

# Houghton-Mifflin Harcourt Grade 2

## Spanish Phonics Program Summary

### Section 1. Spanish Phonics-Related Texas Essential Knowledge and Skills (TEKS) Alignment

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

### Section 2. Instructional Approach

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

### Section 3. Content-Specific Skills

- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish diptongos, hiatos, and word types (i.e., agudas, graves, esdrújulas, and sobreesdrújulas) and the rules of accent marks for each word part or word type, as outlined in the Spanish TEKS.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness in Spanish.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read decodable connected texts with accuracy and automaticity.

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### Section 4. Progress Monitoring

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

### Section 5. Supports for All Learners

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

### Section 6. Additional Information: Resources

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

### Section 7. Additional Support

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

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### Indicator 2.1

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The sequence of instruction document includes a side-by-side view of the week, the Spanish TEKS, a concise skill description, and components of foundational skills taught throughout the weeks and the school year. The materials include a *Week at a Glance* in the introduction part of the week of each module that outlines the TEKS taught that week.
- In Module 1, week 1, the *Fonética* sequence is the alphabet TEKS 2.2A(i), 2.2C and open and closed syllables TEKS 2.2A(i), 2.2A(ii). In *Conciencia Fonológica*, the material target is recognizing alliteration and dividing words into syllables. No second grade TEKS alignment is mentioned in the document. In week 2, the *Fonética* sequence is *Palabras con v y b /b/* TEKS 2.2A(i), 2.2A(ii) and suffix *-aba* TEKS 2.2A(i), 2.2A(ii), 2.2A(vi). For *Conciencia Fonológica*, the material target is identifying syllables with similar sounds and substituting sounds. No second grade TEKS alignment is mentioned in the document. In week 3, the *Fonética* sequence continues with *Palabras con r /r/ y rr /rr/* and *Comparar r /r/ y rr /rr/* TEKS 2.2A(i), 2.2A(ii). For *Conciencia Fonológica*, the material target is identifying syllables with similar sounds with no second grade TEKS alignment mentioned in the document.

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- In Module 9, week 1, the *Fonética* sequence is *palabras graves sin tilde* TEKS 2.2A(i) and *palabras graves que riman* TEKS 2.2A(i). For *Conciencia Fonologica*, the material target is to identify *sílaba tónica* and rhyming words. In week 2, the *Fonética* sequence is *palabras esdrújulas* TEKS 2.2A(i). For *Conciencia Fonologica*, the material target is identifying *sílaba tónica* and substituting sounds TEKS 2.2A(i), 2.2A(vi). In week 3, the *Fonética* sequence continues with *palabras agudas, graves, and esdrújulas* TEKS 2.2A(i). For *Conciencia Fonologica*, the material target is identifying the *sílaba tónica* TEKS 2.2A(i).
- The materials include a section at the beginning of each module, *Vistazo a la Semana* (Week at a Glance), that includes a breakdown of the TEKS, materials, and activities covered during each week/lesson. In Unit 3, week 1, *Vistazo a la semana*, the materials include *Conciencia Fonologica: identificar la ubicación de un sonido y sustituir sonidos*. The materials list the correlating TEKS 2.2A(vi), 2.3C. The next foundational skill listed is *Fonética: Palabras con c, s, z /s/ and suffixes -oso, -ossa, -ísimo, and -ísima* with the correlating TEKS 2.2A(i), 2.2A(vi), 2.3C. In *Ortografía: palabras con c, s, z*, the correlating TEKS includes TEKS 2.2B(i). The materials list the decodable text and the skills that align with that week's phonics patterns *Cazadores nocturnos y El rey quejoso*.

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

- The materials demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year with beginning-of-the-year modules starting with where the previous grade level left off. A vertical alignment document that shows the progression of skills from year to year is not evident.
- In Module 12, the first grade phonics lessons end the year with a review of reading, combining, decoding, and comparing words with prefixes and suffixes like *des-*, *-oso*, *-osa*, *-mente*, *-ido*, *-ida*, *-ado*, and *-ada*. In Module 1 for second grade, the lessons begin with the review of skills taught in first grade, like the alphabetic principle, open/closed syllables, and syllables with similar sounds and simple blends. The last modules in second grade (11 and 12) include lessons that focus on multisyllabic words, *hiatos con tilde*, prefixes, suffixes, common abbreviations, *onomatopoeias*, and *fraseo* (fluency). In Module 1, the third grade materials and modules begin with reviewing open syllables, CV pattern, closed syllables, CVC pattern, prefixes, and a review of syllables with similar sounds like *ll*, *y* and *ga*, *gue*, *gui*, *go*, and *gu*.
- In Module 1, the materials in *Conciencia Fonologica* begin with diving into syllables and recognizing alliteration. In Module 6, the *Conciencia Fonologica* focus is on dividing into syllables and segmenting into sounds. In Module 9, the *Conciencia Fonologica* focus ends second grade with identifying *sílaba tónica* and comparing words. The *Conciencia Fonologica* vertically aligns to third grade by starting in grade 3, Module 1, with open syllables, *patron CV*.
- In Module 1, the materials in *fonética* begin with *el abecedario and sílabas abiertas y cerradas*. In Module 6, the *fonética* focus includes *Combinaciones fl, gl, t* and *Sufijos -ando, -iendo*. In Module 9, the *fonética* focus ends the second grade year with *Palabras agudas, graves y esdrújula* and *Palabras que se confunden fácilmente*. The materials in grade 3 do not continue with *Conciencia Fonologica*. The materials start focusing more on fluency.
- In grade 1, students recognize groups of words that begin with the same simple syllable or initial sound. In Module 3, Lesson 1, students identify and combine syllables and read words with

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initial *r /rr/*. Words used in this lesson include *reloj, redondo, rápido, Ramona, rama, repite, risa*, and *rima*. In Module 5, Lesson 11, students identify and combine syllables and read words with initial *y /y/*. Words used in this lesson include *yema, yegua, yogur*, and *yoga*. In Module 9, Lesson 3, students review *palabras graves*, and then they orally identify *palabras graves* that rhyme. Words used in this lesson include *río, amo, salto, balanza, jugo*, and *tortuga*. In Module 12, Lesson 8, students orally identify, combine, and read words in alliteration. Some of the words used include *loro, loma; luna, lunes*; and *lina, limones*. In grade 3, The students work on a variety of skills that they put into practice in the *Dictado* exercise. In Module 4, Lesson 1, students learn *palabras esdrújulas*. When practicing a *Dictado*, the teacher reads a word from the spelling words followed by a sentence, then repeats the word. Students write the *esdrújula* word they use. There is a *Dictado* practice every week.

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

- The materials follow a developmentally appropriate, systematic approach with simple to more complex foundational literacy concepts that span throughout the curriculum. For example, the second grade lesson objectives begin with the review of skills that were taught in first grade, like the alphabetic principle, open/closed syllables, syllables with similar sounds, and simple blends. The lesson objectives progress from simple to complex from module to module. The lesson objectives include activities to master letter name-sound correspondence and identifying and matching the common sounds that letters represent, such as *tarjetas de sílabas y ortografía*.
- Module 1, Lesson 3, *sílabas abiertas y cerradas* includes activities to use *tarjeta de sílabas y ortografía cactus, dado, jiraba, pintor*. Students raise their hand if they hear an open syllable or both hands if they hear a closed syllable. Whereas in grade 3, Lesson 1, objectives provide scaffolding to decode words with open and closed syllables.
- In Module 1, the objectives for the second grade phonemic awareness lessons begin with a review of recognizing alliteration, syllable division, substituting sounds, and reviewing syllables with similar sounds. By the end of Module 12, in Lesson 15, the lesson objective for the second grade phonemic awareness lessons includes the concepts of omitting sounds to form abbreviations and onomatopoeias.
- The materials and phonetic lesson objectives in second grade for Modules 1-3 begin with a review of the skills taught in first grade, which include the alphabetic principle, open and closed syllables, syllables with similar sounds, and simple blends. The lessons in Modules 4-12 transition into decoding and encoding multisyllabic words with an additional focus on fluency through the use of decodable texts aligned to the phonetic skill of the week, and progress into skills with Spanish word types that include *palabras agudas, palabras graves, palabras esdrújulas, plurales irregulares*, and *hiatos*. The third grade materials and lesson objectives in Modules 1-3 begin with reviewing the skills that were last introduced in 2nd grade, which include open syllables, CV pattern, closed syllables, CVC pattern, prefixes, and a review of syllables with similar sounds like *ll, y* and *ga, gue, gui, go, gu*.

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### Indicator 2.2

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The lessons include specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction to model new phonics skills and contain detailed guidance for each component of the gradual release model. For example, in Module 1, Lesson 1, in the *I Do* section, the teacher asks the students where they can find all the letters of the alphabet. The teacher asks where they can find the whole alphabet. The teacher models how to find the word *ahora* in the dictionary and says *ahora* is under *a*. The teacher continues with other words, such as *ir*, *estar*, *saltar*, *ver*, and *llegar*. The teacher and students put the words in alphabetical order. Then, the teacher puts students' names on the alphabet wall. Students practice in groups to spell and alphabetize names.
- In Module 5, Lesson 1, and throughout the materials, each component of the phonics lesson is clearly labeled with the titles *Mi turno*, *Nuestro turno*, and *Tu turno*. Each section provides a detailed description of the corresponding activity, such as reading syllables with *x* or *w* and reviewing vocabulary on picture cards during *Mi turno*, using letter cards to build words with *x* during *Nuestro turno*, and finally reading words, such as *Washington*, *boxeo*, *mexicano*, and *Wendolina*, independently during the *Tu turno* portion.
- In Module 6, Lesson 1, the teacher shows *Tarjetas de sílabas fresa*, *crayon*, *dragon*, emphasizes the combination of letters (blending), and identifies the first syllable. The teacher repeats the routine with *crayon* and *dragon*. The teacher continues with other words: *ir*, *madre*, *fresas*, and *crema*. The teacher and students put the words in alphabetical order. In the *We Do* section, the teacher uses *Tarjetas de letras* to show how to read words. In the *You Do* section, the teacher hands in the names of the students and asks students to make the names using letter cards. The teacher shows the letter cards and asks students to read the word. The teacher asks the students what the word is. The teacher makes syllables to check the word and asks students for

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the syllables. The teacher and students read the word together to check the word. In the *You Do* section, students read words by blending independently. The words include *crema*, *cruce*, and *drama*.

- In Module 7, Lesson 1, students are introduced to the prefix *pre-*. The teacher says the word *predecir* and states that it begins with the prefix *pre-*. The teacher and the students separate the word in syllables, *pre-de-cir*, and say that the first syllable is *pre*. The students repeat the words chorally while the teacher points to the syllable. The teacher explains that the prefix *pre-* is the first syllable in the word.

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

- The materials provide a teacher edition that contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, in Module 3, Lesson 1, the teacher edition includes *Conexión con la Enseñanza con grupos pequeños* and gives suggestions for additional ways to support teachers in facilitating instruction. The box guides the teacher to reinforce *destrezas fundamentales* using the decodable book *Cazadores Nocturnos* written by Adriana Favilli to identify words with *c*, *s*, and *z*.
- In Module 10, Lesson 2, there is a sidebar titled *Consejos para la enseñanza*. In this lesson, the materials suggest that the teacher draws students' attention to the accents in words, a skill that has recently been practiced. The teacher is guided to use different words from this lesson and the previous one to compare the accentuation of *palabras agudas*, *graves*, and *esdrújulas*. They will say a word and ask which *clase de palabras* it belongs to. The teacher then asks a child to say the plural form of the word and asks again what the *clase de palabra* for the new word is. They then ask students whether the words have an accent mark or not when writing them.
- In Module 11, Lesson 1, there is a section titled *Corregir y Encauzar*, which follows the independent practice. This section gives teachers guidance on what they can do if they see students are not mastering the recently practiced skill. For example, in this lesson, the materials suggest: "*Si un niño se equivoca al leer una palabra con hiato, vuelva a mostrarle la Tarjeta de sílabas y ortografía. Use la rutina de lectura de palabras completas y pida al niño que repita los pasos después de usted.*"



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### Indicator 2.3

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific Spanish phonics skills. For example, in Module 1, Lesson 6, the students learn and compare words with *v* and *b* /*b*/. The teacher begins the lesson with the syllable card *ba, be, bi, bo, bu*. The teacher says the word *bellota* and tells the students the word begins with the consonant /*b*/. The teacher reviews syllables *ba, be, bi, bo, and bu* and asks students to repeat chorally after them. The teacher repeats the same activity with the syllable card with *va, ve, vi, vo, vu*, and the word *vela*. The teacher tells the students that this word also begins with the consonant /*b*/, but it is written differently than *bellotas*. The teacher reviews additional sentences and words with *b* and *v* and explicitly states if the syllable begins with *b* or *v*. Sentences include “*La ardilla comió bellotas.*” The teacher tells the students that the first syllable in *bellota* is *be*. The teacher continues practicing with additional sentences like, “*Se enloquece cuando ve estos frutos secos.*”



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- In Module 2, Lesson 6, multiple objectives are listed for phonics in the Teacher's Guide. The students identify words with a strong *g* /j/ and *j* /j/. The students learn the relationship between the sounds and the letters in the syllable. Students combine syllables with strong *g* /j/ and *j* /j/ to read and decode words. Some of the words include *ceja*, *gema*, *justo*, *Genaro*, *Texas*, *digital*, *viaje*, and *gira*.
- In Module 3, Lesson 1, under *Ortografía*, there is a section called *Enseñar el principio* which shares guiding principles related to the sounds of letters *s* and *z*. The teacher writes the words *silla* and *zapato*, reads the words, and underlines the syllables with *s* and *z*. The teacher reminds the student that these 2 letters have the same sound and can be used by the five vowels. The teacher continues with the word *cebra* and reminds students that it is written with *c* but has the same sound as *s* and *z* but only with syllables *ce* and *ci*.
- In Module 11, Lesson 1, under *Ortografía Consejos para la enseñanza*, the teacher clarifies that the letters *s* and *z* can be at the beginning syllable or at the end of the syllable, like in *susto* and *luz*. The teacher points out that if the letter *c* is found in the last syllable, the sound changes, such as in *picnic*.

**Guidance for teachers provides detailed, specific instructional strategies for teaching each Spanish phonics skill.**

- The materials include a variety of detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill. For example, in Module 2, Lesson 6, students identify words with strong *g* /j/ and *j* /j/. During the *We Do* portion of the lesson, the teacher uses the letter cards along with the reading whole words routine to model reading the word *genio*. The teacher shows letter cards *g-e-n-i-o* and signals to the students to read the word silently without blending the letters into syllables. The teacher uses the choral response routine and asks the students if the word exists and if it makes sense. The teacher builds the syllables to check the word and asks the students what the first syllable is (*ge*) and what the second syllable is (*nio*). The teacher rereads the word with students to check the answer (*genio*). The teacher repeats the routine using words that include *rugido* and *joya*.
- In Module 4, Lesson 1, the teacher shows a visual *Tarjeta de sílabas y ortografía, niño*. The teacher writes the word *niño* and asks students to read it aloud together. The teacher reads the syllables that are in the bottom part of the card while pointing to them and asks the student to repeat with them chorally. The teacher separates the word into syllables *niño* (*ni-ño*), says that the last syllable is *ño*, and has the students repeat it. The teacher points to the card. The students read chorally. The teacher explains that *ñ* is always pronounced /ñ/. The students act out the words with /ñ/. The teacher tells the students to act out some of the sentences with /ñ/. The sentences used in the lesson include "*La niña jugaba con su muñeca mientras el gato arañaba el sillón y el perro comía lasaña.*"
- In Module 6, Lesson 6, the students identify words with blends *cl*, *bl*, and *pl*. The teacher uses the letter cards along with the reading whole words routine to model reading the word *plena*. The teacher shows letter cards *p-l-e-n-a* and signals to the students to read the word silently without blending them into syllables. The teacher uses the choral response routine and asks the students if the word exists and if it makes sense. The teacher builds the syllables to check the word and asks the students what the first syllable is (*ple*) and what the second syllable is (*na*). The teacher rereads the word together with students to check the answer *plena*. The teacher

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repeats using words that include *clase* and *sable*.

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

- Materials include specific guidance for providing students with immediate, corrective feedback. For example, in Module 3, Lesson 1, the students identify words with *c*, *s*, *z* /s/. The teacher asks students to read words using the reading whole words routine. The words include *sapo*, *abrazo*, and *dulce*. The teacher corrects and redirects using *Corregir y Encauzar*. The materials state that if a student mispronounces a word during *Reading Whole Words Practice*, the student reads each syllable first and then the whole word. The materials state that if a student mispronounces a word with *c*, *s*, or *z*, the teacher should show them the syllable word cards again and use the reading whole word routine one-on-one to have the student repeat after the teacher.
- In Module 10, Lesson 4, in the phonological awareness section, the students identify closed syllables. The teacher reminds the students that a closed syllable ends in a consonant and uses the song *El raton boton* to have students identify closed final syllables. The teacher reads it aloud and emphasizes final closed syllables. The lesson includes guidance for the teacher to correct and redirect *Corregir y Encauzar*. The guidance tells the teacher if a student makes a mistake in identifying words with closed final syllables to provide additional practice with other examples and to remind them that a closed syllable ends in a consonant. The section includes a script where the teacher tells students to pay attention to the word endings and to repeat them for the following words: *canción*, *oración*, and *emoción*. The teacher asks what the last syllable and last letter of each word are. The materials tell the teacher to contrast these words with *funciona* and *manzana*, which are open-syllable words.
- In Module 12, Lesson 1, in *Corregir y Encauzar*, the materials state that if the students fail to read the words included in the *Práctica de lectura* section, the teacher asks the student to read each syllable and say the word again, and if the student fails to read a word with syllables *nv*, *mb*, or *mp*, the teacher shows the *Tarjetas de sílabas y ortografía* one more time. The teacher blends the syllables and asks the student to repeat the steps. The words include *invierno*, *invasión*, and *convulsión*.

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

- Materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, in Module 3, Lesson 8, the students compare words with *ce*, *ci*, /s/ to *ca*, *co*, *cu* /k/. The teacher begins the *Mi turno* portion of the lesson by showing the syllable card of the word *cebra* and tells the students that the word starts with the consonant *c* /s/. The teacher reads syllables in the card (*ce*, *ci*) and asks the students to repeat chorally after them. The teacher repeats the activity with the syllable card of the word *caballo*. The teacher says that the word starts with the consonant *c* /k/. The teacher reminds the students that the letter *c* can have two different sounds: in syllables *ce* and *ci*, it has the /s/ sound, while in syllables *ca*, *co*, and *cu*, it has the /k/ sound. The teacher continues to model using sentences such as “*Cecilia prepara la cena.*”
- In the *Acentuación* section of Module 6, Lesson 2, the teacher reviews previously taught skills on how to identify the syllable that carries the stress in a word. The teacher uses the word *Adrián* to model how to separate the syllables in the word and taps on the table when saying the

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syllable with the stress. The whole class practices the skill following the steps the teacher modeled using the words *cruzó* and *frenó*.

- In Module 10, Lesson 4, students review multisyllabic words that they have learned before. Words include *franceses*, *lecciones*, *delfines*, *aviones*, and *piedad*. The students read a word list written by the teacher in the *Nuestro turno* portion of the lesson. They are also able to practice previously learned syllable types in the decodable text *El baloncesto*. Words include *jugadores*, *baloncesto*, *basquetbol*, and *cesto*.

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

- Materials include clear guidance on how to pace each lesson, but it does not include specific time suggestions for each component of the gradual release model. For example, in Module 2, Lesson 3, the phonemic awareness and phonics lesson includes a clock icon that indicates the recommended length of the lesson (i.e., 5 min, 10 min). In Module 9, week 1, *Vistazo a la semana sección*, the materials include an outline of the suggested time. For example, *Desarrollar los conocimientos y el lenguaje/vocabulario 10-15 minutos*, *Destrezas fundamentales 15-30 minutos*, *Taller de lectura 60-75 minutos*, *Taller de escritura 20-30 minutos*.
- The sections in each lesson have a picture of a clock indicating the amount of time the teacher should spend on each section. For example, in Lesson 11, for *Presentar el tema: Palabras de uso frecuente*, the clock indicates 5 minutes. For the *Conciencia Fonológica* section, the clock indicates 5 minutes. For the *Palabras con sufijos -sión, -ción* section, the clock indicates 10 minutes, while *Palabras con sufijos -sión, -ción* should take 10 minutes.
- The materials do not include specific pacing suggestions for each component (stage) of the gradual release of responsibility. Specific pacing for stages of the lesson was not found in the materials. The pacing suggestions for the larger sections of the daily lesson were listed in the *Vistazo a la semana*.

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### Indicator 2.4

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include intentional practice and review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. The materials offer a *Repaso de Fonética* on a printable page every week for each module. In Module 2, Lesson 4, the *Repaso de Fonética* page in the *Aprende y demuestra* workbook includes a review of the letters *c*, *q*, and *k*. It reminds students that the syllables *ca*, *co*, *cu* have a different sound than the *ce*, *ci*. Students review and practice their understanding of the silent *u* in *que* and *qui*. The students unscramble syllables to make a word and then write the words. Some of the unscrambling exercises include *ba llo ca* for *caballo*, *tus cac* for *cactus*, *ri ma t* for *tarima*, and *a quí* for *aquí*.
- In Module 7, Lesson 4, the *Aprende y demuestra* page titled *Repaso de Fonética* reviews prefixes *pre-* and *re-*. The teacher explains that prefixes change the meaning of the word. In the practice, the students add prefixes to some words that include *acción*, *leer*, and *decir*. The students learn that when we add syllables to the words, we can make word families that include *flor*, *florero*, and *floreado*. The students use words from the word bank provided next to the word family. Some words include *peinar*, *peinado*, *camión*, and *camioneta*.
- Lessons use consistent routines to introduce and review phonics skills that include different modalities. In Module 9, Lesson 9, the teacher models reading a list of high-frequency words. The Teacher's Guide tells the teacher to use the *palabras de uso frecuente* routine and review how to read and recite the week's high-frequency words that include *están*, *otras*, *pueblo*, *puede*, and *rápido*. The students work in pairs to decode and encode by using *tarjetas de palabras* where one student reads a word out loud, and the other student writes it. The students end the routine by writing a sentence with one of the high-frequency words.

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## Spanish Phonics Program Summary

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

- Practice opportunities only include phonics skills that have been explicitly taught. Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. For example, in Module 2, Lesson 6, the students read the decodable book *El viaje a Mexico* written by Luciana Paez and illustrated by Tal Tha Shipman. Students review previously learned high-frequency words. Students read the book and then complete a spelling activity. Students mark the word that is spelled incorrectly from words that include *mogar*, *jesto*, *viage*, and *rogo*. This activity allows students to put into practice the rules for *g* and *j* that they learned in the *Ortografía* and *Fonética* sections.
- In Module 3, Lesson 1, students work independently to read and sort words both in isolation and in decodable sentences. On an *Aprende y demuestra* workbook page, students read short sentences such as “*Pepe disfruta \_\_\_\_\_ en el jardín.*” Students complete the sentences with words from a word bank. On another page from the same lesson, students read a list of spelling words with the letters *c*, *s*, and *z*. Students categorize the words by the letter they contain.
- In Module 9, Lesson 9, the teacher uses decodable texts to reinforce the decoding of *palabras esdrújulas* and word families. During the *Nuestro turno* portion of the lesson, the teacher guides students in reading both isolated words and decodable sentences, such as “*La maestra dibujó una línea larguísima en el pizarrón.*” In the same lesson, there is a decodable book of animal poems, *Mi casa: la naturaleza*, which students will read with the teacher during guided reading instruction.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice by increasing in complexity and only include previously taught phonics skills. For example, in Module 4, Lesson 10, the students read the decodable book *El nuevo jardín*. Students read words with *h*, a skill previously learned in the *Fonética* and *Ortografía* lessons. Students read some words with the pattern they learned that include *huerta*, *hierba*, and *hiedra*. The lesson includes another decodable book titled *¡Llego la primavera!* Students read words with *h*, a skill previously learned in the *Fonética* and *Ortografía* lessons. Students read some words with the pattern learned that include *humedo*, *hurgar*, and *hambrientos*. At the end, the book has an activity to extend the learning. Students play a game with a partner and give clues to the other partner to see if they can find the word. Words used for the activity include *horas*, *huevo*, *habitar*, *helado*, and *hermoso*.
- In Module 10, Lesson 7, the students read the decodable book *La exploración del espacio* written by Luciana Paez. In *Repaso de fonética*, students review words with diptongos they learned in their phonics lesson. The teacher reminds students that they read words with diphthongs. Students read the decodable book and work with a partner to find all the words with diphthongs in their decodable book. Words with diphthongs include *suelo*, *espaciales*, *estudian*, *cielo*, *descubierto*, *hielo*, *quiere*, *agua*, *esencial*, *aunque*, *científicos*, *haciendo*, and *investigaciones*. Students write the words and underline the diphthongs. The teacher writes the words *vía Láctea*, *hierro*, *superficie*, *cielo*, *cráter*, *astronauta*, and *sonda* on the board, and students re-read the book and the images that correspond to the words.
- In Module 9, Lesson 9, during the *Nuestro turno* portion of the lesson, the teacher guides students to decode words with the previously taught phonics concept *palabras esdrújulas*.

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## Spanish Phonics Program Summary

Students practice decoding words in isolation with words that include *humorístico*, *romántica*, and *terrestre*. Students practice decoding *palabras esdrújulas* in context with decodable sentences that include “*La maestra dibujó una línea larguísima en el pizarrón.*” In the same lesson, there is a decodable book of animal poems titled *Mi casa: la naturaleza*. Students read the book with the teacher during guided reading instruction. These decodable texts reinforce the decoding of *palabras esdrújulas*.

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## Spanish Phonics Program Summary

### Indicator 3.C.1

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The scope and sequence indicates the four modules where the five digraphs *ch*, *rr*, *ll*, *qu*, and *gu* are taught. The materials introduce the sound-spelling patterns in the following order: *rr*, *qu*, *ll*, *gue*, *gui*, and *ch*. The *Bienvenidos al módulo* page shows the phonics objectives addressed in each weekly lesson. The *Vistazo a la semana* section includes specific phonics objectives for each daily lesson.
- In Module 1, Lessons 11-13, students review the digraph *rr* and compare it to other syllables with *r*. Module 2, Lessons 1-3 practice the *combinaciones que*, *qui*. In Module 2, Lessons 11-12 focus on syllables with *gue*, *gui*. In Module 3, Lessons 11-12 compare the digraph *ll* with *y* syllables. Finally, in Module 4, Lessons 11-13 review the digraph *ch*.



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## Spanish Phonics Program Summary

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

- The materials provide explicit objectives for each lesson that targets sound-spelling patterns. The scripted direct instruction for teachers to follow is a combination of directions and verbatim scripts that provide guidance and routines throughout the materials. For example, in Module 3, Lesson 11, the teacher introduces syllables with *y* and *ll* /y/. During the *Mi turno* section, the teacher shows the syllable card containing the syllables *lla*, *lle*, *lli*, *llo*, and *llu*. The teacher writes the word *llaves* on the board and says, “*Estas palabras empiezan con el sonido /y/.*” The teacher writes the words *llaves* and *yema* on the board. The class reads the syllables *lla*, *lle*, *lli*, *llo*, and *llu*. The teacher reads the sentence, “*¡Ya no sé dónde guardar las llaves!*” The teacher says, “*Separaremos en sílabas la palabra llaves. (lla-ves). La primera sílaba es lla. ¿Cuál es la sílaba?*” Students respond, “*lla.*” The teacher points to the card, and students read the word *llaves* chorally. The teacher explains, “*Cuando hay dos l juntas se convierten en el dígrafo ll y se pronuncia /y/, como el sonido inicial en llaves.*”
- In Module 4, Lesson 11, the teacher introduces words with */ch/*. This lesson introduces true syllables *cha-che-chi-cho-chu*. During *Mi turno*, the teacher shows the syllable card containing the syllables *cha*, *che*, *chi*, *cho*, and *chu*. The teacher writes the word *chocolate* on the board and says, “*Esta palabra empieza con la consonante ch.*” The class reads the syllables *cha*, *che*, *chi*, *cho*, and *chu*. The teacher reads the sentence, “*Al ratón Juan le gusta el chocolate.*” The teacher says, “*Separaremos en sílabas la palabra chocolate, cho-co-la-te. La primera sílaba es cho.*” The teacher asks, “*¿Cuál es la sílaba?*” Students respond, “*cho.*” The teacher points to the card, and students read the word *chocolate* chorally. The teacher explains, “*Cuando hay una c y una h juntas se convierten en el dígrafo ch y se pronuncia /ch/, como el sonido inicial de chocolate.*” The activity repeats the steps of the activity using the following sentences: “*Anoche llovía a chaparrones.*” “*Miré por la ventana y vi a un chico todo mojado comiendo choclo con ketchup.*”
- In Module 12, Lesson 2, the materials introduce *combinaciones nv, mb, and mp* as *sílabas orales*. Spanish includes combinations with *nv*, *mb*, and *mp* for orthographic purposes. The teacher uses the syllable cards *tranvía*, *campana*, and *bambú*. The teacher reminds the students that *las combinaciones nv, mb, mp pertenecen a distintas sílabas*. The students practice decoding words with the patterns that include *nombre*, *tiempo*, and *sombra*.

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

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. The resources include syllable cards and word lists with activities that include songs and reading decodable text. For example, in Module 2, Lesson 13, the teacher uses *Tarjetas de sílabas y ortografía* to introduce words that begin with the sound-spelling pattern *gue, gui*. The materials include an additional list of words to practice and reinforce students’ understanding of words with *gue, gui*. The teacher shows students the words, selects a volunteer to demonstrate, and explains that they will give directions to read a word such as *pliegue*. The student will then look for the word and read it aloud. The class repeats chorally, and the teacher continues with the routine until all students have had a turn. The list of words include *guerra*, *guía*, and *merengue*. The teacher tells students to read each word in the line and

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## Spanish Phonics Program Summary

identify the syllable with *gue, gui*. The teacher continues to guide and give corrective feedback as students read independently during the independent portion of the lesson.

- In Module 3, Lesson 11, the teacher uses *Tarjetas de sílabas y ortografía* to introduce words that begin with the sound-spelling pattern *ll /y/*. The materials include an additional list of words to practice and reinforce students' understanding of words with *ll /y/*. The teacher shows students the words, selects a volunteer to demonstrate, and explains that they will give directions to read a word, such as *with the sound-spelling pattern*. The student will then look for the word and read it aloud. The class repeats chorally, and the teacher continues with the routine until all students have had a turn. The list of words include *bellota, yuyp, playita, ballena, llovizna, and apellido*. The teacher tells students to read each word in the line and identify the syllable with *ll /y/*. The teacher continues to guide and give corrective feedback as students read independently during the independent portion of the lesson.
- In Module 4, Lesson 11, the teacher uses *Tarjetas de sílabas y ortografía* to introduce words that begin with the sound-spelling pattern *ch /ch/*. The materials include an additional list of words to practice and reinforce students' understanding of words with *ch /ch/*. The teacher shows students the words, selects a volunteer to demonstrate, and explains that they will give directions to read a word, such as *chancho*. The student looks for the word and reads it aloud. The class repeats chorally, and the teacher continues with the routine until all students have had a turn. The list of words include *chisme, lechuza, chueco, and noche*. The teacher tells students to read each word in the line and identify the syllable with *ch /ch/*. The teacher continues to guide and give corrective feedback as students read independently during the independent portion of the lesson.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. Activities include handwriting practice, syllable cards, and word lists. For example, in Module 1, Lesson 11, the teacher uses *Tarjeta de sílabas y ortografía* to introduce, identify, and decode words with the sound-spelling pattern *r /r/, /rr/, and rr /rr/*. Students practice decoding words in isolation by identifying the syllables, blending syllables, and then writing the words. Students also practice decoding words with *r* in connected text through the decodable book *Renata constructora*. The decodable book includes the words *viajar* and *divertido*.
- In Module 2, Lesson 11, the teacher uses *Tarjeta de sílabas y ortografía* to introduce, identify, and decode words with the sound-spelling pattern *gue, gui* and *güe, güi*. Students practice decoding words in isolation by identifying the syllables, blending syllables, and then writing the words. Students also practice decoding words with *gue, gui* and *güe, güi* in connected text through the decodable book *Esperar en el nido*. The decodable book includes the words *pliegue* and *guia*.
- In Module 3, lesson 11, the teacher uses *Tarjeta de sílabas y ortografía* to introduce, identify, and decode words with the sound-spelling pattern *y* and *ll /y/*. Students practice decoding words in isolation by identifying the syllables, blending syllables, and then writing the words. Students also practice decoding words with *y* and *ll /y/* in connected text through the decodable

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book *Personas que ayudan: Dependiente*. The decodable book includes the words *rodillo* and *rellenar*.

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## Spanish Phonics Program Summary

### Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish **diptongos, hiatos, and word types** (i.e., *agudas, llanas, esdrújulas*, and *sobreesdrújulas*) and the rules of **accent marks** for each word part or word type, as outlined in the Spanish TEKS.

1	Materials provide a systematic sequence for introducing Spanish word types and the rules of accent marks.	PM
2	Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks.	M
3	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).	PM
4	Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in decodable connected text (e.g., within sentences or decodable texts).	M

### Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish *diptongos, hiatos*, and word types (i.e., *agudas, llanas, esdrújulas*, and *sobreesdrújulas*) and the rules of accent marks for each word part or word type, as outlined in the Spanish TEKS.

Materials provide some systematic sequence for introducing Spanish word types and the rules of accent marks. Materials provide direct (explicit) instruction about Spanish word types and the rules of accent marks. Materials incorporate some activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). Materials provide isolated activities and resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in decodable connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing Spanish word types and the rules of accent marks.**

- Materials in grade 2 provide some systematic sequence to introduce diphthongs and hiatus for decoding and encoding. Out of the 12 modules for grade 2, diphthongs are only targeted in Module 10, Lessons 6 and 7. *Hiatos* are covered in Module 10, Lessons 11 and 12, and Module 11, Lessons 1, 2, 6, and 7. Leaving diphthongs and hiatus until later modules does not take into account that students have already been exposed to diphthongs and hiatus in grade 1. The 2nd grade TEKS do not include Spanish word types, but the materials do include practice with word types in Modules 8 and 9.
- In Module 8, Lesson 1, the materials introduce the *sílaba tónica* and *Palabras agudas con tilde*. The words include *melón, solución, tiburón, presión*, and *inglés*. In Lesson 11, the sequence continues with *Palabras graves with tilde* that include *árbol, difícil, fútbol, ágil, túnel*, and

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*azúcar*. In Module 9, Lessons 1 and 2, the sequence includes *palabras graves sin tilde*. The words include *alberca*, *abrigo*, *mantequilla*, and *mermelada*. In Lesson 11, the sequence continues with the review of the words after each type and at the end with a spiral review of the three types *Palabras agudas, graves y esdrújulas*. The words include *terminó*, *ánimo*, and *generó*.

- In Module 10, Lesson 6, the materials introduce diphthongs with a syllable card for the diphthong *ei*. In Lesson 7, the materials use a syllable card for the diphthong *ai*. In Module 10, Lesson 11, the materials introduce *Hiatos con tilde* with a syllable card for the *hiato oa*. Students practice with words that include other hiatus aside from *oa* that was shown in the syllable card. Practice words include *pasear*, *deseo*, *creer*, and *feo*. In Module 10, Lesson 12, the materials introduce *Hiatos con tilde* with a syllable card for the *hiato ao*. Students practice with words that include *ahora*, *boa*, *Andrea*, and *chiita*. In Module 11, Lesson 1, the materials introduce the *hiato ía* with a syllable card. Words for practice include *días*, *río*, and *evalúe*. In Lesson 2, the materials introduce the *hiato íe*. Lesson 6 introduces the *hiato aí*. Lesson 7 introduces the *hiato aú*.

**Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks.**

- The materials provide scripted explicit instruction about Spanish *diptongos*, *hiatos*, and word types and the rules of accent marks. For example, in Module 8, Lesson 1, the materials introduce *sílabas agudas*. The teacher writes on the board the word *crayón*, but without an accent mark. The teacher explains the specific rules regarding accent marks. The teacher says that the word has a *sílaba tónica* at the end. The teacher explains that the words that have an accent in the last syllable are called *agudas*. The teacher explains that not all *palabras agudas* have an accent mark. The teacher states that *palabras agudas* contain an accent mark if they end in *n*, *s*, or a vowel. Some of the explicit instructions included in Spanish are “*Con qué letra termina el crayon? (n) Entonces crayon lleva tilde porque su sílaba tónica es la última y además terminan en n.*” The teacher adds the written accent mark to the word *crayón*. The teacher continues pronouncing several words, dividing them into syllables, and asking what the end letter is to identify if it would need a written accent mark. Some words used include *aburrió*, *compás*, *colibrí*, *atención*, and *despertó*.
- In Module 8, Lesson 13, students learn *palabras graves con tilde y palabras interrogativas y exclamativas*. In the *Mi Turno* section, the teacher writes the word *dónde* and asks students to read it out loud. The teacher asks, “*¿Dónde está el libro?*” The teacher explains that in this sentence, the word *dónde* is a questioning word, and it’s written with a *tilde* in the *sílaba tónica*, and that it’s written at the end. The teacher explains that questioning words always have a *tilde*. The teacher points and reads syllables and asks students to repeat chorally. The teacher signals additional words *cómo*, *cuál*, *cuándo*, *cuánto*, *dónde*, *por qué*, *qué*, and *quién* and explains that questioning words are the same as the exclamation words, that they can be used in a question or in an exclamation, and what varies is the punctuation in the sentence.
- In Module 11, Lesson 1, the materials provide explicit scripted instruction of the rule for accent marks on *Hiato con tilde*. The teacher says, “*El policía Gustavo es muy valiente.*” The teacher then separates the syllables in the word *policía*. (*po-li-cí-a*). The teacher states that the word has four syllables and that the last two syllables form the *ía*. The teacher identifies the *hiato*, *ía* and points to the syllable in the card. The teacher asks the students to read together. The teacher explains that when there is a closed vowel with a *tilde*, like *í*, next to an open vowel like *a*, the

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## Spanish Phonics Program Summary

vowels from a *hiato*. The teacher explains that with a *hiato*, those two vowels form two different syllables like in *policía*.

**Materials incorporate a variety of activities for students to develop, practice, and cumulatively reinforce skills.**

- The materials incorporate isolated activities and resources found only in Module 10 and 11 for *hiatos* and Module 10 for *diptongos*. The second grade TEKS do not include Spanish word types, but the materials include practice with word types in Modules 8 and 9. For example, in Module 8, Lesson 1, the students answer the printable page *Ortografía Palabras agudas con tilde*, in which they sort and write words with tilde in the right column according to the grammar rule they learned. The teacher explains that the *palabras agudas* are written with an accent mark when they end in *n*, *s*, or a vowel. The words include *camión*, *ciprés*, and *allí*.
- In Module 9, Lesson 6, the materials include *Tarjeta de letras y palabras, zoológico*. The students practice how to read *palabras esdrújulas*. The teacher explains that *palabras esdrújulas* are stressed on the third to last syllable. The teacher uses the card and the word to guide students to read the word in different sentences and practice identifying additional *palabras esdrújulas* using sentences that include, “*Máximo visitó el zoológico cuando estuvo en México y conoció muchos animales;*” and “*Mamíferos herbívoros como el hipopótamo.*” The students work independently and continue to practice reading words out loud using the reading whole words routine. The words include *circulo*, *calculo*, *ultimo*, *humoristico*, *gramatica*, and *microscopio*.
- In Module 11, Lesson 6, during small group instruction found in the *Conexión con la enseñanza en grupos pequeños* section, students reinforce their understanding of *hiatus*. Students practice decoding words with hiatus that have an accent mark. Students read the decodable text *Normas de tránsito*. The teacher asks comprehension questions that include: “*¿Qué son las normas de tránsito?*” Students answer comprehension questions while applying their understanding of *hiatus* by reading the decodable text that includes words with *hiatus*, such as *país* and *baúl*.

**Materials provide a variety of resources in Spanish for students to recognize, read, and write Spanish word types in isolation (e.g., word lists) and in connected text (e.g., within sentences or other print material).**

- Materials only include diphthongs and hiatus in two modules. Module 10 includes instruction on diptongos. Modules 10 and 11 include instruction on hiatos. In these two modules, the materials do provide a variety of resources in Spanish for students to recognize, read, and write Spanish word types in isolation and in connected text. In these activities, students recognize, read, and write *diptongos*, *hiatos*, and word types in isolation and in connected text. For example, in Module 8, Lesson 11, the students use the *Aprende y demuestra* printable page to read, identify, and write *Palabras graves con tilde*. The teacher explains that the words that get accent marks in the second to last syllable are called *palabras graves*, and they get an accent mark if they do not end in *n*, *s*, or a vowel, with the exception of the words that have a *hiato* like *río* and *grúa*, which get an accent mark even though they end in a vowel. In the *Fonética Palabras graves con tilde* printable page, the students write *palabras con tilde* using a word bank. The printable page also includes words that are supposed to have tilde, and it asks the students to write the tilde in the correct place. Some of the words include *procer*, *mastil*, and *record*.

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- In Module 8, Lesson 12, students explore *palabras graves con tilde*. Students review how to identify the stress in a syllable orally and read the words the teacher has on the board. Students read the words to recognize their pronunciation on the proper syllable. Words include *táctil, tacto, póster, postre, álbum, prócer, tórax*, and *huésped*. Some sentences include: “*El hábil jugador de fútbol rompió un récord;*” and “*Tuve un sueño en que un burro comía azúcar.*” The students complete the *Aprende y demuestra*, where students insert the correct syllable in a word to form the correct word. The missing syllables are provided in a syllable bank atop of the activity. Students recognize the *síliba tónica* and decide if the word needs a written accent mark or not. The words used for this last exercise are *procer, mastil*, and *record*.
- In Module 10, Lesson 7, the materials include a list of words that students use to recognize and read words with diphthongs that include *agua, muto, junio*, and *riego*. The students practice independent reading and writing words with diphthongs using *Aprenda y demuestra* which include illustrations of words with diphthongs like *lluvia, reyna*, and *camión*.



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## Spanish Phonics Program Summary

### Indicator 3.C.3

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The table contains a section for *Destrezas fundamentales* that lists objectives from simple to more complex systematic sequence for encoding and decoding multisyllabic words that include *Identificar sílabas con sonidos similares, Sustituir la sílaba inicial, Omitir sílabas y Añadir sílabas to Palabras agudas, graves y esdrújulas.*
- Modules 1 through 7 focus on identifying, combining, separating, and substituting syllables to form words. In Module 1, students read, combine, and decode words that have syllables with a single consonant. In Module 2, the students identify, combine, blend, divide, and substitute *sílabas cerradas con c /k/*. In Module 3, students recognize the change in a syllable. In Module 5,

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students divide and blend syllables in words. In Module 6, the objective is more complex. Students separate syllables, compare syllables, and omit sounds. In Module 7, students add and divide syllables.

- In Modules 8 through 12, students learn and practice *la sílaba tónica*. In Module 8, students identify the *sílaba tónica* and compare *sílabas finales*. In Module 9, students continue to identify the *sílaba tónica* and also *palabras graves* and *esdrújulas*. In Module 10, students identify *sílabas cerradas* and divide words into syllables. In Module 12, students combine words and make *palabras compuestas*.
- Lesson objectives progress from less to more complex skills. For example, in Module 2, Lesson 6, the students work on *Identificar palabras con g fuerte /j/ y j /j/*. Students repeat after the teacher: “*La jirafa Juana está haciendo gelatina.*” The teacher leads students to separate *gelatina* into syllables (*ge-la-ti-na*). The teacher points out the first syllable *ge* and asks, “¿Cuál es la sílaba?” (*ge*). The teacher points to the word card. Students read the word aloud together. The teacher explains that the letter *g* has the same sound as the *j* when it is followed by the vowels *e* and *i*, like in the syllables *ge*, *gi*. The skill is reinforced in Module 2, Lesson 7. The objective of the activity is complex. The teacher gives students a sentence from the previous lesson: “*Los gemelos juegan en la granja de Ángeles.*” The teacher writes *gemelos*. The students read the sentence aloud. The teacher underlines the syllable *ge*. The teacher reminds the students that the letter *g* only makes the /j/ sound in the syllables *ge*, *gi*.

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

- The materials provide scripted explicit instruction for grade-level sound-spelling patterns. Scripted direct instruction includes the use of syllable cards and writing on the board to demonstrate the sound-spelling patterns. For example, in Module 2, Lesson 1, the students identify words with *c*, *q*, and *k* /k/. The teacher uses *Tarjeta de sílabas y ortografía* *caballo*, *kiwis* y *queso*. The teacher writes the words on the board and reads the script: “*Estas palabras empiezan con la consonante /k/. Separemos en sílabas la palabra caballo. (ca-ba-llo) La primera sílaba es ca. ¿Cuál es la sílaba? (ca).*” The teacher uses word cards and guides students to continue to read additional words while prompting them. “*¿Existe la palabra? ¿Tiene sentido? ¿Cuál es la primera sílaba? (ca) ¿Cuál es la segunda sílaba? (ba) ¿Cuál es la palabra? (caballo).*”
- In Module 5, Lesson 6, students learn and practice syllable division principles. The materials include a verbatim script. The teacher provides direct instruction and says, “*Me dormí sobre el brazo derecho mientras atravesábamos el campo en tren. Separemos en sílabas la palabra brazo.*” The teacher points out that the first syllable in the word *bra-zo* is *bra*. The teacher continues direct instruction and asks, “¿Cuál es la sílaba?” Students say, “*bra.*” The teacher points to the syllable on the card, and students read chorally. The teacher follows a script to do the same with the words *atravesábamos* and *tren*.
- In Module 8, Lesson 1, the students identify the *Sílaba tónica*. The lesson is divided into *I Do*, *We Do*, and *You Do* sections titled *Mi turno*, *Nuestro turno*, and *Tu turno*. In the *I Do* section, the teacher shows the *Tarjeta de sílabas y ortografía* and asks the students to identify the syllables in *palabras agudas* to write the tilde in the right syllable. The teacher shows *Tarjeta de sílabas y ortografía* and asks the students to identify syllables in *palabras agudas* without tilde and asks the students to read the word and explains that words that have tilde in the last syllable are

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called *palabras agudas* while the teacher puts the tilde on the words. The teacher also explains that the tilde goes in words that end with *n*, *s*, or a vowel, such as in *crayon*, *colibri*, and *atencion*.

**Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.**

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Activities include *tarjetas de sílabas y ortografía*, *tarjetas de letras*, *páginas imprimibles*, decodable books and *Aprende y Demuestra* pages. For example, in Module 3, Lesson 11 includes a student decodable book titled *Personas que ayudan*. The teacher assigns the decodable book during small group instruction or during independent practice. Students decode connected text to practice blending syllables with *y*, *ll* /y/. Some of the words included in the text are *ayudar*, *rodillos*, *pasillo*, *alli*, *hoyos*, *yeso*, and *masilla*. Students can read target words (e.g., *proyecto*, *ladrillos*, *ayudar*) at the end of the decodable book and change one of the syllables to make a new word. Students work with a partner to use new words in sentences.
- In Module 10, Lesson 7, students have a choice to practice using the *Aprende y demuestra* activity book on page 279. This activity reminds the students that “*Dos vocales juntas forman un diptongo si son dos vocales cerradas o una abierta y una cerrada. Como en las palabras Europa y fauna.*” The activity consists of two parts. In the first part, the student completes the word that names a picture using a syllable with a diphthong. Words in the practice page are *jaula*, *lluvia*, *hueso*, *reina*, *camión*, and *béisbol*. In the second part, the student reads two sentences that include several words with diphthongs. After reading the sentences, students circle the words that have a diphthong formed by two closed syllables and underline those with a diphthong formed with one closed and one open vowel.
- In Module 12, Lesson 3, students learn prefixes *i-*, *im-*, and *in-*. Students practice with the *Mostrar y motivar 12.1* word list. The teacher asks the students to read the first row of words chorally, which includes words such as *bombón*, *tambor*, and *invierno*. Student volunteers then take turns reading each word on the second line. All students read the words from the third and fourth lines chorally. The fifth line of words is used as a challenge list, and students volunteer to read words such as *despistado* and *reputación*. In lines 6-8, students read sentences including the new prefixes to themselves before reading them again chorally. For example, the sentence “*Varios autores, por ejemplo, Julio Verne, incorporaron al zorro colorado en sus obras*” uses the prefix *in-*, which students are learning that day.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation and in decodable connected text. Activities include decodable texts, encoding practice, and printable pages. For example, in Module 1, Lesson 6, students learn and practice words with *v* and *b* /b/. The teacher sings the song *Violeta de Alma Flor Ada* while students listen and identify words with *va* and *vi*. Students practice decoding with the decodable text *Paseo en bote* during small group and independent practice. Target words included in the text are *bote*, *viento*,

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*barco, Alberto, Valeria, vaciar* and *nerviosa*. Students can build words that they saw in the story using the *Ensalada de sílabas* on the back page of the decodable text. Activity for reviewing in the decodable text tells students to use their words with a partner and take turns using the new words in new sentences.

- In Module 5, Lesson 6, in the *Evaluación de ortografía: Dictado* activity, the teacher reads a word containing the recently practiced spelling pattern, then a sentence using that word to give context. Students encode the isolated words which use the practiced spelling pattern that include *patrulla, libreto, and colibrí*. Some words within the *Dictado* list are also review words, including *examen, Waldo, and wok*, or challenge words *trueque* and *noviembre*. The teacher can collect these *Dictados* to evaluate students' spelling.
- In Module 11, Lesson 1, in order to practice encoding *Hiatos con tilde*, students read a list of spelling words and practice classifying them into columns according to their number of syllables. During the lesson, the teacher explained how to divide an *Hiato* into its syllables. The *Aprende y demuestra* activity on page 295 reinforces the skill. In this activity, students use the spelling words for the week and classify them into groups of two, three, or four syllables. Some of the words include *día, grúa, acentúe, evalúe, and dúo*.

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### Indicator 3.C.4

Materials connect Spanish phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness in Spanish**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the Spanish TEKS.	M
2	Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

### Meets | Score 4/4

The materials meet the criteria for this indicator. Materials connect Spanish phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness in Spanish.

Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the Spanish TEKS. Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes. Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the Spanish TEKS.**

- The program begins with less complex morphology lessons and progresses to more complex objectives throughout the year. In the *secuencia de instrucción*, the table includes a section for *Destrezas fundamentales* which lists the weekly objectives by module and week. Morphological objectives appear in the *Fonética* section for each of the lessons during the twelve modules from less complex skills that include combining, comparing, substituting, dividing, and omitting syllables to more complex skills that include prefixes and suffixes.

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- The scope and sequence in Module 1 begins with the morphemes *-jero/-jera/-jería, -illo/-illa, -able/-ible, -ante, -ero/-era, and -dad*, as well as prefixes *pre-, co-/com-/con-/extra-*, and *i-/in-/im-*. Module 3 includes the prefixes *des-/dis-* and *re-*. In Module 5, the sequence continues with prefixes *pre-* and *in-/im-* and the suffixes *-ción/-sión*. In Module 6, the sequence includes *-on, -ona, -ote, and -ota*. Module 7 includes prefixes *pre-* and *re-* and suffixes *-oso/-osa, -mente, and -dor/-dora*. In Module 8, the sequence includes the prefixes *re-* and *in-* with suffixes *-able, -nte, -eza, and -ible*.
- The materials increase the number of suffixes that are reviewed per lesson. For example, in Module 9, *"Decodificar y leer palabras con los sufijos -dad, -oso, -mente, -ero, -or. Identificar y comprender el significado de los sufijos -dad, -oso, -mente, -ero, -or. Deletrear y escribir palabras con los sufijos -dad, -oso, -mente, -ero, -or. Leer palabras con los sufijos -dad, -oso, -mente, -ero, -or y comprender sus significados."* Module 10 includes the prefixes and suffixes *re-, pre-, des-, dis-* y los sufijos *- extra-, -ar*. Module 12 includes *des-, -mente, -ota, -ita, -osa, and -oso*.

**Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes.**

- Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes. For example, in Module 2, Lesson 8, the materials provide direct instruction on the suffixes *jero, jera, and jería*. The teacher asks, *"¿En qué parte de la palabra encontraremos estas partes de palabras?"* Students respond that these word parts would be found at the end of a word. The teacher explains, *"-jero es un sufijo: una partecita que se puede agregar al final para indicar que una persona es o hace algo."* The teacher uses the word *consejero* as an example and explains that it comes from the word *consejo*. The teacher asks, *"¿Qué creen que significa?"* The students reply, *"Un hombre que da consejos."* The teacher says the word *consejera* and asks students to identify the suffix of the word (*-jera*). The teacher asks, *"¿Qué es una consejera?"* Students reply that the word *consejar* is a woman who gives advice.
- In Module 3, Lesson 3, the lesson objective is to compare and decode words with suffixes *-oso, -osa, -ísimo, and -ísima*. The teacher says words that end with *-oso, -osa, -ísimo, and -ísima*. The teacher asks, *"¿En dónde van a aparecer estas partes de palabras, al principio, en el medio o al final?"* The teacher follows the script and says, *"Escuchen la palabra: cariñoso. La palabra termina en -oso. ¿En qué termina?"* The students reply, *"-oso."* The teacher explains, *"Pueden añadir esta partecita de una palabra, que se llama sufijo, al final de una palabra para formar una palabra nueva. Lo mismo sucede con el sufijo -osa."* The teacher asks, *"¿Qué se forma si añado -osa a cariño?"* The students reply, *"cariñosa."* The teacher follows the same process with the word *altísimo*.
- In module 7, Lesson 1, the teacher writes some words on the board with prefixes *pre-* and *re-* and divides the words into syllables. The teacher guides students to identify the suffixes during direct instruction. The teacher says, *"Escuchen estas oraciones: Pepe presintió que vería a Pedro. Esa tarde Pedro lo visitó y pudieron retomar su juego."* The teacher asks, *"¿Qué palabras comienzan con pre- o re-?"* The students reply, *"presintió, retomar."* The teacher writes the words *presintió* and *retomar* on the board and models decoding the words and separating them into syllables. The teacher says, *"Leo presintió y retomar. Las palabras existen y tienen sentido en esta oración, pero voy a ver si las leí bien."* The teacher demonstrates how to clap and divide into syllables and says, *"Damos una palmada al escuchar cada sílaba de la palabra: pre-sin-tió;*



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*re-to-mar. Aplaudan conmigo.*" Students clap with the teacher to divide into syllables *pre-sin-tió* and *re-to-mar*.

Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- The materials provide direct instruction of Spanish morphemes to support decoding, encoding, and reading comprehension. For example, in Module 3, Lesson 13, the lesson is on suffixes *-illo* and *-illa*. The materials have an extension challenge activity. In this activity, students are given a word with the suffix and have to find the root word. The materials explicitly explain the activity. *"¡Desafío! Diga una palabra con los sufijos -illo, -illa y desafíe a los niños a encontrar la palabra base de la que surge."* The teacher says the word *cochinillo*. The students identify that it comes from the root word *cochino*. The teacher guides students to compare and contrast the words for their similar but different meanings.
- In Module 8, Lesson 9, the lesson objective is to identify the meaning of words with suffixes *-able*, *-ible*. The teacher reviews the meaning of suffixes and base words using the *Mostrar y motivar: Vocabulario generativo 8.6* electronic page. The teacher starts by using the word *adorable* on the text and reviews its meaning *gustar muchísimo de algo*. The teacher explains that the suffix *-able* and *-ible* means *que se puede*. The teacher says, *"Sé que -able, -ible significa que tiene la capacidad o la cualidad de. Si algo es adorable, tiene la cualidad de ser adorado."* The teacher continues to model using the rest of the words on the list that include *disponer*, *disponer + ible = disponible* and *agradar, agradecer + able = agradabile*. The teacher puts the word into context by saying the sentence, *El cachorrito es agradable*.
- Module 11, Lesson 11 covers two suffixes: *-mente* and *-dad*. The teacher says the word *feliz* and then the word *felizmente*. The teacher explains, *"Al añadir el sufijo -mente, hemos cambiado el significado de la palabra. Las palabras que terminan en -mente nos dicen de qué manera se hace algo."* The teacher changes the ending to make the word *felicidad* and asks the students to read the word. The teacher says, *"Al añadir el sufijo -dad, hemos formado otra palabra nueva. En esa palabra debemos reemplazar la z por la c y agregar una i antes de agregar la sílaba -dad."* The teacher elaborates, *"Las palabras terminadas en -dad indican una cualidad o un estado."*

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

- Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). For example, in Module 6, Lesson 3, students develop their phonics skills with the *¡Desafío!* activity. The teacher says words and students add suffixes to make new words. The words include *ejemplo, atraer, pisar, conocer, establecer*, and *helar*. Students add the suffixes *-ido* and *-ado*. Students form the words *atraído, atraída, pisado, pisada, conocido, conocida, establecido, establecida, helado, and helada*.
- In Module 6, Lesson 14, the teacher writes the words *volcar, curar, lastimar, tirar, dibujar, cerrar, cortar* and *calentar* on the board. In partners, students practice adding the endings *-ando/-iendo* and *-ado/-ido* to the words to show a developing action and an adjective that can be formed from the verb. The lesson also includes an online activity titled *Vocabulario*



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*generativo: terminaciones -ando/-iendo, -ado/-ido* where the students review the skill learned and practice looking for the appropriate word to complete a sentence. Students are provided with immediate feedback.

- In Module 10, Lesson 6, the lesson objective is to identify words with diphthongs. Lesson materials include a text titled *Corre que te pillo* by Angela Figuera Aymerich. The teacher reads the text aloud, writes the word *hierba* on the board, asks students to read it silently without dividing it into syllables, and then asks them to read it out loud. The teacher says, “*Separemos en sílabas la palabra para comprobar que es una palabra que existe: hier-ba; hierba*. Teacher uses *Tarjetas de sílabas y ortografía* to review additional words like *peine*. *Esta palabra empieza con una sílaba que tiene un diptongo: /ei/*.” The teacher follows the same process with additional words that include *Diego*, *cielo*, *aire*, *ruisenor*, and *se sorprendió*.

**Materials provide a variety of activities that encourage students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or other printed materials).**

- The materials provide a variety of activities for students to decode and encode words with morphemes in isolation and in decodable connected text. The materials include books *Lista de palabras* with word lists for each week and categorized by modules. For example, in Module 5, Lesson 4, in the *Nuestro turno* section, the students practice with the prefixes *pre-*, *in-*, and *im-*. The teacher writes the words *preexistente*, *predecir*, *incapaz*, and *impaciente* on the board. The teacher works with the students to use the words and the prefixes to explain their meaning. The students use the words in sentences. During independent practice, students repeat the practice they shared with the teacher, but this time, students use the words *mortal*, *decir*, *par*, and *ver*. Students add the prefixes *pre-*, *in-*, and *im-*, explain the meaning of the words, and use them in sentences.
- In Module 6, Lesson 3, the lesson objective is to read, combine, decode, and compare words with the suffixes *-ido*, *-ida*, *-ado*, and *-ada*. The lesson includes *página Mostrar y motivar: Combinar y leer 6.2* where students practice the skill of the day using the words *almendra*, *merecido*, *invitado*, and *habilidad* and the decodable text *El libro de la selva* by Rudyard Kipling. As students read, the teacher asks, “*¿En qué se parecen o en qué se diferencian estas palabras?*” Students compare and contrast the words with the suffixes *-ido*, *-ida*, *-ado*, and *-ada*. The lesson also includes the decodable text *El día esperado* to use during small group instruction.
- In Module 7, Lesson 1, the activities allow students to work on the prefix *re-* in isolation. In *Práctica de lectura de palabras completas*, the students look for words that include the prefix *re-*. The teacher writes the words in rows, and students identify the words in each row that have the prefix *re-*. Words include *reposa*, *repasar*, and *reforzar*. Students read the words to themselves before reading them aloud with the class.

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### Indicator 3.D.1

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

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

### Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include embedded modeling and practice with lists of words, decodable phrases, sentences, and Spanish decodable texts within the lessons. For example, in Module 1, Lesson 6, the teacher models reading aloud the poem *Violeta* by Alma Flor Ada before having students look and/or listen for words with /v/. During the *Nuestro turno* part of the lesson, the teacher guides students in reading both isolated words and decodable sentences that include “*La maestra dibujó una línea larguísima en el pizarrón.*” During guided reading, the students practice decoding words with /v/ in a decodable book of animal poems titled *Mi casa: la naturaleza*.
- In Module 2, Lesson 13, the lesson objective is to identify words with syllables *gue*, *gui*, and *güe*, *güi*. The materials for the lesson include *Tarjeta de sílabas y ortografía*. The teacher writes *guitarra* and says, “*Esta palabra empieza con la sílaba /gi/.*” The teacher continues to signal and asks the students to read chorally after them. The teacher shows the card with *cigüeña* and says, “*Esta palabra tiene la sílaba güe en el medio.*” The teacher reminds students that when there are two dots over the letter *u*, it is pronounced the same way as in the word *cigüeña*. The teacher extends and says, “*Si no están los dos puntitos, no la pronunciamos, como en guitarra.*” The students practice decoding words in an electronic text titled *Mostrar y motivar: Combinar y*

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leer 2.7. The materials include the words *gala*, *guia*, *magó*, and *ahora*, and the sentence, “*La gaviota llena su barriga con peces del mar.*” Students read the text aloud to the teacher. The teacher asks, “*¿En qué se parecen o se diferencian algunas de estas palabras?*”

- In Module 7, Lesson 1, the lesson objective is to identify words with prefixes *pre-* and *re-*. The teacher uses the poem titled *La Paloma* from the lesson guide to introduce the concept. After the teacher reads the text, the teacher writes the word *reposa*. The teacher asks students to read the word silently and out loud. The teacher says, “*Separemos en sílabas la palabra para comprobar que es una palabra que existe: re-po-sa reposa.*” The teacher re-reads the text and tells students to focus on the word *presiente*. The teacher re-reads the text and tells students to raise one hand if they hear words with the prefix *re-*. The words include *reposa*, *refinado*, and *recoge*. Students raise two hands if they hear words with the prefix *pre-*. The words include *prepara* and *presiente*. After instruction on how to identify words with prefixes *pre-* and *re-*, the students locate and read words independently that include *prejuicio*, *realtor*, *previo*, and *revolver*.

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

- The materials provide practice activities for word reading fluency in whole group, small group, partners, and independently. For example, in Module 1, Lesson 6, the students work with a partner on word reading fluency. The students work with a partner to read a word list and complete a sort of words with /v/ or /b/. The words include *favor*, *verdadero*, *bisonte*, and *cabaña*. Students work together and repeat the classifying activity using *las Tarjetas de palabras de ortografía* from the *Página imprimible: Lista de palabras 2*.
- In Module 3, Lesson 1, the students work independently with word lists, decodable phrases/sentences, and decodable texts. The students work independently to read and sort words in isolation and in decodable sentences. On the *Aprende y demuestra* workbook page, students read short sentences (such as “*Pepe disfruta en el jardín.*”) and complete them with words from a word bank that includes *cabeza*, *cantar*, *gustar*, *ratón*, and *sapo*. Students read a list of spelling words with letters c, s, and z and sort them by the letters they contain. These words include *casado*, *seda*, *sillon*, *galan*, and *hoguera*.
- In Module 8, Lesson 9, in the *vocabulario generativo*, the teacher defines the words with suffixes *-able* and *-ible* during whole group instruction. The teacher reviews suffixes and base words with the word *adorable*. The teacher says that the base word is *adorar* and defines it as *gustar muchísimo de algo*. The teacher reviews the meaning of both suffixes and says, “*Sé que -able, -ible significa que tiene la capacidad o la cualidad de. Si algo es adorable, tiene la cualidad de ser adorado.*” The teacher continues with a list of words that includes *disponer + ible = disponible* and *acceder + ible = accesible*. During the independent portion of the lesson, students work with a partner to add the appropriate suffix to the words *mover* and *imitar*. Students discuss and decide on the meaning of the word. The teacher encourages the use of a dictionary if they are unsure. The students transition into independent practice on a page from the *Aprende y demuestra* workbook to practice using suffixes *-able* and *-ible*.

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## Spanish Phonics Program Summary

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

- The materials provide a variety of grade-level authentic Spanish decodable texts that are aligned to the phonics scope and sequence. For example, in Module 3, Lesson 1, the teacher uses the decodable text *Cazadores Nocturnos* to reinforce how to read and decode words that include syllables with *ay*, *oy*, *ey*, and *uy*. The students read the decodable text during small group instruction or during independent practice.
- In Module 2, Lessons 13 and 14, the students read the two decodable texts (*En busca del charco perdido* and *Observar el arte*) to practice the sound-spelling patterns with words that have the syllables *gue*, *gui*, *güe*, and *güi*.
- In Module 5, Lesson 6, the teacher reads the text *Pulpo* by Alma Flor Ada to introduce the concept of working with syllables with *tr* and *br*. The students practice reading words with *tr* and *br* in the connected decodable text *Operación mudanza: ¡Manos a la obra!*
- In Module 10, Lesson 11, the students compare and decode syllables with prefixes *des-* and *dis-*. Students practice reading words that include *albahaca*, *toalla*, *desorden*, and *arduo*. The students read the connected decodable text *La versión de papá*, which emphasizes syllables with the prefixes *des-* and *dis-* and sentences such as “*La tía Julia era muy aventurera y le encantaban los deportes extremos.*”

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## Spanish Phonics Program Summary

### Indicator 4.1

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of Spanish diagnostic tools that are developmentally appropriate for Spanish readers. The materials include *evaluaciones iniciales*, a resource offered at the beginning of the year to identify the skills the students bring to the new grade level. For example, *Evaluaciones para verificar el progreso* is a tool that helps teachers gauge progress and identify if an intervention is needed. This tool contains 15 forms titled *Inventario de la Conciencia Fonológica*. The forms evaluate an array of skills, including segmenting syllables, identifying letters, letter-sound agreement, beginning sounds, and words in spoken sentences. The *Week at a Glance* section in the Teacher's Guide contains the link to the *Weekly Module Evaluations*, including a section to assess fundamental skills progress according to the content delivered in the program. This resource has a section with general instructions for the teacher to apply the evaluations, including how to grade and interpret the results.
- Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso.* *Evaluaciones de progreso* includes diagnostic evaluations and guides the teacher on how to evaluate the progress of the students throughout the school year. Some of the evaluation tools included in the booklet are *Separar sílabas* *Formulario de administración y registro*. The diagnostic tool includes an objective, instructions on how to model the tasks, and sample practice exercises. It also has a script on what the teacher needs to say when administering the evaluation. The teacher says a word and then models how to divide the word into syllables giving claps for each syllable, such as *plaza*, *pla-za* (two claps). "Mírame primero: plaza;" students repeat the word. "Asegúrese de articular cada sílaba con claridad. Plaza tiene dos

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*sílabas.*” The evaluation continues with students dividing syllables independently. The test includes 10 more words, such as *sala*, *eso*, and *guante*. The *Eliminar la sílaba inicial* *Formulario de administración y registro* includes an objective, instructions on how to model the tasks, and sample practice exercises. It also has a script on what the teacher needs to say when administering the evaluation. The teacher says, “*encaja*” and models how to remove the first syllable *en-* to produce a new word *caja*. “*Diga. Escucha esta palabra: encaja. Si quito la primera parte de la palabra, la sílaba en, la nueva palabra es caja.*” The evaluation continues with students removing syllables independently. The test includes 10 more words, such as *anota* (*a*) *nota* 2. *mente* (*men*) *te*.

- In Module 7, Lesson 15, materials include a *Teacher’s Choice* section, which tells the teacher that in Lessons 11-14, the students formed new words with suffixes *-sion* and *-cion* and have produced rhymes with augmentatives. Materials include a formative assessment titled *Página imprimible: Conciencia Fonológica 21* to help teachers see where students may benefit from additional support. The worksheet includes an area for substituting sounds and syllables with suffixes *-sion* and *-cion*. It asks students to read and listen to the final sound of the words and circle the part that is being substituted with the suffix *-sion* or *-cion* (i.e. *decidir/decision*, *conversar/conversacion*, *divertir/diversion*). The other selection focuses on producing rhymes. This section includes lists of words (i.e., *huevo*, *carta*, *raton*, *tortugon*), and students circle the rhyming ones.

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

- Materials in the second grade modules include a Teacher’s Guide for administration and grading, *Guías para la administración y calificación*, which is divided into different sections: general guidance for administration, general instructions, and administration and grading of evaluations. Each section has a set of instructions on how to administer the assessment. Information includes considerations and instructions for each section of the diagnostics focused on reading fluency and comprehension.
- The *Aislar el sonido inicial* *Formulario de administración y registro* included in *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso. Evaluaciones de progreso* is a tool to evaluate if the students can identify the initial sound in a word. The script in the demonstration part (*Demonstración*) of the test guides the teacher to say, “*nariz*” and say that the beginning sound is */n/*. In the example part (*Ejemplo*) of the test, the teacher guides the students to do it. The materials provide scripts with directions and questions to ask the students to identify the beginning sound of *mono*. “*Luego diga: Escucha otra palabra. Esta vez dime tú cuál es el primer sonido. Escucha con atención: mono. ¿Cuál es el primer sonido de mono? Haga una pausa y espera a que el niño responda. (/m/) Tienes razón. /m/ es el primer sonido de mono.*” It also provides a script for the teacher to demonstrate the correct answer if the student is unable to produce a rhyming word. “*Si el niño dice el nombre de la letra, recuérdale que le diga el sonido, no la letra. Acepte el sonido de la letra o los sonidos de la sílaba como correctos.*” Finally, the materials guide the teacher to ask the students to listen for the rest of the word in a group and identify the beginning sounds of the words. “*Luego diga: Ahora escucha más palabras. Dime el primer sonido que oyes en cada palabra.*” Some of the words included 1. *bebé* */b/* o *be* 2. *foca* */f/* o *fo*.
- The materials include guidance to help the teacher accurately administer the assessment. In

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Module 12, Lesson 6, the Teacher's Guide has specific instruction for administering a spelling pretest before the *Dictado* ("*Lea la primera Palabra de ortografía y la primera Oración para dictado. Repita la palabra mientras los niños la escriben. Escriba la palabra y pida a los niños que corrijan la que escribieron si es necesario. Repita con las palabras 2 a 10 y con las Palabras de repaso*"). In the same lesson, the Teacher's Guide explains how the teacher will proceed after seeing the students' performance on the pretest: "*Asigne las Palabras básicas y de repaso según sea necesario para la práctica de esta semana. Si los niños realizan correctamente la prueba preliminar, asígneles las Palabras avanzadas.*" The teacher uses this information to guide spelling practice until the *Dictado* activity is done as an assessment.

- *Evaluaciones de diagnóstico* includes tests with consistent instructions, including an inventory of phonological awareness (substituting syllables). The teacher says, "*Voy a decir una palabra. Quiero que quites la primera parte, o sílaba, de la palabra y la cambies por una sílaba nueva. Por ejemplo, si cambio la primera sílaba de la palabra casa a me, la palabra nueva es mesa.*" The teacher then asks students to do a sample one prior to beginning the assessment.

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

- Materials include data-management tools for tracking individual and whole-class student progress. For example, *Formularios de registro globales* is a set of data tracking tools used to keep individual and class trackers about student progress in items, such as identifying high-frequency words, identifying multisyllabic words, oral fluency, and comprehension.
- *Assessment and Differentiation* includes different data reports when students take the weekly and module assessments online. The *Assessment Report* allows the teacher to view class scores for each assessment and analyze student proficiency data. The *Standards Report* allows teachers to follow students' progress in standards proficiency and access resources that support those skills.
- The materials include data management tools (digital and/or hard copy) to enable teachers to document individual and whole-class data regarding progress on taught Spanish phonological awareness and phonics skills. For example, in Module 8, Lesson 5, the materials have an *Evaluación de ortografía* after students complete a *Dictado*. The teacher uses the data from the *dictado* to measure students' progress.
- The data management tools help teachers understand the data and how to use it to track student progress. For example, in Module 8, Lesson 5, the materials have a printable page titled *Página imprimible: Conciencia Fonológica 22*. The teacher uses the data from this page to reinforce the skill as needed. The teacher follows the steps to clear misunderstandings: "*Identificar la sílaba tónica Pida a los niños que encierren en un círculo los dibujos que representan palabras que tienen la sílaba tónica al final: crayón, iglú, tiburón, delfín. Comparar sílabas finales Lea las tres palabras de cada fila y pida a los niños que encierren en un círculo las dos que tienen sílabas finales similares: 3. pasará, amará; 4. comí, temí; 5. saltó, intentó.*"



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## Spanish Phonics Program Summary

### Indicator 4.2

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools that routinely and systematically assess student's acquisition of grade-level skills. For example, the teacher has weekly assessments to monitor progress. In the *Versión imprimible: Evaluación de la semana* assessments, the teacher can use the weekly assessment to monitor student mastery of the TEKS taught during that week. The Weekly Assessments Answer Keys provide the correct answers for the items on each assessment. For example, assessments are aligned to skills, such as *Standards: 2.11.D.iii, singular, plural, common, and proper nouns, including gender-specific articles; 2.3.C use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words; 2.3.B, use context within and beyond a sentence to determine the meaning of unfamiliar words; 2.10.A, discuss the author's purpose for writing text; 2.3.D, identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.*
- The Assessment and Differentiation booklet explains which assessments or evaluations track progress throughout the year and gives a suggested timeline to administer assessments and monitor children's learning over the course of the school year. For example, the evaluation page includes a timeline divided by Modules 1-4 included in the BOY bracket, Modules 5-8 included in the MOY bracket, and Modules 9-12 included in the EOY bracket. The teacher can track data from quizzes, weekly assessments, module assessments, intervention assessments, and benchmarks.
- Under the *Guías para administración y calificación*, the materials assess the student on *Fluidez de la lectura oral*. The assessment provides systematic and accurate measurements of fluency acquisition for first grade through sixth grade. During the assessment, the teacher states, "Lee el

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*siguiente pasaje en voz alta lo mejor que puedas. No puedo ayudarte. Si que si hay una palabra que nos sabes, haz lo mejor que puedas.*” If the student stops on a word and does not continue after 5 seconds, the teacher encourages the student to continue reading by saying, “*Por favor, intenta seguir.*” The teacher marks all words read wrong, all words omitted, all added words, and an autocorrection is marked (AC). For second grade, the objective is to have 60-84 correct words per minute by the end of the year. The materials instruct the teacher to adapt the values for other times of the year. The materials do not state how the objective should be adapted.

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

- The materials include recommendations for assessing students with formal progress monitoring measures at least three times in a school year. The materials include an assessment that is meant to be administered during BOY, MOY, and EOY. The assessments are under the *Resources* section by the *Component* tab *Medida de crecimiento de la lectura, Grado 2*.
- The materials include a booklet titled *Guías para la administración y calificación*. The booklet includes suggestions on the setting and materials needed for the evaluation. The teacher determines the scores and calculates the PCPM in Spanish (or the number of correct WPM in English). The materials include a rubric to compare correct WPM by grade level in three different parts of the school year: beginning, middle, and end. It has guidance on how to interpret the results and suggestions on how to adjust teaching, such as identifying growth areas that the student needs to work on and giving extra practice. The materials also suggest reading independently to improve fluency.
- In the *Components* section, *Versión imprimible: Puntos de referencia: Guía de evaluación* is a progress monitoring tool that has different levels ranging from Level A to Level N. The purpose of this *Benchmark Evaluation Guide* is to include administration prompts, a reading accuracy check, comprehension checks, a retelling assessment, and scoring and leveling guides.
- In the *Assessment and Differentiation* handout, *Screening* assessment, the materials provide guidance to start screening at the beginning of the year. The beginning-of-year assessment in second grade assesses word identification and oral reading fluency. Under the *Progress Monitoring* assessment, the materials provide guidance to do the screening every two weeks as needed.

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### Indicator 4.3

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials support teachers' analysis of diagnostic data to inform responses to individual students' strengths and needs. The assessment tool produces data that is easily analyzed and interpreted. For example, in the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación*, the materials include an objective or benchmark score for each skill. The teacher refers to the *Objetivo* chart to see what would be considered mastery for the different skills of the test. For example, in the *Identificar palabras* part of the test, the chart shows that at the beginning of the year, a second grader should be able to correctly identify 8-10 words.
- The materials provide a guide for administration and scoring *Guías para la administración y calificación*. The guides give specific details on how to administer, score, and analyze data to inform response to individual students' strengths and needs. The table lists student expectations for the beginning of the year versus the middle of the year and end of the year in the areas of identifying words (*comienzo del año 8 de 10 correctas*) and fluency PCPM (objective 26-45 BOY, 49-71 MOY, and 60-84 EOY words per minute). The data helps teachers identify students' areas of strength and identify at-risk students. The materials include a diagnostic tool and instructions called *Evaluaciones para la intervención*; the information in this evaluation guide supports teacher analysis by informing the teacher of the diagnostic and progress of the students who are at risk.
- The assessment tools produce data reports that guide instruction and facilitate tracking of student progress toward skill mastery. In the *Recomendaciones para la enseñanza basada en los*

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*datos* document, suggestions are included for where to find intervention activities based on student needs. For example, the guide suggests if a student scores below the benchmark objective in identifying words, the teacher will focus on teaching skills where the student needs support. The resources can be found in the *lecciones del Taller de destrezas fundamentales y estudio de palabras: Fonética y decodificación*.

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

- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. For example, materials include *Recomendaciones para la enseñanza basada en los datos* section that contains detailed recommendations for differentiated instruction based on student data. The guide includes explicit instructions and details to determine the steps in targeted areas, such as identifying words and fluency. The teacher interprets data from assessments and determines the focus for the differentiation during the *Taller de destrezas fundamentales y estudio de palabras: Fonética y decodificación* or *Fluidez de la lectura oral* section. The teacher focuses on small group differentiation and progress monitoring in the areas of need for the students who scored below benchmark in the initial assessment. The guidance is based on data from the *Evaluaciones para verificar el progreso: Grado 2: Formularios 1 a 18* section. The intervention includes fluency probes for students to read. The teacher gathers data on words per minute to create a differentiated plan of instruction during lessons based on data and grade-level objectives.
- The data-management tools allow teachers to organize student data to differentiate phonics instruction according to assessment results. The materials include *Formularios de registro globales* for teachers to organize student data from the *Evaluaciones de diagnóstico*. There is space to record their score in each phonics skill, what the objective score is, and a place to denote whether the student met the goal or needs intervention.
- The materials offer online reports for assessments taken online. According to the descriptions of these reports in the guided principles and strategies - *GPS* materials, the reports offer a view of skills evaluated for the teacher to determine priorities and use in decision-making for grouping and targeted instruction. The reports provide information as a class, individual students, standards, and growth. For example, the weekly assessments in grade 2 test reading and writing.
- The materials include teacher guidance for differentiating instruction based on the students' understanding of specific phonological awareness or phonics skills. In the *Recomendaciones para la enseñanza basada en los datos* document, if students score below the benchmark in the *Identificar palabras* section, the teacher provides scaffolds for that skill. The teacher implements support that includes small groups and strategic intervention for students to achieve knowledge of the targeted skill.

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

- Materials include a variety of Spanish resources that align to data, allowing teachers to plan different activities in response to student data. For example, in Module 3, Lesson 14, the

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teacher uses a decodable text called *Personas que ayudan* to work with a specific group of students that need additional review or reinforcement on how to read and decode words with suffixes *-illo* and *-illa*. The Teacher's Guide provides instructions and guidance to use additional sources. The resources include a script for small group lessons, additional routine instructions, and options like working with letter cards and/or a page with a list of words that include *bate*, *bebe*, and *donas*.

- In Module 7, Lesson 15, in the *Teacher's Choice* section in Lessons 11-14, the students form new words with suffixes *-sion* and *-cion* and produce rhymes with augmentatives. The materials include a worksheet which is a formative assessment (*Página imprimible: Conciencia Fonologica 21*). The worksheet helps teachers see where students may benefit from additional support and includes an area for substituting sounds and syllables with suffixes *-sion* and *-cion*. The teacher asks students to read and listen to the final sound of the words and circle the part that is being substituted with the suffix *-sion* or *-cion*. (i.e. *decidir/decision*, *conversar/conversacion*, *divertir/diversion*). The materials provide a selection that focuses on producing rhymes. This section includes lists of words (i.e., *huevo*, *carta*, *raton*, *tortugon*) where students have to circle rhyming words.
- In the *Recomendaciones para la enseñanza basada en los datos* document, the materials provide specific suggestions for intervention activities based on student needs. Teachers are guided to look within the *Taller de destrezas fundamentales y estudio de palabras*. In this section, the supplemental activities are the ones that correspond to the *¡Arriba la Lectura!* modules. For example, if students struggle with *Conciencia Fonologica: Distinguir sonidos iniciales, del medio y finales*, there is a reinforcement activity that corresponds with the lessons taught during Module 3.

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## Spanish Phonics Program Summary

### Indicator 5.1

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. For example, in Module 3, Lesson 4, students review how to read, combine, decode, and compare words with the syllables that have *c, s, z /s/* and suffixes *-oso, -osa, -ísimo, -ísima*. Students practice reading words that include *furioso, llorosa, cigarra, bostezo*, and sentences (such as “*Sole jugó con Ceci y Rosa se puso celosa*”). The teacher provides small group scaffolded support for targeted students. Scaffolded lessons include a choice of two small group lessons. The first lesson focuses on reading the decodable text *El rey quejoso*, which includes words with syllables from the lesson and focuses on rereading, fluency, and comprehension. The second option is for the teacher to read the decodable text *El rey quejoso* with students and use one of the three activities before, during, or after the reread of the text. Options include connecting the use of high-frequency words, using cut-out cards with a focused list of words that students use to read and decode, and an additional activity connecting writing and letter formation.
- In Module 7, Lesson 13, students learn to read words with augmentatives. Students practice reading words that include *invasión, grandote, gatico, ladrillo*, and sentences (such as “*El plato principal es un pavo grandote que se acompaña con un tazón de salsa y un plato de verduras*”). The teacher provides small group scaffolded support for targeted students using a follow-up lesson. Scaffolded lessons include a choice of two small group lessons. The first lesson focuses on reading the decodable text *El hipojonte* which includes words with syllables from the lesson

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and focuses on rereading, fluency, and comprehension. The second option is for the teacher to read with students the decodable text *El hipojonte* and use one of the three activities before, during, or after the reread of the text. Options include connecting the use of words focused on suffixes *-sion*, *-cion* and writing words they find, using letter cards to show students how to build the word *confusión* and then having students practice building the words *opción*, *función*, and *infusión*.

- In Module 10, Lesson 14, in *corregir y encauzar*, if the students make mistakes identifying words that rhyme, the teacher practices with other words. The teacher tells students to pay attention to the end of the words and asks students to repeat them. The words include *peluquín*, *calabacín*, *violín*, and *calcetín*.

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

- Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational Spanish phonics skills. For example, materials provided in the first grade modules include a document called *Assessment and Differentiation*. The document includes a section titled *Meeting the Needs of Accelerated Learners*, which guides teachers on how to work with students. The document guides the teacher to the portion of the lesson called *Reinforce ideas and support* in each module. Options for acceleration during each lesson include the use of Rigby leveled texts which can be assigned along with a specific skill or objective depending on the students' level. Additional options include Tabletop Minilessons and Inquiry and Research Projects.
- In Module 4, Lesson 10, in *Opciones para el trabajo independiente y colaborativo*, in the *práctica adicional de las destrezas* activity, the students engage in an extension activity to practice previously learned Spanish phonics skill syllables. Students read each inverted word and circle it if the correct word is formed by inverting the syllables. The words include *hielo*, *hueso*, and *huella*.
- In Module 9, Lesson 1, in *Opciones para el trabajo independiente y colaborativo*, additional activities for students to do based on mastery level are listed. In the *práctica adicional de las destrezas* activity, the students complete sentences with the words from the box. The words include *contar*, *dice*, *historia*, *maestra*, and *muñeco*. Samples sentences include “La \_\_\_\_ nos está enseñando los números;” and “La \_\_\_\_ de hoy es muy divertida.”

**Materials provide enrichment activities for all levels of learners.**

- Materials provide enrichment activities for all levels of learners. For example, in Module 4, there is a section titled *a los centros de lectoescritura*. This section includes suggestions and activities in which students can apply skills independently and play games. The section is divided into *rincón de la lectura*, activities related to reading; *trabajo con palabras*, word work; *rincón de la escritura*, writing; *rincón de la creatividad*, creativity; and *estación digital*, technology station. Each section includes different activities/games that all learners can engage in. In the creativity section, students engage in reader's theater to assign roles and write missing parts; they practice and read the script out loud. In the digital activity section, learners can practice listening and reading the digital book *Ricitos de Oro y los tres dinosaurios* or a leveled choice



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text, and they can practice asking questions or making a brief summary of the text.

- In Module 8, there is a section titled *a los centros de lectoescritura*. This section includes suggestions and activities in which students can apply skills independently and play games. The section is divided into *rincón de la lectura*, activities related to reading; *trabajo con palabras*, word work; *rincón de la escritura*, writing; *rincón de la creatividad*, creativity; and *estación digital*, technology station. Each section includes different activities/games that all learners can engage in. For example, in the group work activity, learners work on an investigation project based on how plants grow in different environments. In the digital activity, students can listen to and read the digital text *De semilla a pino: El ciclo de vida* or a leveled text of their choice and practice asking questions or writing a brief summary.
- In Module 9, there is a section titled *a los centros de lectoescritura*. This section includes suggestions and activities in which students can apply skills independently and play games. The section is divided into *rincón de la lectura*, activities related to reading; *trabajo con palabras*, word work; *rincón de la escritura*, writing; *rincón de la creatividad*, creativity; and *estación digital*, technology station. Each section includes different activities/games that all learners can engage in. For example, in the group work activity, learners work on an investigation project based on how plants grow in different environments. In the digital activity, students can listen to and read the digital text *Temporada de arandanos* or a leveled text of their choice and practice asking questions or writing a brief summary.

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### Indicator 5.2

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

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

### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional approaches that include the use of visuals in print, tables to organize phonetic patterns, and poems and songs to engage students in mastery of the Spanish foundational literacy skills. For example, in Module 3, Lesson 1, the phonological awareness section provides guidance to teach students how to identify the location of a sound. The teacher uses image cards for the words *sol*, *oso*, and *pez*. The teacher says the words one at a time. Students identify if they hear /s/ at the beginning, middle, or end of the word. The teacher draws a table with three columns: initial, middle, and final. The students work in groups to sort additional image cards that include *azul*, *cactus*, *cepillo*, *cigüeña*, *doce*, and *llaves*.
- In Module 7, Lesson 11, the phonics lesson includes the poem *La imitación* to introduce the suffixes *-sion*, and *-cion*. The teacher reads the poem aloud and writes the word *impresión* on the board. The students read the word silently and then aloud. The students divide the word into syllables: *im-pre-sión*. The teacher rereads the poem aloud. Students raise their hand when they hear other words with suffixes *-sion* and *-cion*. The words include *imitación*, *compasión*, *decisión*, *confesión*, and *emoción*.
- In Module 8, Lesson 1 includes a song titled *El ratón botón*. The teacher reads the song and asks the students to separate the word *ratón* into syllables *ra-tón*. The teacher reads the song again. Students raise their hands if they hear words with the *sílaba tónica* at the end.

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

- Materials support a variety of instructional settings that include whole group, partner practice,

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and independent practice. For example, in Module 1, Lesson 6 includes a student decodable book titled *Paseo en bote*. The teacher assigns the decodable book during small group instruction. Students reread the book during independent practice. The students decode the connected text to practice blending syllables with *v*, *b*, */b/*.

- In Module 5, phonological awareness Lesson 1, the teacher uses image cards during whole group instruction to show students how to omit sounds to build new words. The teacher shows the image cards *clavo*, *mundo*, and *pasto*. The students identify the images. The teacher shows the first image of a *clavo*. The students separate the word into syllables *cla-vo*. The students identify that the word has five letters. The teacher asks students to remove the */c/* from the word *clavo*. Students identify the word that remains (*lavo*). The teacher repeats the process to remove the */n/* from *mundo* to form *mudo*, and remove the */s/* from *pasto* to form *pato*.
- In Module 10, Lesson 13, the students work in the whole group, in pairs, and independently to develop reading fluency. Students work in the whole group to listen to the teacher model rate with the text *Lo que nos contaron sobre papá*. The teacher models reading the text at a quick rate, a very slow rate, and the third time with proper rate and prosody. The teacher emphasizes the differences between the three models. The students read chorally with the teacher to practice reading with proper rate and prosody. Students work in pairs to reread the story to each other. Students read the story a third time independently.

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### Indicator 5.3

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

1	Materials identify or provide information about the bilingual or dual language program model for which the curriculum is intended.	M
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### Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials identify and provide information about the curriculum that supports the one-way and two-way dual language program models. Transitional programs are not included in the guidance. For example, the materials include a *Dual Language Implementation Guide* that is divided into two parts: *Parte 1: La adquisición del lenguaje en contextos bilingües* and *Parte 2: Planificar para el Grado 3*. In Part 1 of the document for language acquisition, the material includes information about the one-way dual language program model and the two-way dual language program model. The materials also include an overview of the 50:50 model, 90:10 model, heritage programs, and immersion programs, and it highlights different features to assist students who are learning Spanish as their second language as well as students who are learning English as a second language. Part 2 of the document lists all modules and the corresponding pages that address strategies to plan for a lesson and strategies on bilingual classroom management.
- Each module includes a component called *Desarrollo del lenguaje en español*. In Module 3, Lesson 1, the guide includes the section titled *Dual Language Settings* under phonics. The teacher supports students who are learning Spanish as a second language. The lesson includes an audio *pronunciation* of the syllables *sa, se, si so, su, ce, ci, za, ze, zi, so, and zu*. The teacher shows the syllable cards. Students repeat the words chorally.
- In Module 7, Lesson 11, the *Dual Language Settings* section includes additional information about developing vocabulary in Spanish. The guide includes tips and questions for the teacher to ask students in order to enhance their vocabulary. The teacher asks questions related to picture cards that include “¿Qué es este aparato?” and “¿Les gusta ver televisión?”

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### Indicator 6.1

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

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

### Not Scored

Materials provide guidance on fostering connections between home and school.

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

Evidence includes but is not limited to:

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

- Materials inform families about the program and provide suggestions in English and Spanish for how they can help support student progress and achievement.
- In Module 3, the Teacher's Guide includes a section called *¡Adelante con el módulo!* The module has a section that helps to connect with families and shows how they can support the students with the module. The resources in the section include a printable family letter that tells families what the students will be learning for the next weeks and includes suggestions on how to help students practice the skill at home. For example, suggestions include for students and families to create new words using suffixes *-oso*, *-osa*, *-ísimo*, and *-ísima*.
- The materials include online materials, such as the Rigby library and the *Mi Libro* student book that can be accessed from home using an internet connection.

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

- Materials provide specific strategies and activities for families to use at home to support students' learning and development of Spanish skills. The Teacher's Guide includes a section called *Relacionarse con las familias* (connecting with families). For example, in Module 5, the materials provide a *Carta para la familia: Toma la iniciativa*. The *Carta para la familia* tells parents that the topic for Module 5 is about the characteristics of good leaders and leaders in the community. The letter explains that students will write a personal essay about what makes them unique. The letter includes a tip for parents that ask them to work with their children. The

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letter also includes important words to practice at home, such as *admirar*, *inspirar*, and *pionero*. It suggests that parents set time aside to read on a daily basis, and it also suggests the types of books that they can read together. Finally, the letter provides three word games, one for each week, to develop reading skills. For example, in the first game (*Semana 1: ¡Contra el reloj!*), the students write all the words that start with *cc* that they can think of in 1 minute.

- In Module 7, The resources in the section include a printable family letter that tells families what the students will be learning and includes suggestions on how to help students practice skills at home with word games. Directions tell families to write and read out loud words that have the sound of the letter *z*, like *caza*, *sumo*, and *pozo*, and, when possible, also include */s/*.
- In Module 11, *Estudio del genero: No ficcion* follows the same pattern as the other module letters. It has the general introduction to the module, a *Growth Mindset* section, *Lecturas recomendadas*, *Leamos juntos*, and *Juegos de Palabras*. Some recommendations for the parents include book suggestions to read and discuss, finding words related to text organization, finding the author's opinion on a text, and making and confirming predictions. In *Juegos de palabras*, parents can motivate the child to create lists of words with *ie/io*; *ai/ei* combinations and play hangman using the words containing *sc*.

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

- Materials for grade 2 include a Teacher's Guide to contact families and the community in an online supplement called *GPS (Guiding Principles and Strategies)*. The guide in English presents most of the information on how these connections work and what materials are available. The guide in Spanish, *Conectarse con las familias y la comunidad*, is shorter and differs from the one provided in English.
- In Module 8, the materials include a section called *Relacionarse con las familias* (connecting with families). Resources in the section include printables in the *Mi caja de herramientas lingüísticas* (toolkit) that has additional resources for families to continue to work with their child playing word detectives and using phonetic skills learned during the module. In addition, this document includes rubrics for the teacher to communicate students' progress to parents on the students' biliteracy skills.
- Resources available in grade 2 are letters to the families, access to online books, and *Student Growth Reports*.

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### Indicator 6.2

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

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

### Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials also support and enhance virtual and in-person instruction. Digital materials enhance student learning without being distracting or chaotic.

Evidence includes but is not limited to:

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

- The digital materials are accessible and compatible with multiple operating systems and devices. For example, the grade 2 resources include a digital component called *HMH Ed Platform*, which includes digital materials for teachers and students. The *HMH Ed: Teacher Help* document includes information about accessibility and compatibility with the different operating systems that include Chrome, Windows, and iOS.
- In the *Professional Learning Guide*, the material includes resources that are accessible through print, digital, and downloadable and editable PDF resources such as sound spelling cards, Picture, Letter, and High-Frequency Word Cards, Module posters, etc.
- Information on those links declare that operating systems supported are iOS12.4,13 - Android 0,10, Chrome OS 82, 83 - MacOS 10.14,10.15 - and Windows 10. For Chromebooks, it recommends the Android version.

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

- The digital materials support and enhance virtual and in-person instruction. The grade 2 resources include a digital component called *HMH Ed Platform*, which includes digital materials for students to use during virtual and in-person instruction. For example, the program provides a 5-page Resource Overview, *Inicio rápido*, that serves as a guide to finding the components and the formats included in *Arriba la Lectura*. Information in the document includes if a determined resource can be found online, if it is printable, assignable online, or if it contains audio/video. The materials have the possibility to be assigned or shared in Google classroom.
- In Module 4, in *Vistazo a la semana*, the materials include digital texts in the workstations section, which allows students to access digital texts aligned to the module.
- In Module 5, one of the centers suggested for independent student practice is the *Estacion digital*. Students have a choice of listening to the digital book titled *Semilla a semilla: La leyenda*



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y el legado de John Appleseed Chapman or reading a leveled book from the digital Rigby library. Next, they have to write about what they heard, create a summary, or ask a question about the text. Students can also access the *Lecturas iniciales* online, which they can use to practice their fundamental skills for the week.

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

- The digital materials enhance student learning and are not distracting or chaotic. The digital materials included in *HMH EdPlatform* include a help guide for students with detailed instructions about how to access resources in the program. It has a step-by-step guide that shows students how to access texts and digital assignments and navigate the system.
- The materials for grade 2 include interactive digital materials such as el *Tablero para formar palabras*, which supports student learning in a controlled, expandable interactive panel to form single and multisyllabic words by choosing specific syllables. The program provides students with lessons to learn about the use of digital tools. Students have digital access to a variety of fiction and non-fiction books.
- The materials include a *Práctica interactiva de vocabulario Estrategia de vocabulario: Sinónimos in*, where students go through some slides that explain synonyms. In the next part of the activity, the students click on the words to see two of the synonyms of the words, such as *grande*, *extenso*, and *amplio*. Finally, the students match words that are synonyms, such as *cansado*- *fatigado*.
- In Module 7, students have the option of reading a digital text which is located under the *centros de lectoescritura* in the digital station.