” the materials provide opportunities throughout the units for students to discuss and review new vocabulary. In Unit 1, in the story “Te presento a Jacob,” under the “While Reading” section, the materials guide the teacher to “discuss new vocabulary then help students identify important events in the story.” In Unit 5, the teacher “reviews new vocabulary and [tells] students that all stories and poems have a narrator, or a person who tells the story.” Unit 7, “Mariano Rivera,” includes similar guidance. Teachers review the new vocabulary as they “demonstrate how to use the illustrated glossary to find the meaning of unfamiliar words.”

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 4.1

Materials provide explicit instruction in print concepts and opportunities for student practice (K-1 only).

- Materials provide explicit instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to connect print awareness knowledge to texts.

Partially Meets 2/4

The materials provide some lessons with limited instruction in print concepts and print awareness. The materials provide some opportunities for students to practice and connect print awareness knowledge to texts. However, explicit instruction to support teachers in teaching print concepts is not provided.

Evidence includes but is not limited to:

In Unit 1 of “¡Listos!,” “La vocal e” lesson, the materials provide opportunities for students to practice print concepts. The teacher introduces the letter “e” by showing an alphabet picture card for the letter “e.” The teacher points to the lowercase “e” and says /eh/. The students read and repeat the sound /eh/. The materials support the teacher by pointing to the elephant on the card and pronouncing the word “elefante.” The students repeat each word, “escoba, estrella, elefante,” and identify the letter /e/ at the beginning of each word on the activity page. Though students have an opportunity to practice the letter “e” through the repetition of each word, this is the only practice students engage in before moving on to the letter “s.” Therefore, the materials provide minimum explicit instruction to support the teacher in teaching print concepts.

Similarly, In Unit 2 of ¡Listos!, in the lesson “La O,” the materials provide opportunities for students to practice print awareness. The materials support the teacher by using the alphabet picture cards for the letter “o.” The teacher shows the card and points to the lowercase letter /o/. The teacher says the sound /oh/, and students repeat the vowel several times. The students repeat the words after the teacher emphasizing the initial vowel sound and circle the initial vowel /o/ in each word on the activity page. The teacher builds the words “oca, ojo, oso, oveja” without the letter /o/. Students volunteer to fill in the missing “o” for each word. This is the only practice students engage in before moving on to a different skill. The materials provide minimum explicit instruction to support the teacher in teaching print concepts.

In “Nivel Principiante” of “Antología,” Unit 1, the materials provide some opportunities for students to practice print concepts, such as directionality and spacing of words. In the story “¡Buenos días, Anita!,” the teacher explains that the words represent spoken words and those

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

words represent what the illustration shows. While reading, the teacher points to each word. The materials support the teacher by “pointing out the space between each word and explaining that you read all the words from left to right.” The students clap at the end of each word as the teacher reads. In Nivel Principiante, Unit 7, in the text “El canal de Panamá,” the materials provide opportunities in print awareness and connect print awareness to text. Before reading, the students view the pictures, and the teacher helps them “read” the pictures. The materials support the teacher by pointing to the words “Panama” and “famoso.” The teacher emphasizes the /m/ sound as he/she reads. The students stand up every time they hear the /m/ sound.

In “Nivel Intermedio” of Antología, Unit 1, in the text “Por si no te lo he dicho,” the materials provide opportunities for students to connect print knowledge to text. The teacher instructs the students to track print while they’re reading. The materials support the teacher by “explaining that letter sounds can be combined to form different sounds.” The teacher provides examples from the text, such as “sa-po, o-cho, bi-go-te.” The teacher continues explaining that syllables are building blocks, and the students practice this skill by forming words with two or three syllables. Students share words that contain two or three syllables. In Nivel Intermedio, Unit 8, in the story “El cumpleaños de Ricitos de Oro,” the materials support the teacher by asking students to track the print as they chorally read along. The teacher chooses two-syllable words from the story, such as *fiesta*, *juegan*, *alto*, *cantan*, *comen*, *fuerte*, and *suave*. The students orally separate them into syllables by clapping as they say each syllable. Although this opportunity is provided during reading, this is the only opportunity the students have to practice as the activities that address comprehension and vocabulary only and not print knowledge. The materials provide minimum explicit instruction to support the teacher in teaching print concepts.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 4.2

Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1 only).

- Materials provide opportunities for students to practice oral language activities.
- Materials provide explicit instruction in each newly taught sound and sound pattern.
- Materials provide opportunities for students to practice each newly taught sound/phoneme and syllable pattern.
- Materials provide opportunities for students to practice blending spoken phonemes to form syllables and syllables to form multisyllabic words.
- Materials provide opportunities for students to practice segmenting spoken words into individual syllables and to manipulate syllables to form new words.

Partially Meets 2/4

The materials provide some instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, blending, and syllabication). Materials provide opportunities for students to practice written language activities. The materials support teachers to provide instruction in newly taught sounds and sound patterns and practice newly taught sound and syllable patterns. Students are provided some opportunities to practice blending phonemes to form syllables and syllables to form multisyllabic words. However, the materials do not provide opportunities for students to segment spoken words into individual syllables, manipulate syllables to form new words, and have limited opportunities to practice oral language activities without the use of print.

Evidence includes but is not limited to:

In Unit 1 of “¡Listos!” in the lesson “La vocal a,” the materials provide explicit instruction in each newly taught sound and sound pattern. The materials instruct the teacher to “show students the card for the letter a and point to the lowercase and say, ah.” The students repeat the sound several times. The teacher uses the flashcard by pointing to the bee and says the word “abeja.” The students repeat the word “abeja.” The students identify the beginning sound of each word for “abuela, abuelo, árbol, and avión” by saying the word and circling the initial vowel /a/. In the lesson “La voca i,” the teacher uses alphabet picture cards to show the letter /i/. The teacher points to the lowercase i and says /ee/. The teacher points to the igloo and says the word “iglu,” and students repeat. The students listen to an audio of the song and raise their hands every time they hear a word that begins with the vowel “i.” After listening to the audio, students identify the letter “i” in words “iguana, isla, insectos, and invierno” by holding their thumbs up when they hear the /ee/ sound. Students build words with “i” using magnetic letters and expand their learning by making short sentences using their new words.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

In Unit 2 of ¡Listos!, in the lesson “La vocal o,” the materials provide explicit instruction in phonological skills and opportunities for students to practice new sounds. The teacher uses alphabet picture cards and shows the students the card for the letter “o.” The students repeat after the teacher with the correct pronunciation. The teacher points to the bear and says the word “oso.” The students identify the initial sound /oh/ in words such as “oca, oso, ojo, and oveja.” The teacher says the words “otoño, iguana, oreja, escalera, anillo, and orquesta.” Students nod their heads if they hear the initial sound /oh/. At the end of the lesson, the students draw a picture of their chosen word and label their drawings with the letter “o.”

In lesson 4, the materials provide opportunities for students to practice blending spoken syllables and syllables to form multisyllabic words. For example, in the text, “La plaza de mi comunidad,” the teacher uses the poster cutout of the “mercado” to introduce words and images to the students. The materials support the teacher to “point to the “panaderia” in the illustration and explain that the Spanish word for bakery is “panaderia.” The teacher instructs the students to say each syllable in the word. The students say each syllable and blend the syllables to say the word “panaderia.” The teacher encourages the students to stress the second to last syllable.

In Unit 3 of ¡Listos!, in the text “Las Vocales,” the materials provide explicit instruction in phonological skills and opportunities for student daily practice in letter sounds and rhyming. The teacher pronounces the vowels a, e, i, o, u and places magnetic letters on the magnetic board, and students repeat the vowels several times. The students point to each picture and read the words, such as “abeja, árbol, él, ella, isla, imán, oca, ojo, uvas” and “uña” by emphasizing the initial vowel sound. The materials instruct the teacher to “explain to the students that they are going to listen to a rhyme that children in Spanish-speaking countries learn to practice the vowels.” The students listen to the rhyme and circle the five vowels as they listen. At the end of the lesson, the students create a poster of all five vowels by drawing a picture of one of the words they learned.

In Unit 4 of ¡Listos!, in the lesson “La m,” the materials provide opportunities for students to blend phonemes to form syllables. The materials support the teacher by “placing the /m/ on the magnetic board and saying its sound /m/. Next, add the vowel /a/ and say both sounds separately: “/m/ /a/.” The students repeat both sounds and blend /m/ and /a/ to form the syllable /ma/. The teacher and students repeat this process using all vowels to build “ma, me, mi, mo, and mu.” The teacher forms five groups of students and assigns a syllable with the “m” to each group. The students in the group stand up when they hear the initial syllable sound for the words, “muñeca, mochila, maestra, Mimí, mesa.” At the end of the lesson, the students create additional words that begin with “ma, me, mi, mo, mu.”

In Unit 6 of ¡Listos!, in the lesson “La T,” the materials provide opportunities for students to practice blending phonemes to form syllables. The teacher places the letter t on the magnetic

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

board and says its sound /t/. The teacher adds the vowel a and says both sounds separately: /t/ and /a/. The students repeat by blending both sounds to form a syllable /ta/. The students verbally identify the initial /t/ and vowel sounds in the following words, “tela, tomo, tapa, tina,” and “tubo.” At the end of the lesson, the teacher asks students to skim through the first five units of their books to find words they have learned that begin with “ta, te, ti, to, tu.”

In Unit 7 of ¡Listos!, in the lesson “La L,” the materials provide explicit instruction in newly taught sound and sound patterns. The materials instruct the teacher to “place magnetic letters a, e, i, o, and u on a magnetic board and review the words in Spanish and make sure the students produce the correct sound for each vowel.” The teacher will place the letter “l” on the magnetic board. While pointing to the letter l, the teacher says the sound and adds the vowel “a.” The teacher will say both sounds separately /l/ /a/. The teacher blends the /l/ and /a/ to form a syllable /la/. The teacher repeats with all vowels “la, le, li, lo, lu” on the board. The students are organized into groups of five and are assigned a different syllable. The students will stand up and say the syllable aloud by paying attention to the initial syllable. For example, “loción, limon, luna, lápiz” and “lección.” After this activity, the teacher will point to the images, “lapiz, leche, libro, lobo, and luna.” The students will read the words “la-go, le-tra, li-bro” by clapping each syllable as they read. The students collaborate in groups using the assigned vowel to think of words that begin with /l/. The teacher will call out the syllable, and the group that has the vowel will place their vowel next to one of the /l/ that corresponds to the picture. For the closing lesson, students create a poster with the syllables “la, le, li, lo, and lu” by using labeled index cards.

In “Nivel Principiante” of “Antología,” Unit 4, in the text “El Conejo,” the materials provide opportunities for students to practice learned sounds and listen for rhyming words. While reading, the teacher emphasizes the /o/ sound of the highlighted words in the text. After reading the poem aloud, the teacher explains that some words end with similar sounds. The teacher reads the story again, and students listen for rhyming words such as “rabito, hociquito.” However, there is no additional guidance or practice for the students to engage in either identifying or producing more rhyming words.

In Antología, in “Nivel Intermedio,” Unit 1, in the text “Por si no te he dicho,” the materials provide a minimal opportunity for teacher instruction in blending spoken phonemes. While reading, the teacher emphasizes the sounds for the letter /s/ and /h/. The teacher explains that letter sounds can be combined to form other sounds. The teacher then gives some oral examples, such as “sa-po, o-cho, bi-go-te” and “her-ma-na.” The students orally give examples of two- or three-syllable words. Although this opportunity is provided during reading, this is the only opportunity the students have to practice, as the activities that follow only address comprehension and vocabulary. Additionally, the materials do not provide opportunities for students to segment spoken words into individual syllables, manipulate syllables to form new

Vista Higher Learning Kindergarten Spanish Language Arts and Reading Program Summary

words, and have limited opportunities to practice oral language activities without the use of print.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 4.3

Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context (K-2).

- 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 as addressed in the SLAR TEKS for grades K-2.
- Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks.
- Materials include building spelling knowledge as identified in the SLAR TEKS.

Partially Meets 2/4

The materials provide explicit, systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context. Opportunities are provided for students to apply grade-level phonetic knowledge to connected text, such as decodable readers or syllabic readers and tasks. Materials included limited building of spelling knowledge based on ATFL. The materials do not identify SLAR-TEKS for grade-level phonics addressed or spelling knowledge and do not include a research-based sequence of grade-level foundational skill instruction for students to practice to achieve mastery.

Evidence includes but is not limited to:

In the Teacher Edition of “¡Listos!,” the materials include a Language Arts Scope and Sequence for the recommended phonics instruction. The materials provide scope and sequence with teacher suggestions on how to teach the skill. However, there is no reference to SLAR TEKS neither found in ¡Listos! nor “Antología.” In Units 1-3, the students are learning about the vowel sounds, and in Units 4-8, the students begin to isolate initial syllable sounds. For example, in Unit 1 Lesson 2, the students identify the vowel sound “a.” The material supports the teacher by “showing students the alphabet picture card for the letter “a,” point to the letter and have students repeat the vowel sound.” The students will write the words “edificio, abuelo, and ojo” on the board. The students will identify the vowels in each word. In the expansion activity, the students will identify new words beginning with the vowels; a, e, i, o, u. The teacher invites them to share their words with the class and explain their meaning. In Unit 2, Lesson 2, the teacher uses the Alphabet picture cards, and the students repeat the /oh/ sound. The materials support the teacher by “making sure the students make the same sound of /oh/ found in the word bone.” The teacher continues with the word “oso.” The students repeat the word. In Unit 4, Lesson 2, the students practice the formation of syllables as vowels are added to the consonant m. The teacher places the letter *m* on a magnetic board, and the students repeat the sound. The teacher repeats the process with the students adding the vowels a, e, i, o, and u. The students orally repeat the sounds after the teacher. In Unit 5 Lesson 2, the

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

teacher uses magnetic letters a, e, i, o, and u to review the vowels in Spanish. The teacher pronounces the syllables that begin with /p/ and adds a vowel. The teacher models how to blend the sounds to form a syllable “pa, pe, pi, po, and pu.” The students verbally identify the initial p + vowel sounds in the following words, “pelo, poco, pato, papa, panadero, and pizza.”

In ¡Listos!, in the Teacher Edition, in the Unit Overview planner, the materials include decodable texts assigned in the theme-related readings heading. In the online version, the materials include “Lecturas fonéticas” found in the activities section. The materials provide opportunities for students to practice grade-level phonetic knowledge of connected text. For example, In Unit 1, the reader “La familia Rodriguez” focuses on the consonant blend “dr” and provides a list of words before the reading, such as “Rodríguez, padre, Pedro, madre, Andrés.” In Unit 8, the decodable book “Susi amasa” has students practice the /s/ sound, and the word-list provided before the reading includes Susi, amasa, masa, mesa, amazon, es, se, piso, pasa, pisa, Sami.

In ¡Listos!, additional components are referenced to support phonics instruction in the Program components section titled “Phonics Kit.” In the phonics kit, Phonics Readers Scope and Sequence includes a list of the syllabic readers and diphthongs and blends readers. In the online Resources, the Phonic Readers Scope and Sequence, include a list of Cumulative Vocabulary from Kinder to 2nd Grade. However, the materials do not indicate or give instructions on which unit to use the syllabic reader, nor is it referenced in the lesson planners. The materials do not include research-based high-frequency word lists provided or referenced with the resource, nor provide high-frequency word activities or tasks in the unit.

In “Antología,” the materials include a Scope and Sequence divided by unit, theme, text, and spelling. The spelling section indicates the letters students will be learning for each unit. Each unit includes a “teacher tip” in the “Asi se escribe” section for students to practice forming the letters they are learning. The materials do not include explicit instruction for spelling instruction nor provide reference to SLAR TEKS for building spelling knowledge.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 4.4

Materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1-2 only)

- Materials include explicit instruction in fluency, including rate, accuracy, and prosody.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

Grade 1-2 only.

Vista Higher Learning Kindergarten

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 K-2, as outlined in the SLAR TEKS.

Partially Meets 1/2

The materials include developmentally appropriate diagnostic tools and guidance for teachers to monitor progress. Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. However, the materials do not include tools for students to track their own progress and growth, nor do the materials include guidance for administrators to monitor student progress. Materials do not include diagnostic tools to measure all content and process skills for SLAR K-2 TEKS.

Evidence includes but is not limited to:

In “¡Listos!” and “Antología,” the materials provide diagnostic tools, located in the resources section of the online teacher's edition, that measure content and skills acquisition, monitoring student progress and growth.

The ¡Listos! materials provide a teacher overview of the types of assessments. Summative assessments include a pre-test “Evaluación de ubicación” to be administered before Unit 1 when the student first enters the program. A post-test “Evaluación Final” is administered at the end of the year, after Unit 8. The assessments provide general information on Spanish language development, as well as specific skills for listening, speaking, reading, and writing. The assessments are composed of three sections, “A escuchar,” “A conversar,” and “A leer and escribir.” “A Escuchar” assessment requires students to demonstrate comprehension of nouns and grammatical structures and may be administered in a group setting. The “A Conversar” assessment requires students to demonstrate comprehension of language by recognizing and naming objects and is administered individually using a rubric. The “A leer y escribir” assessment requires students to demonstrate comprehension of vowels and syllables and may be administered in a group setting. The materials recommend that the summative assessments be administered in a controlled environment using a provided script. The materials support the teacher by providing a “manual del maestro” with a script to use when administering

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

assessments. Materials include an administration section, scoring sheets, rubrics, and an interpreting results guide.

In ¡Listos!, the materials support the teacher by including a “Forms” section with documents provided to record student scores for assessments. The “Individual Separate Domains Assessment Profile” form is used to record raw scores of unit assessments, pre-tests, and post-tests. The “A Conversar Student Speech Record” form is used to record student verbal responses to the questions in the “A conversar” section of the unit assessment, pre-test, and post-test. The examiner records student’s responses word for word and later rates the proficiency level using a rubric. The “Individual Integrated Domains Assessment Rating” form is for the holistic evaluation of a child’s language comprehension and production while working in small groups. During these Integrated Domains assessments, such as “informal, culminating and cooperative activities,” the teacher makes notes on the child’s performance while observing students’ interactions and their listening, speaking, reading, and writing skills. Teachers use rubrics to score students’ abilities in comprehension (listening and reading skills) and production (speaking and writing skills). These scores are based on their observation notes.

Materials support teachers by providing a chart used to interpret the meaning of the proficiency levels (Beginning, Intermediate, and/or Advanced). The “Individual Student Record” form is used to keep track of each student’s performance on the separate domains and integrated domains. This form is also used for monitoring progress and growth throughout the school year. A “Class Record” form is included to record the performance of the entire class for each unit and is useful when forming groups based on proficiency level. The materials also include a “Portfolio” to organize the pre-tests, unit tests, post-tests and include the Individual Integrated Domains assessment rating sheet. The portfolios may be used to provide information for parents and teachers regarding students’ progress and growth. The materials do not include recommendations for assessment tools that allow for students’ own evaluations of their work or track their own progress.

In Antología, the materials include a pre-test “Evaluación de Ubicación” and a post-test “Evaluación Final,” which are administered before and after the units by using a script provided. In Antología, the “Reading Performance Assessments” measure the student’s ability to read a passage from the book. Three assessments are included for each grade level (K-5) for a total of 18 assessments. Levels are identified by their assigned color to include fiction and nonfiction passages. Materials recommend assessing students three times a year. The materials provide teacher guidance on administering the assessment, responding to student data, and forming guided reading groups based on the student performance. At the end of each unit, quizzes are integrated throughout the program to assess listening, speaking, reading, and writing.

Vista Higher Learning Kindergarten

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.

Partially Meets 1/2

The materials include guidance for teachers to analyze and respond to data from diagnostic tools. The materials support teachers with guidance and direction to respond to individual student's needs in all domains, based on measures of student progress appropriate to the developmental level. The diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. However, the materials do not include a variety of resources and teacher guidance on how to leverage different activities to respond to student data and do not provide guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

In the Teacher Edition of "¡Listos!", the materials include an "Individual Student Record" for teachers to keep track of student performance on the separate domains and integrated domains assessed throughout the course of the school year. Teachers use a rubric when administering a holistic assessment to rate students based on their notes on group interactions and all domains for listening, speaking, reading, and writing. The rubrics are based on two components: comprehension and production. Comprehension rates students' listening and reading skills; production rates their speaking and writing skills. However, the materials do not include recommendations on how to adjust instruction to meet student needs based on data, nor do the materials provide guidance on the specific materials necessary to reinforce or re-teach skills that are not mastered by the students after assessing data from the diagnostic tools.

The ¡Listos! materials support the teacher by providing a form "Interpreting the Results" to use as a guide to convert raw scores to numerical scores into proficiency levels. The three levels are "Beginning, Intermediate, and Advanced," which correspond closely with the descriptors of basic levels of language proficiency established by the American Council for Teaching of Foreign

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Languages (ACTFL). The materials provide a general description of skills at the beginning, intermediate, and advanced levels for each of the four domains of listening, speaking, reading, and writing; they also support the teachers to interpret the meaning of the proficiency level. The resource includes charts, such as the “Interpreting Separate Domains Assessment Level Chart” and “Interpreting Integrated Domains Assessment Level Charts,” which can be helpful for explaining a student’s abilities and progress to parents and administrators. However, the materials do not include guidance for administrators to support teachers in analyzing and responding to data. A “Class Record” form is used to record the performance of the entire unit and is useful for grouping based on proficiency level. The materials do not have additional small group activities that direct the teachers to provide varied support to each student based on their individual performances on the diagnostic tools.

In “Antología,” the Reading Performance Assessments evaluate the students’ decoding and comprehension skills. The assessment includes a set of five comprehension questions divided into five levels: “beginning, early intermediate, intermediate, early advanced, and advanced.” These levels are approximately aligned to the WIDA standards. The materials in Antología support teachers by providing criteria to use when grouping students who are reading from instructional to proficient levels. The levels consist of ranges in levels A through D. The Reading Performance Assessment is a quantitative measurement system for Spanish reading identified by colored levels: magenta, yellow, orange, red, green, and blue. The materials include a chart providing a comparative view of the different levels, their corresponding equivalent grade levels, and their approximate levels according to the Fountas and Pinnell readability system. However, the materials do not include specific descriptions or interventions for each leveled group.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

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

The materials include frequent, embedded opportunities for monitoring progress throughout the units. Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress using a rubric. The frequency of progress monitoring is appropriate for the age and content skill assessed.

Evidence includes but is not limited to:

In the Teacher's Edition of “¡Listos!,” the materials include performance tasks, formative assessments, and informal assessments throughout the lessons. The unit planner for each of the eight units includes differentiated summative performance tasks as interpretive, interpersonal, and presentational. The materials support the teachers in assessing student progress using language in context. Each unit is composed of four lessons, and each lesson is divided into four days; a lesson planner is also included for each lesson. The lesson planner includes formative assessments to be administered using online practice: “cuaderno de practica,” close activities, and “hojas de actividad.” It also includes summative performance assessments through the use of “album de recuerdos” and “actividades and aplica.”

Formative assessments in ¡Listos! include but are not limited to “I Can Statements,” where students and teachers review the objectives for the day. At the end of each day, students complete a close activity by completing individual or group tasks. On day four of each lesson, the materials support the teacher in applying informal assessments in the apply section. The teacher reads the instructions and evaluates the student’s performance. The Individual Student Record sheet is also used to keep track of each child’s performance on the Separate Domains and Integrated Domains Assessments that take place throughout the course of the school year. In this form, all possible scoring information may be recorded: unit assessments, closing activities, summative performance assessments, and summative performance tasks.

The ¡Listos!’s materials give teachers the opportunity to rely on observational assessments and to take notes on student performance. Teachers are able to observe performance by utilizing the program’s activities and then recording these observations in the “Individual Integrated Domains Assessment Rating” sheets. For example, the “Integrated Domains Assessment” allows teachers to rate the student’s ability to comprehend and produce Spanish: “For this process, rely on teacher observation notes and a child’s writing sample (if appropriate) produced by the

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

activity.” The individual integrated domains rating sheets are accompanied by a rubric to rate students’ comprehension level and production level in Spanish language development as a way to track student progress throughout the year.

In “Antología,” the materials support the teacher by recommending that students be “assessed three times during the year, beginning at the start of the year; however, a teacher may opt to assess individual students as often as he/she deems necessary.” The materials include a pre- and post-assessment for each unit. Each unit includes formative assessments in the form of quizzes for decoding, print awareness, and reading comprehension at the end of each lesson. The materials support the teacher by providing an answer key for each quiz, including instructions and ELAR TEKS addressed for each item.

Vista Higher Learning Kindergarten

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 a differentiated instruction section for guidance, scaffolds, supports, and extensions that vary by students' learning level. Recommendations and activities are included for students who have not mastered the content or for students who have mastered the content. Materials also include additional enrichment activities for students at all levels to maximize their learning potential.

Evidence includes but is not limited to:

The Teacher's Guide Program Walkthrough component provides a detailed lesson map where teachers can find the recommended targeted instruction and activities for students at all levels of instruction. Materials include manipulatives such as poster cutouts, syllable flashcards, alphabetic games, picture cards, and character cutouts. When using these materials, guiding questions provide a preview of vocabulary using "tarjetas fotográficas." For example, using the display cards, teachers read each word, and students then repeat them.

In the differentiated instruction sections labeled "Strategic and Intensive," materials provide suggestions for instruction recommended for students who may have not yet mastered the content. Teachers simplify instructions for students who demonstrate difficulty in learning the meaning or pronunciation of words. This is done by having the student listen to readings and dialogue. For example, students learn how a canal system works by viewing several visuals that demonstrate the key vocabulary words "abre" and "cierra." Teachers scaffold the lesson for students with difficulty acquiring the new vocabulary after the lesson by following the 'Differentiated Instruction' suggestion. The teacher asks students to repeat the phrases "La puerta se abre" and "La puerta se cierra" while opening and closing a door to solidify the concepts of open and close. Students listen to a dialogue using the audio feature and then practice the pronunciation of the greetings. Furthermore, at the end of the unit and as a closure, students will practice the greetings several times with peers. The lessons follow a gradual release model as teachers provide intensive support to minimal support.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

The Benchmark labeled section under the differentiated instruction provides suggestions and activities for students who have mastered the content or are making progress. For example, in Unit 1, students role-play dialogue by replacing the names of Carlos and children with their own names, then act out the play to the class. In Unit 3, the teacher scaffolds the learning of the new vocabulary by having students listen to a song and understand what “Dame un abrazo” means. Students explain the meaning of new words and role-play the dialogue used in the song.

In “¡Listos!” in Unit 3, the students navigate through the various games they can see and participate in while at school. At the end of Day 1, the Close activity involves role-playing. The teacher asks the students to form small groups then assigns each group a well-known game. The examples given are hide-and-seek and freeze tag. The students then act out their game while the rest of the class answers. Teachers ask “¿Qué juegan los niños?” and students respond with the sentence stem “Los niños juegan a...” This activity builds upon the concepts they learned in the lesson.

In ¡Listos!, the lessons include a “Challenge” section under the differentiated instruction, suggestions for instruction are included for advanced learners. In Unit 6, the teacher asks the students to produce sentences describing other modes of transportation. Students say, “Ellos viajan en la bicicleta. El viaja en el tren,” or have the choice to compose a sentence of their own. Students complete this additional activity to continue practicing the concept leading to independent practice. Activities are diverse and directed to build upon students’ knowledge. Materials include an Expand section for each unit as questions or activities that students complete to expand their knowledge of the content.

Vista Higher Learning Kindergarten

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

The materials include a variety of instructional approaches to engage students in the mastery of the content. Appropriate multimodal instructional strategies are included for a variety of learners, such as visual, auditory, kinesthetic, and tactile. Support for multiple practices is provided as guidance for teachers to achieve effective implementation and provide flexible grouping.

Evidence includes but is not limited to:

In Unit 1 of “¡Listos!,” materials include instructions for teachers to implement an interpersonal approach for students when practicing greetings. Students practice using pictures or using the names of school workers students know. Students role-play saying “hola” and “adiós” to each other. Students create a dialogue using their names and adding props. The lesson also includes opportunities for participation through kinesthetic learning. For example, the teacher engages the students by passing a beach ball to each one. Students say “Hola” when they receive the ball and “Adiós” when they hand the ball to a classmate.

During Unit 1, materials include tactile activities by instructing the teacher to use the characters’ cutouts for the story “Kate and Becky” to continue with the greetings as a whole group activity. The teacher instructs the students to use the Kate and Becky cutouts to practice their greetings, identify the girls and use the cutouts to model conversation. Students greet Becky and say goodbye to Kate using “¡Hola Becky!” and “¡Adiós Kate!” Students complete independent practice by using their “Cuaderno de practica.”

In the close activity for Unit 1 of ¡Listos!, materials provide daily lessons designed for small groups to allow more opportunity for auditory learners. Along with teacher-directed activities, students also have the opportunities to confer with each other through closing activities. The teacher organizes the students in groups of three. Students participate by changing words that rhyme by reading a line and adding other students’ names. The three students read the first

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

line of the rhyme “¡Qué bien juego en el verano!” and then add the names of other students. For example, student 1 says, “con mi amiga Jill, con mi hermano Jim.” Students repeat the rhyming activity until they use all names of others in the group in their rhymes. Each group will perform their rhyme in front of the class.

In ¡Listos! Unit 2, “La Ciudad Blanca,” materials include activities to encourage participation through questioning, collaboration, and kinesthetic learning. The teacher introduces the lesson about Arequipa, a city in Perú, by showing students a card with a volcano image. She asks what students what they see and then asks them “¿Qué otro nombre pondrías a la ciudad donde vives?” The teacher shows another card with the image of a city and the word “ciudad.” Finally, the teacher asks students to read and say both words, “ciudad, blanca,” as a pre-reading activity.

In ¡Listos! Unit 3, the story “La mochila de Rafael,” the materials include image cutouts of several things that Rafael has in his backpack and says the words *mochila*, *pegamento*, *lápiz*, *crayón* and *tijeras*. The teacher asks, “¿De qué color es la mochila de Rafael?” and students answer, “roja, la mochila de Rafael es roja.” The teacher asks questions while showing the cutouts of the crayons as an appropriate multimodal activity for various learners.

In ¡Listos! Unit 4, the informational text, “Las mascotas” includes appropriate multimodal kinesthetic instructional strategies. The teacher organizes the class into two groups, naming one of them “perros” and the other “gatos.” When the teacher says the name of the pet, students in that group stand up and make the sound the animal makes. The teacher asks, “¿Cómo hace el perro?,” and students repeat the question. Then the teacher asks, “¿Cómo hace el gato?,” and students repeat the question once again. At the end of the lesson, students work in small groups to create a scene out of clay: Their pets and the food and water dishes. Each group presents different ways they care for their pets.

In ¡Listos!, the materials include activities for students at various levels and additional resources listed in the teacher’s guide, including phonics readers, a phonics kit, a thematic library, photo cards, and manipulatives to engage a variety of learners interests and needs.

Vista Higher Learning Kindergarten

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:

In “¡Listos!” the materials do not include support for English learners at various levels of English Language proficiency. The materials are for Spanish instruction, and there is no guidance or support for English instruction. Units 1-8 include materials targeted to develop the Spanish language found in different Spanish-speaking countries through activities, stories, and lessons. Therefore, there is no evidence that the materials provide accommodations for English learners with various English proficiency levels. The materials do not encourage strategic use of students' first language-to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

The intent of ¡Listos! and “Antología” is to use English as a bridge to learning Spanish; consequently, the materials are focused on the usage and development of the Spanish language and not the English language.

No evidence was found in either resource that addresses any particular strategy for English Learners (ELs). The materials are for students learning Spanish. Therefore, the materials do not encourage the strategic use of Spanish to develop English. Instead, they encourage some strategic use of English to develop Spanish.

Vista Higher Learning Kindergarten

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.

Partially Meets 1/2

The materials include year-long plans with practice and review opportunities that support instruction. The materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum. However, the materials do not provide resources to consider how to vertically align instructions that build year-to-year.

Evidence includes but is not limited to:

In “¡Listos!” the materials include a Language Arts Scope and Sequence indicating the concepts that students are learning throughout the year. The materials are divided into thematic Units 1 through 8, which are named after Spanish-speaking countries, such as “Honduras, Peru, Republica Dominicana, España, Mexico, Argentina, Panama, [and] Colombia.” Each thematic unit includes four lessons that are divided into four days of instruction for “reading strategies, vocabulary development, oral/written conventions, phonics, and print awareness.” Each standard is labeled with a letter “I, R, or M” indicating “(I) for introduce, (R) for review, and (M) for maintenance,” allowing teachers to know which standards are taught for the first time, for review, or for maintenance. For example, in Unit 1, in Lesson 1, the skill for Reading Strategies is labeled with an “I.” The students are encouraged to make a prediction based on the cover, title, and illustrations of a book. The same skill is built in Unit 2, Lesson 1, labeled with an R for review. Unit 3, Lesson 1, meanwhile, is labeled with the letter M, and it also enhances students' ability to make predictions based on the cover, title, and illustrations.

In ¡Listos!, the materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum. Lessons begin with simple skills and then become more complex. For example, in Unit 1, the phonics lesson has students identify the vowel sound /a/ by demonstrating one-to-one correspondence between spoken and printed words. In Unit 3, phonics lessons, students identify vowel sounds, including upper and lower case letters, and demonstrate one-to-one correspondence between spoken and printed words. Unit 5 includes a phonics lesson to isolate the initial syllable sound in spoken words and blend spoken phonemes to form syllables and words. Students demonstrate one-to-one correspondence between spoken and printed words and form upper and lower case letters, as well as nouns. In Unit 8, students learn to isolate the initial sound in spoken words, blend

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

spoken phonemes to form syllables and words, and they also learn about nouns and action words. The materials, however, do not provide a vertical alignment resource on how skills build upon each other as students progress from year to year.

In the Lesson Planner section for each unit of ¡Listos!, the materials provide a Unit Overview stating the essential questions and enduring understandings. The overview includes Objectives by lesson, summative performance tasks, literacy center activities, culture connections, and technology integrations. The unit content lessons are connected to each other throughout the overall theme of the unit, but the units do not seem to be connected to each other in any other way than representing different cultures throughout the year.

The resources that support instruction include the “Antología” resource. Antología includes a scope and sequence section that correlates with the corresponding units in ¡Listos!. The materials are divided into the levels “Principiante, Intermedio, and Avanzado.” Each unit reviews the learning for reading strategies, phonics, spelling, and structures. The materials, however, do not provide a vertical alignment resource on how skills build upon each other as students progress from year to year.

Vista Higher Learning Kindergarten

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.

Partially Meets 1/2

The materials include support to help teachers implement the materials as intended. Resources and guidance support teachers to plan and adapt flexible schedules. The materials include a school year's worth of instruction with realistic pacing guidance and routines. However, resources and guidance to help administrators support teachers in implementing the materials are not included. Materials are not accompanied by an SLAR 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.

Evidence includes but is not limited to:

The materials do not include resources and guidance for administrators to support teachers. Materials are not accompanied by an SLAR 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.

In the Teacher's Guide for "¡Listos!", the materials include a Program Walkthrough to support the teachers with an overview of the components for each of the four lessons. The materials include a total of 8 thematic units in ¡Listos!, providing 32 weeks of curriculum for a school year's worth of instruction. The materials include four lessons within each unit, and each lesson takes approximately one week to complete following the same structure. Day 1 is the lesson opener that includes objectives, vocabulary, guiding questions, predicting tasks, activating students' prior knowledge activities, and closure of the day's tasks. Day 2 of each lesson presents the vocabulary in a reading passage, differentiated instruction, teaching suggestions, practice and application tasks, and closure of the day activities. Day 3 follows a pattern across units and changes based on the lesson for checking comprehension, pronunciation, language, function, and forms. Day 4 instruction also follows a pattern across units and changes based on the particular lesson. This allows students to practice language and structures by exploring cultures, connections, comparisons, and communities. The materials, however, do not provide

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

a sequence that presents the SLAR TEKS or how the standards are incorporated in the materials.

In ¡Listos!, the Scope and Sequence Charts in the Teacher’s Guide provide the themes and structure for each unit. The chart is a view at a glance for all eight units that follow the same instructional structure to teach language functions, structures, culture connections, and writing. For example, in Unit 1, “Nos Conocemos,” students learn how to greet others by using language structures of *despues*, *primero*, *no*, *si*, *tu*, *yo*. Students make cultural connections by reading “The Copan Ruins” and investigate the culture in the text “Las iguanas de Roatan.” Students finish the lesson by writing about “Mi familia.” In Unit 8, students practice language functions to say how old they will be on their birthday by using structures such as “¿Cuántos años cumplés?” Students make cultural connections by reading “Plaza de la Aduana” investigate the culture in the text “Baila la cumbia en tu fiesta.” Students end the lesson by writing “Mi fiesta de cumpleaños.”

A Unit Planner of ¡Listos! is included in order to provide a unit overview to support teachers when planning for the entire unit. The unit overview includes essential questions, enduring understandings, and objectives by lesson. Summative performance task guidance is divided into interpretive, interpersonal, and presentational modalities. The literary center subtitle includes skills practiced in the unit, theme-related readings, and cultural readings with supporting activities that are embedded in “Antología” resources. The culture connection texts students will be reading are color-coded by lessons. Technology integration activity ideas are listed and may be added to the students’ portfolios.

Each unit of ¡Listos! includes a Lesson Planner for each lesson to support the teachers to know where to locate the activities. The lesson planner includes four sections: “Lesson Overview, Evidence of Learning, Meeting the Standards and Additional Components.” The lesson overview states the objectives, vocabulary, and “I Can Statements.” The Evidence of Learning includes both formative and summative assessments. Meeting the Standards provides the mode of communication and activities and how each connects to the lesson objectives in “communication and culture, connections, comparison, and communities.” The Additional Components include both Print and Online resources that teachers may use during the lessons, “Cuaderno de práctica, Hojas de actividad, Character cutouts, Alphabet game, Tarjetas Fotográficas.” The Lesson Planner is a comprehensible tool for teachers to plan in advance and to know what to teach for that particular lesson.

In the Teacher’s Edition for Antología, a scope and sequence is included to support the teacher to implement this resource as intended. The chart provides the unit, themes, titles for reading by level, text types, and spelling. Each Unit is color-coded by level *Principiante*, *Intermedio*, and *Avanzado*.

Vista Higher Learning Kindergarten

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

The materials provide implementation guidance to meet variability in programmatic design and scheduling considerations. The guidance for strategic implementation does not disrupt the sequence of content that must be taught in a specific order following a developmental progression. The materials are designed in a way that allows LEAs 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 include two different pacing models found in the online component for the “¡Listos!” Resources section. A five-day pacing model chart guides the teachers who provide instruction for classes that meet more than 120 minutes per week and includes the pacing suggestions of a 30 minutes class with five sessions per lesson for a total of 150 minutes per lesson. The alternate pacing model is intended for classes that meet three times per week, with 120 minutes of instruction and 40 minutes of instruction per class. A flexible pacing suggestion section is also included in the Unit Planner for classes that meet 1 to 2 times per week for 30–45 minutes per class in order to teach lessons 1 and 2 and follow adapting suggested activities. In order for classes that meet three or more times per week for 30–45 minutes per class to present all four lessons in the unit, there should be one lesson per week. “Antología” can also be taught out of order due to the nature of the spiraling skills and the varied reading levels available at the beginning, intermediate, and advanced levels.

In the online Teacher Edition of ¡Listos!, a Phonics reader’s scope and sequence is included in the Resource section. The Scope and Sequence provides a list of readers to introduce students to phonemes, diphthongs and blends, and basic syllable patterns in Spanish words. The 12 readers emphasize phonemic patterns, gradually scaffolding and spiraling the vocabulary and transitioning from syllable recognition to text decoding. The resource provides a list of syllabic readers, cumulative vocabulary, diphthongs, and blends readers. However, this resource does not state the SLAR-TEKS address throughout the lessons.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

In ¡Listos!, the materials provide a Scope and Sequence displaying all units at-a-glance in the Teacher’s Guide. Each unit is named after a Spanish-speaking country. Each unit contains four color-coded lessons based on themes that correlate with the language functions, structures, and culture that the students are studying. In the appendix section, a Language Arts scope and sequence is included to support implementation and correlates with the color-coded thematic units. The lessons focus on specific skills and strategies and follow the same structure from Unit 1 to Unit 8, such as “Reading strategies, vocabulary development, oral and written conventions, phonics and print awareness.”

Vista Higher Learning Kindergarten

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.

Partially Meets 1/2

The materials provide guidance on fostering connections between home and school by providing a letter to the parents before each unit. Materials provide some activities for use at home to support students' learning development. However, materials do not include support development of strong relationships between teachers and families.

Evidence includes but is not limited to:

In the Resources section in “¡Listos!,” the materials include a parent letter for each unit. The letter provides a brief description of what students will be learning in Spanish class. It also provides expansion activities to complete at home. For example, in Unit 1, “Honduras,” the parent letter advises parents to “Ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask: ¿Cómo me saludas? How do you say hello to me? ¿Cómo te saludo? How do I say hello to you? ¿Cómo me presentas? How do you introduce me? ¿Cómo te presento? How do I introduce you?” Activities include using a map of the world to ask your child where Honduras is located and ask your child to name the most exciting thing he or she learned about Honduras. In Unit 5, “México,” the parent letter includes suggestions on how to teach at home “Encourage your child to talk about Mexico. Allow your child to talk to you in English, but encourage him or her to give some of the information in Spanish. Then, use a map of the world to ask your child where Mexico is located and ask your child to name the most exciting thing he or she learned about México.” The parents are also given suggestions to have students draw a picture and write a sentence in Spanish. Allow the student to bring the paper to school to share with the class. The materials, however, do not include resources for relationship building between the teacher and the parent.

“Antología” includes a letter to parents and teachers that describes the program's structure and the different instructional components. For example, a section of that letter that is called “Habilidades de Competencia Lectora y Estrategias” defines each of the reading skills and then explains how to help students master them. The skills included are point of view, author's purpose, cause and effect, compare and contrast, drawing conclusions, reading aloud, problem and solution, main idea and details, making inferences, making connections, retelling, sequencing, summary, and visualization. Additionally, the letter explains how parents and

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

teachers can encourage students to engage their reading skills after reading a story or piece of text.

In ¡Listos! Unit 1, in the story “Mi familia,” the materials include activities to use at home in order to support students’ learning. For example, in the “Album de recuerdos” section, the materials instruct the teacher to distribute an “hoja de actividad” that can be used as a home connection activity. Students draw their family members and cut out labels to glue under the corresponding family, such as “mama, papa, and hermanas.” Then they glue their drawing in their “recuerdo” scrapbook. The materials, however, only state that “this can be a home connection activity.” They do not provide instructions on how parents can help at home.

In ¡Listos! Unit 5, in the story “El Mariachi,” the materials include activities to complete at home in order to support students’ learning. In the “Album de recuerdos” section, the materials encourage the teacher to “explain that they should draw their face, cut out the labels at the bottom of the page and then glue the labels in the appropriate places.” Students then place their recuerdo inside their scrapbook. The materials do not give teacher instruction on how to provide home-school connections.

In ¡Listos! Unit 8, in the text “Los Regalos,” the materials include activities to use at home in order to support student’s learning. For example, in the “Album de recuerdos” section, the teacher distributes the “hoja de actividad.” The teacher explains to the students that they need to draw themselves saying goodbye to their Columbian friends. When finished, students place their recuerdo inside their scrapbook. The materials do not provide guidance on how to instruct parents or students on completing this activity at home.

Vista Higher Learning Kindergarten

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

Evidence includes but is not limited to:

In “¡Listos!” in the teacher's textbook, the materials include a “Unit Planner” section that provides an overview for each of the eight units. This planner is identified by the color green. The subheadings provide a visual of the overview of the unit. The materials offer teachers the ease of navigating color-coded or tabbed pages, which allows them to easily identify content on that page. The unit planner includes “Unit Overview, Summative Performance Tasks, Literacy Center, Culture Connections, Technology Integration, and Pacing Suggestions.” In the lesson planner section, in the teacher’s textbook, the materials provide an overview of what will be taught for each of the four lessons in each unit. The lesson planner pages are identified in the color red and contain “lesson overview, evidence of learning, meeting the standards and additional components.” Each lesson is color-coded in each of the eight units; for example, lesson one is in red, lesson two in purple, lesson three in orange, and lesson four in blue. The materials provide subheadings for all the components for each of the four days in each lesson that teachers will need for instruction. Subheadings include but are not limited to “language functions, culture objective, vocabulary, materials, teaching strategies, differentiated instruction or review, and application.”

In the student edition, in ¡Listos!, the materials include a table of content that supports students in locating the units they are learning. The student materials are appropriately designed to clearly state the intent. For example, photo images to teach the unit vocabulary online are clear, made with actual people, and appropriate colors. The images are real pictures that support the stories and vocabulary that are taught. The stories include characters that are used to interact in dialogue, and sentences are accompanied with a visual to assist emergent readers with comprehension. At the end of each unit, the materials are structured with simple activities divided into sections for students to complete. Each lesson for each of the eight units

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

is color-coded to match the teacher's textbook. Vocabulary words are highlighted throughout the text. Any tables, charts, and visuals included are clear and concise without distracting the student from learning.

In the "Antología" teacher's book, units are divided by students' level of Spanish development, such as "nivel principiante, nivel intermedio, and nivel avanzado." Each "nivel" is color-coded and includes eight units for each. The teaching instructions are bolded in pink throughout the pages that the students are engaged in before, during, and after reading. The subheadings include "Vocabulary development, Echo Read, Differentiated Instruction, Practice and Apply, and Scaffold and Apply."

In Antologia, student edition, the materials provide visual support for students. Every sentence or word is accompanied by an illustration or real photographs. The materials include activities for students to complete after reading labeled, "Comprendo lo que leí, Así se dice, Así se escribe, y A escribir." The activities contain real photographs or images that correspond to the students' language development or comprehension. The vocabulary words within the text are highlighted in yellow and are easily identifiable. The illustrations and visuals are clear and do not distract the student from learning.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Indicator 8.1

Materials provide clear guidance specific to bilingual program models.

- 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

The materials do not provide clear guidance specific to a bilingual program model. Materials do not include guidance or recommendations on how they could be applied within a particular bilingual program model. Materials do not include or cite current, relevant research on Spanish literacy development and second language development and acquisition.

Evidence includes but is not limited to:

In “Antología” within the “Teacher and Parent letter,” a statement includes, “A program built to meet the varied needs of today’s Spanish learners, Antología can be used in a dual-language elementary program, a foreign-language-in-the-elementary-school (FLES) setting, or a Spanish-language-immersion instruction.” No guidance is given to the teacher on how to implement the program within a specific model.

The Teacher's Edition section for “¡Listos!” includes a statement in the “Communicative Approach” that states, “Communicate with spiraling content that allows for added flexibility of choices in any second language classroom models or with any methodology.” Materials do not include guidance or recommendations on how they could be applied within a particular bilingual program model.

Although the materials present lessons that scaffold across all domains (listening, speaking, reading, and writing) and that allow opportunities for interpersonal communication, building vocabulary, offering sentence stems and frames, and incorporating other methods of second-language acquisition, the materials do not cite research material on second-language acquisition, best practices, how Spanish language literacy develops, cross-linguistic connections, etc.

Vista Higher Learning Kindergarten

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

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. Materials highlight opportunities for students to make cross-linguistic connections. Materials support teacher and student understanding and application of the connection between the languages. However, the materials do not allow equitable instruction in both languages in terms of quality and quantity of materials based on English materials not being accessible.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1, lesson 1, the materials highlight opportunities for students to make cross-linguistic connections. The teacher previews vocabulary by “asking students how they say hello and goodbye in English.” The teacher explains that in Spanish, you say “hola and adios.” After previewing the vocabulary, the materials support the teacher by “having students look at the question ¿Como te llamas tu? and point to the question marks in the beginning and end of the sentence.” The teacher explains that all questions in Spanish begin and end with this punctuation. The students repeat the question modeling the teacher's intonation. In Lesson 3, in the “English to Spanish: Cognates” section, the materials support the teacher by stating “Hay muchas palabras que son similares en inglés y en español. Por ejemplo, ‘diferente’ is very similar to ‘different.’ Además, significan lo mismo.” The teacher asks, “¿Cuáles palabras en inglés son similares a estas palabras en español: persona, familia, mamá?” After this lesson, the teacher uses alphabet picture cards to introduce the sound /e/. The teacher points to the lowercase /e/, says the sound /eh/. Students repeat the sound. The teacher then tells the students that the sound is very similar to the /e/ in English words like “test” and “met.”

In ¡Listos! Unit 3, the materials support teacher and student understanding and application of the connection between the languages. For example, in the “Spanish to English: Vowels” section, the materials support the teacher by explaining, “The vowels in Spanish are the same as in English: a, e, i, o, u. Unlike in English, however, each of the Spanish vowels has one sound. Each vowel sound is always the same in all the words. That is why Spanish vowels are easy to pronounce.” The teacher says the vowels by pointing to each magnetic letter on the board.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

Students repeat the vowels several times. Students complete a phonological activity by identifying the vowels in each word: “edificio,” “abuelo,” and “ojo.”

In ¡Listos! Unit 4, lesson 2, the materials highlight opportunities for students to make cross-linguistic connections. In the “Spanish to English: The Letter M” section, the materials support the instruct teachers to explain that, “The letter /m/ makes the sound /m/ in Spanish as in the words “mamá, melón, and mono.” In English, these words begin with the letter /m/, and the letter /m/ sounds the same in English as in Spanish. The students are organized into five groups and assigned a different syllable to each group. The teacher says a syllable aloud, and the group with that assigned syllable stands up and says the syllable by elongating the initial sound, such as “mochila, musica, maestra, Mimi” and “mesa.”

Students reinforce this concept by identifying syllables “ma, me, me, mo, mu” in the words “modelo, minuto, mucho, masa, and Mexico.” In Unit 6, Lesson 2, in the “Spanish to English: The Letter t,” the materials support the teacher by explaining, “the letter t makes the sound /t/ in Spanish, as in the words tomate and tornado. In English, these words also begin with the letter t: tomato, tornado. The Spanish t sounds a little different from the English t, for example: tomas, Thomas.” The students verbally identify initial syllables with /t/ sound for the words, “tela, tomo, tapa, tina” and “tubo.”

The materials in both ¡Listos! and “Antología” provide quality materials for Spanish instruction. The components include “Tarjetas fotográficas,” a thematic library, leveled readings (through “Antología,” Phonics readers, and a Language Handbook. The stories inside Antología contain a wide variety of folktales, poems, and fables representative of Hispanic culture, and the lessons in ¡Listos! contain information about the different cultures, customs, and traditions of South American countries as well as Spain. The materials contain leveled stories (Principante, Intermedio, Avanzado) and differentiation and enrichment opportunities provided within the lessons throughout the entire school year. However, the materials do not include English curriculum that may be used to compare the quality or quantity for equitable instruction in both languages.

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

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

The materials in Spanish are authentic and culturally relevant. Both teacher and student materials are presented in authentic and academic Spanish as appropriate for the purpose and context of the activities. The materials support the development of sociocultural competence. The materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

“¡Listos!” and “Antología” provide teacher and student materials that are presented in authentic and academic Spanish. The “¡Bienvenidos!” letter and the Teachers and Parents letter in Antología describe the stories contained as “authentic selections from across the Spanish-speaking world” with selections that are authentic Spanish literature and informational texts covering a range of topics. The stories include a wide variety of authentic Spanish texts written by Hispanic authors who intentionally develop storylines that reflect Hispanic cultures, traditions, customs, values, and beliefs that students can identify and connect with; this both aids comprehension and provides self-validation. In ¡Listos!, each unit focuses on a different country, such as “Honduras, Perú, Republica Dominicana, España, México, Argentina, Panamá, and Colombia.” At the end of the unit, “Investiga la Cultura” provides a lesson about the culture of the particular country. The materials support the teachers by providing a script or given sentence stems to use in both Spanish and English.

In ¡Listos! Unit 2, the materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. In the text, “El poncho,” the teacher shows a photo card for “poncho” and invites volunteers to describe the garment and say what they think it is used for. The materials support the teacher by explaining, “Ponchos are worn by the people of Peru to protect themselves from cold weather and rain. Most ponchos are made of alpaca fibers in a variety of colors and designs.” The teacher asks: “¿Hay personas en tu comunidad que usan ponchos? ¿Cómo son los ponchos?” In Unit 3, in the text “Los juegos,” the cultural objective is “Students will identify and compare playground games in the Dominican Republic and in their own community.” On day 4, in the Informal Assessment, the students use the questions “¿Qué

Vista Higher Learning Kindergarten

Spanish Language Arts and Reading Program Summary

juegan los niños?” and “¿Qué haces en el recreo?” to discuss these differences through a culturally responsive dialogue. In Unit 5, in the “Investiga la Cultura” lesson, students follow a recipe to make “pico de gallo” while learning the history of tomatoes. The teacher explains the origin of the tomatoes and how it is similar to the “tomatillo,” which is a small green tomato. The materials support the teacher to say, “the English word for tomato comes from the indigenous word “tomatl” or “tomati,” adding that a red tomato in Mexico is also called a “jitomate.”

In *Antología*, the materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. In “Nivel Principiante,” Unit 8, the song “Arbolito de mi Aldea” by Mario Castro is about celebrating Christmas by decorating a Christmas tree. The song includes words such as friend, children, and happiness; the illustrations depict children in short sleeves in December. Before reading, the teacher explains that “the girl is decorating a tree to celebrate the holidays in her small town in Colombia, as in the United States and other places in the world, Colombian people may also decorate trees for Christmas, though they are rarely real trees.” The teacher initiates a discussion by asking, “¿Cuál es tu feriado favorito? ¿Cómo lo celebran? ¿Qué decoraciones usan?” The students point to the title of the song and describe what is happening by viewing the illustrations.

In “Nivel Avanzado,” Unit 2, Hans Christian Andersen’s story “La ropa del Emperador” is a story that has been translated into Spanish. Before reading, the teacher asks the students about different types of clothes and says, “¿Qué ropa usan? ¿Cómo es su ropa?” An example of authentic Spanish is utilized with the “ustedes” form. In “Nivel Avanzado,” Unit 8, in the song “Día de la madre” by Patricia E. Acosta and Mario Castro, the teacher and students discuss Mother’s Day celebrations. The teacher asks: “¿Les gusta celebrar el Día de la Madre? ¿Por qué? ¿Cómo celebran el Día de la Madre?” and students answer and discuss their answers. The materials encourage the teacher to explain that “Mother’s Day is celebrated in the United States on the Second Sunday in May, same as in Puerto Rico, Chile, Colombia, Venezuela, and Honduras. México, Guatemala, and El Salvador celebrate Mother’s Day on May 10, and Costa Rica celebrates it on August 15.”