

Houghton-Mifflin Harcourt Grade 3 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. The materials vertically align with progression of skill development in Spanish from year to year. Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single syllable words before multisyllabic words).

Evidence includes but is not limited to:

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

- Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The 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 *Decodificar* sequence is the *Sílabas abiertas* and *patrón CV* TEKS 3.2A(ii). In *Fluidez*, the material objective is precision and autocorrection TEKS 3.4. In week 2, the *Decodificar* sequence is the *Sílabas cerradas* and *patrón CVC* TEKS 3.2A(ii). In *Fluidez*, the material objective is Expression TEKS 3.4. In week 3, the *Decodificar* sequence continues with words with *l, ll y y* TEKS 3.2A(ii), 3.2B(viii). In *Fluidez*, the material objective is rhythm TEKS 3.4.
- In Module 9, week 1, the *Decodificar* sequence is the *suffixes -dad, -oso, -mente, -ero, -or* TEKS 3.2A (vi), TEKS: 3.3C. In *Fluidez*, the material objective is intonation TEKS 3.4. In week 2, the *Decodificar* sequence is the *Diptongos con i y con y* TEKS 3.2A(iv), 3.2B(iii). In *Fluidez*, the material objective is precision and autocorrection TEKS 3.4. In week 3, the *Decodificar* sequence continues with diphthongs with *u* TEKS 3.2A(i), 3.2A(iv), 3.2B(iii). In *Fluidez*, the material objective is rhythm TEKS 3.4.
- The materials include a *Vistazo a la semana* (week at a glance) section at the beginning of each

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module that includes a breakdown of the TEKS and materials and activities covered during each week/lesson. In Unit 4, week 1 *Vistazo a la semana*, the materials include *Decodificar: palabras esdrújulas*. The materials list the correlating TEKS 3.2A(i), 3.2B(ii). The next foundational skill listed is *Ortografía: palabras esdrújulas* the correlating TEKS includes TEKS 3.2A(i), 3.2B(ii). The materials list a decodable text that aligns to that week's phonics patterns: *Expresión - Elegir una carrera*.

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 the beginning of the year modules focusing on where the previous grade level left off. A vertical alignment document that shows the progression of skills from year to year is not evident. For example, materials include a sequence of instruction document that specifies which skills should be mastered at each grade level and in which order. For example, the *decodificar* sequence includes: decoding words with open/closed syllables, *palabras agudas*, *palabras graves*, *palabras esdrújulas*, *palabras graves*, consonant blends, words with prosodic or orthographic accent, words with multiple sound-spelling patterns such as *c, k, q* and *s, z, c, x*, silent *h*, prefixes and suffixes, and fluency.
- In Modules 11 and 12 of the second grade materials, the end-of-the-year focus is on multisyllabic words, *hiatos con tilde*, prefixes, suffixes, common abbreviations, onomatopoeias, and fluency. In Module 1, the third grade materials and modules begin with decoding 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*. In Module 12, the third grade materials and modules end with words with affixes, review of prefixes/suffixes, the spelling of words with diacritical accent and the written accent, and conjugated verb endings. In Module 1, the fourth grade materials and modules begin with reviewing orthographic accent in *palabras agudas*, orthographic accent in *palabras graves*, and blends.
- In second grade, in Module 8, week 1, the students begin learning about *palabras agudas* and continue with *palabras graves y esdrújulas* through Module 9, week 3. In Module 1, weeks 1 and 2, the lessons begin with reviewing *sílabas cerradas y abiertas*. The progression of the lessons review *palabras agudas, graves, and esdrújulas* in Module 3, week 2 through Module 4, week 1. The skills taught in earlier grades continue to build year after year with an increase in depth and difficulty.

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 scope and sequence shows a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words in Spanish throughout the year. In Module 1, the scope and sequence starts with open syllables and pattern CV. In week 2, the skills progress to the CVC pattern. In Module 3, weeks 2-4, the sequence continues with word types *agudas, graves, and esdrújulas*.

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- The third grade materials and lesson objectives in Modules 1-3 begin with reviewing open syllables, CV pattern, closed syllables, CVC pattern, prefixes, and a review of syllables with similar sounds that include *ll, y and ga, gue, gui, go, gu*. The lessons transition into more complex skills like decoding and encoding words with affixes, review of prefixes/suffixes, the spelling of words with the diacritical accent and the written accent, conjugated verb endings through the use of *dictados, fraseo* (fluency text), and decodable texts connected to skills of the week. Modules 1-3 in the fourth grade materials begin with reviewing the last skills introduced in 3rd grade, which include the orthographic accent in *palabras agudas*, orthographic accent in *palabras graves*, and blends.
- In Module 8, Lesson 6, the students decode multisyllabic words with prosodic and orthographic accents and words with prefixes. The words include *reconstruir, increíble, incapaz, reorganización*, and *inactividad*. In Module 10, Lesson 1, the students recognize and decode words with *hiatos* with and without accent marks. The words in this lesson include *museo, panadería, leer*, and *frío*.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- 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, *Sílabas abiertas; patron CV step 1, Presentar la destreza*. The materials guide the teacher on what to say and do to teach students how to divide and recognize open syllables. The teacher divides the word *mesa* into syllables and underlines open syllables. The teacher explains that a consonant-vowel makes an open syllable. The teacher shows that *mesa* has two open syllables. The teacher continues with the words *peso, vino, baño, and solo*. The teacher shows some words, such as *pato, bota, and rana*. The students read the words and sentences and talk about them using the *Decodificar* page sample, “*La pantalla de la lámpara era de papel.*” In step 3, *aplicar*, students work with partners and talk about strategies to identify open syllables.
- In Module 6, Lesson 1, and throughout the materials, each component of the phonics lesson is clearly labeled with the titles *Paso 1, Presentar la Destreza, Paso 2, Práctica guiada, Paso 3, Aplicar*. Each section provides a detailed description of the activity, such as reviewing spelling rules for using the letters *s, c, and z*. In the *Presentar la Destreza* activity, students read and compare words with these syllables on the *Mostrar y motivar: Decodificar* projectable slide during the *Práctica guiada* activity, and independently complete the *Aprende y demuestra* workbook page during the *Aplicar* portion of the lesson.
- In Module 7, Lesson 1, *Palabras compuestas, Paso 1, Presentar la destreza, Palabras compuestas*. The teacher explains that a compound word is made of two words. The teacher explains they can join the two words to make a new one. The teacher divides *rascacielos* into two words by drawing a line and underlining each word. The teacher points to the words and models how to blend them. The teacher continues the routine with other words that include

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medioda, *sacapuntas*, and *picaporte*. In step 2, the teacher writes the word *partipante* and shows how to divide the word into syllables. The teacher asks students to read the words while the teacher points to them. The teacher asks students to count the syllables and say the word. The teacher continues with words that include *madrugar*, *esperanza*, and *meteorito*. In step 2, *práctica guiada*, the students decode the words. In step 3, *aplicar*, students work with a partner and complete a page from *Aprende y demuestra*. The students read sentences, underline compound words, and divide the compound words into two words. An example sentence is, “*La cocina está llena de platos sucios porque el lavaplatos no funciona.*” The students fill in the blank using a word bank. An example is, “*Un ____ meta es el jugador que defiende la portería en el fútbol.*”

- in Module 7, Lesson 4, the teacher projects the *Vocabulario generativo* resource. In the *Paso 1, Presentar la estrategia* portion of the lesson, the teacher explains that a suffix is an added part at the end of a base word that changes the meaning of that word. The teacher explains that in the word *revisión*, the base word is *revisar*, a verb that means to review. The teacher explains that the word *revisión* is a noun, and it means “an observation that is done with caution and attention.” The teacher explains that when they see the suffixes *-ción* and *-sión* in other words, they will know that it is a noun that is related to the base 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 1, Lesson 8, there is a section titled *Corregir y Encausar* after the independent practice. This section gives teachers guidance on what they can do if they see students are not mastering syllable types. The guidance states, “*Si a los estudiantes se les dificulta decodificar palabras con sílabas cerradas, use el modelo a continuación.*” The materials outline detailed steps for correction. The teacher explains, “*Cuando una sílaba comienza con una consonante seguida por vocal y acaba en consonante, decimos que es una sílaba cerrada.*” The teacher demonstrates how to divide the word *colgar* into two syllables and points out that both syllables *col-gar* end in a consonant, which indicates they are both closed syllables. The teacher checks for understanding and asks, “*¿Cuál es el patrón de decodificación que ayuda a dividir esta palabra en sílabas?*” The teacher reinforces and repeats the process with the word *partir*.
- In Module 2, Lesson 1, there is a sidebar titled *Consejos para la enseñanza*. In this lesson, the materials suggest that the teacher pay special attention to words that contain the /r/ *suave* or /d/, as they can easily be confused, like in the word *emparedado*. It suggests that the teacher ask the students to divide the word into syllables and repeat them one by one, paying attention to the *r* and *d* sounds. The teacher is then prompted to repeat the activity with the words *arado* and *querida*.
- In Module 8, Lesson 1, *Conexión con la Enseñanza con grupos pequeños* gives suggestions for additional ways to support teachers in facilitating instruction. The box guides the teacher to reinforce *destrezas fundamentales* using the *página imprimible*. The students use the *Corrección* page to practice writing their spelling words correctly.

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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 11, the students differentiate syllables with *l*, *ll*, and *y*/*ll*/. The teacher shows students a table with words with *l* and *ll* that include words like *mala*, *lave*, *lama*, *malla*, *llave*, and *llama*. The teacher explains that even though *ll* is written as a double *l*, it is pronounced in a different way. The teacher shows students a table with words with *ll* and *y* and reads the word *lluvia* and *yuca*. The teacher asks students if they notice a difference in pronunciation. The words in the chart include *lleno*, *calle*, *pollo*, *yodo*, *coyote*, and *playa*. The teacher points out that many Spanish speakers pronounce the letters *ll* and *y* the same. The teacher reads pairs of words and continues to ask students if they notice a different pronunciation. Students divide words into syllables.
- In Module 2, Lesson 1, under *Decodificar*, the teacher reminds students about *d* and *t* sounds

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and their rule in order to decode unfamiliar words with open syllables with *d* and *t*. The teacher writes the word *diminuto* on the board and underlines the first and fourth syllables. The teacher models decoding the word and continues the process with other words that include *foto*, *doce*, and *taza*. Under the *Ortografía* section, the lesson provides the phonics rule about the letters *d* and *t*. The words in the lesson include *doce*, *taza*, and *vida*.

- In Module 7, Lesson 11, the students recognize and decode words with *h* and *ch*. The teacher reads the word *había* aloud, underlines *h*, and says that the *h* has no sound. The teacher reviews syllables with *h* and shows the words *habitual*, *helado*, *hondo*, and *huevos*. The teacher underlines *h* and says that it is not pronounced in any of those words and makes no sound unless it is preceded by the letter *c*. The teacher shows a table with words that include *humareda*, *inhumano*, *halar*, and *moho*. The teacher points to the word *moho* and says the *h* does not have a sound, and it does not affect the language rules for decoding diphthongs or hiatus, like in the word *ahijado*. The teacher begins to review syllables with *ch* and the word *chaqueta* and states that the only instance the letter *h* is not mute is when it is preceded by the letter *c*.

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

- Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each Spanish phonics skill. For example, in Module 1, Lesson 6 on frequently used words, two routines are used to structure the lesson. The first one, *Palabras de uso frecuente*, begins with students observing the word, speaking the word, and making a movement or gesture to relate to the word, and then the word is taken away. The second routine, *Escribir y revelar*, has the students write the word given to them, show what they wrote, and verify their spelling by comparing it to the *Tarjeta de palabras* where the word is written.
- In Module 3, Lesson 1, the teacher demonstrates how to read words with *sílabas ca, que, qui, co, cu*, and the letter *k* and divide those words into syllables. The teacher shows words and underlines the syllables *ca, que, qui, co, cu*, and the letter *k*. The teacher emphasizes the sound /k/ and shows the words *queso, quilla, cosa, cubo, and kilo*. The teacher underlines the initial syllables *que, qui, co, cu*, and the letter *k* in each word and reads them out loud, emphasizing the sound /k/. The teacher explains that the *u* after *q* is silent. The students read some words and emphasize the sound /k/. The words include *cama, quemar, and quitar*.
- In Module 8, Lesson 1, the routine in the phonics section of the lesson guide is structured with the gradual release of responsibility (divided into *I Do, We Do, and You Do* sections). The teacher demonstrates how to recognize and decode words with syllables with *x*, with the first few words that include *xenofobia, xenon, and xifoideo*. The teacher guides practice for the next few words using the *Mostrar y Motivar: Decodificar* chart that includes words like *boxeo, textual, extranjero, and fax*. During independent practice, the students work independently or with a partner on a page from *Aprende y demuestra* that includes a crossword puzzle with syllables with *x*. Students find ten words with syllables with *x* and circle them. The students find words and write them in the corresponding column at the bottom of the page, which includes three verbs, two occupations, two musical instruments, two body parts, and a person's name. The students are allowed to use a dictionary if they need to.

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

- The materials include specific guidance for providing students with immediate, corrective feedback. For example, in Module 3, Lesson 1, *Corregir y Encauzar*, the materials guide the teacher on what to do if the students fail to decode *palabras compuestas*. The teacher explains how to decode words with /k/. The teacher explains how to read words with *que* and *qui*. The teacher tells students that when they read words with *que* and *qui*, the sound is /k/ because the *u* is silent. The teacher demonstrates how to decode the word *queja*. The teacher explains that the word *queja* is one of the words that are pronounced with the sound /k/, which helps to decode it (*que-ja*). The teacher guides the student to decode the word *calor*. The teacher verifies that the students understood the concept using the word *quinto*. The teacher reinforces the concept using the words *caña*, *quedar*, *quizás*, and *color*.
- In Module 3, Lesson 6, the students recognize and decode words stressed on the last syllable, *palabras agudas*. During the *We Do* portion of the lesson, the teacher shows the *Mostrar y motivar: Decodificar* page and asks students to read the lines out loud. The words include *cajón*, *avión*, *algún*, *volaré*, *sofá*, and *tiburón*. Students identify the accented syllable and determine if it has a written accent mark or not. The teacher asks students to reread words with a partner and challenge each other to write the words correctly and separate them into syllables. The lesson includes a section to help teachers correct and redirect, *Corregir y Encauzar*, for students who have difficulties decoding words. The teacher corrects the error by explaining that when a word ends in *n* or *s*, it has the written accent mark. The teacher models how to decode the word *ratón* using the script from the guide. The students decode additional words like *anais* and *borrar*. The teacher verifies that the students understood by using the word *ganar* and reinforces the concept by repeating the process using the word *jabalí*.
- In Module 7, Lesson 1, the *Corregir y Encauzar* box guides the teacher on what to do if students fail to decode *palabras compuestas*. The teacher defines compound words such as *supermercado*. The teacher says that compound words are made of two words put together. The teacher demonstrates how to combine the two words. The students decode the word *medianoche*. The teacher verifies that the students understood the concept with *limpiabotas*. The teacher asks which short words students recognize in the compound word. The teacher reinforces the concept with the word *buscapies*.

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

- The materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, in Module 1, Lesson 6, the *Ortografía* routine for *Dictado* begins with referring back to the previous phonics objective with 4 review words, *ceño*, *enero*, *rosado*, and *pelota*. The teacher reviews the words using the *Página imprimible: Oraciones para dictado*. The teacher says the word and then the students write the word. The teacher writes the words and waits for students to check their answers. The material includes a suggestion on how to use the review words by using the words as needed. If students do well, they can move on with the advanced words.
- In Module 6, Lesson 1, the students learn how to recognize and decode words with syllables *c*, *s*, and *z*. The teacher shows the words *pasa* and *pieza* and reads them out loud while underlining the syllables *sa* and *za*. The teacher tells students they both have the same sound /sa/ and that

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the *s* and *z* always have the same /s/ sound, whether they are at the beginning, middle, or end of a word. The teacher continues this process of introduction with words with *ce*, *ci* (*ciena*, *ciclo*) and with *sie*, *cie* (*sierra*, *cierra*). The teacher shows a list of words that includes *miras*, *centro*, *maza*, *zurdo*, *asilo*, and *cinco*. The teacher guides students to read the words aloud, emphasizing the syllables with *s*, *c*, or *z*. The teacher reminds the students that in these examples, the *c*, *s*, and *z* produce the same sound. The teacher reminds students that remembering the rule for the sound /s/ will help them decode unfamiliar words with this sound.

- In Module 9, Lesson 6, the routine for *Dictado* begins with working on reviewing words from the *Oraciones para dictado* printable page that include *asiento*, *hoy*, *nieta*, *palacio*, *curiosidad*, and *ciudadanos*. The teacher reads each word out loud while stating the meaning as needed. The teacher reminds the students that the combination of *i* and another vowel forms a diphthong and that the vowels in a diphthong are always pronounced in the same syllable.

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

- The materials include a *Vistazo a la semana* with clear guidance on how to pace each lesson component for each of the foundational literacy skills (*Fonética*, *Conciencia Fonológica*, *Vocabulario*, and *Ortografía*). The materials do not include specific time suggestions for each component of the gradual release model. For example, in Module 2, week 2, *Vistazo a la semana* includes a section with *Tiempos Diarios sugeridos*, which lists the times the teacher will work on each section of the lessons. The suggested times include *Vocabulario* (10-15 minutes), *Taller de lectura* (60 to 85 minutes), *Destrezas fundamentales* (15 to 30 minutes), *Communications* (15 to 30 minutes), and *Taller de escritura* (30 to 45 minutes). In Lesson 6, *Decoding*, there is a clock that indicates 15 minutes next to the title *Sílabas ga, gue, gui, go, gu*. The teacher uses the 15 minutes to go through each of the steps in *Presentar la destreza*, *Práctica guiada*, and *Aplicar*.
- In the decoding section of Module 7, Lesson 6, there is a clock that indicates 15 minutes next to the title *Sílabas con r suave (r intermedia)*. The teacher uses the 15 minutes to go through each of the steps: *Presentar la destreza*, *Práctica guiada*, and *Aplicar*. In *Ortografía Palabras con r suave*, there is a clock that indicates 20 minutes in which the teacher goes through the gradual release model *Presentar las palabras de ortografía*, *Clasificar las palabras*, *Ordenar alfabéticamente*.
- In Module 10, week 1, *Vistazo a la semana sección*, the materials include an outline of the suggested time. The suggested times include *Vocabulario* (10-15 minutes), *Destrezas fundamentales* (15-30 minutes), *Taller de lectura* (60-85 minutes), *Comunicación* (15-30 minutes), *Taller de escritura* (30-45 minutes). In Lesson 3, *Decoding*, there is a clock that indicates 15 minutes next to the title *Hiatos*. The teacher uses the 15 minutes to go through each of the steps (*Reforzar la destreza*, *Práctica guiada*, and *Aplicar*).

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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. Lessons use consistent routines to introduce and review phonics skills that include different modalities. For example, in Module 2, Lesson 2, students read the decodable chapter book *La guerra de la limonada* to apply their understanding of words with the syllables *ca*, *que*, *qui*, *co*, *cu*, and the letter *k*. These syllables were previously learned in the *Fonética* and *Ortografía* lessons. Students read the book and encounter words with the pattern learned, which include *continuar*, *competencia*, *rompecabezas*, *conjunta*, *negociacion*, and *reconciliacion*.
- In Module 4, Lesson 1, students review how to decode and encode *palabras esdrújulas*. The teacher projects the *Mostrar y motivar: Decodificar* slide. The students read each line of the *Combinar y leer* word list of *palabras esdrújulas* out loud. The words include *cierralo*, *cusvide*, *rapido*, *arido*, and *murcielago*. After the students read the four lines of words, the teacher initiates a conversation about the words. Students identify what is similar about the words, which syllable is accented in each word, and what type of accent or word type is in each word. Students reread each word with a partner and discuss its spelling and accentuation.
- In Module 12, Lesson 3, the *Decodificar: El acento ortográfico; terminación de de los verbos* section is divided in three steps: *presentar la destreza*, *práctica guiada* y *aplicar*. In Step 1, the teacher reminds the students that if they identify the word endings *-ía*, *-é*, *-án*, *-ás*, *-í*, *-ó*, *-ió*, *-ábamos*, *-ías*, *-íamos*, and *-ían*, they will be able to decode and understand unknown words. The objective of the lesson is to use conjugations with the verbs to decode and comprehend multisyllabic words. The teacher shows the word *comenzaria* and explains that they can divide a long word into syllables to identify the root and read them with ease. The words include

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umentaran, regularias, and emprendian. The teacher and students divide the words into syllables and count them. The students work in pairs to read the words out loud and classify them in groups depending on the number of syllables they have. In Step 2, the teacher guides the students to read words in *mostrar y motivar*. The students point out the endings of the words and explain how to decode them. In Step 3, students work in small groups or partners to complete the *Aprende y demuestra* page.

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, in *Ritmo de la lectura*, the students read *La palabra* and put into practice previously learned skills about *palabras esdrújulas* in the *Decodificar y ortografía*. On the fluency page, the students read words with syllables *ga, gue, gui, go, and gu*. The words include *algo, largo, and ganado*.
- In Module 3, Lesson 10, in the guided practice of the *vocabulario generative: sufijos -ísimo/-ísima*, the teacher shows the students the words *calentísimo* and *nuevísima*. The teacher asks volunteers to describe the meanings of the words *caliente* and *nueva*. Then students identify the suffixes *-ísimo* and *-ísima* and explain how adding them changes the meaning of the base word. The activity is repeated with the words *alta* and *viejo*. In Step 3, the teacher asks the students to work in pairs to complete the *Aprende y demuestra* page by reading the instructions and doing the activity together.
- In the *Precisión y autocorrección* section in Module 12, Lesson 6, students read *La magia de los fuegos artificiales*. The students practice previously learned skills about words with open and closed syllables in *Decodificar y ortografía*. The students read words with open and closed syllables. The words include *magnífico, formación, adecuadamente, and carcasas*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The texts included for fluency practice include phonics skills that were previously learned. For example, in Module 2, Lesson 2, the students read the decodable book *La guerra de la limonada*. Students read words with *ca, que, qui, co, cu y la letra k*. These are previously taught skills learned in the *Fonética* and *Ortografía* lessons. The words include *continuar, competencia, rompecabezas, conjunta, negociacion, and reconciliacion*.
- In Module 3, Lesson 6, the students learn about *palabras agudas*. The teacher projects the *Mostrar y motivar: Decodificar* slide on the board. The students read the words in each line, and the teacher asks them questions about accented syllables. The questions include “¿En qué sílaba se acentúa la palabra?” “¿Lleva acento ortográfico o no?” “¿Por qué?” “¿Cómo se decodifica?” The students reread the words with a partner for additional practice. In the *Página imprimible*, the students practice their phonics skills and fluency by decoding the words in the assigned story titled *El monte Rushmore*.
- In Module 8, Lesson 6, the students read the *Albert Einstein* decodable page. The teacher explains that the rhythm of reading is the speed at which a person reads. The students practice fluency by reading the text that includes previously taught decoding skills in words with prefixes *re-* and *in-*. Words in the text include *reconocidos, invisible, infinita, infeliz, and inteligente*.

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Indicator 3.C.1

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

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

Meets | Score 4/4

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

Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials include a variety of resources and 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 6 modules in which the digraphs *rr*, *ll*, *qu*, *gu* are taught. The materials introduce the sound-spelling patterns in the following order: *ll*, *gue*, *gui*, *que*, *qui*, and *rr*. 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, week 3, the sequence includes syllables with *l*, the digraph *ll*, and *y*. Correlating words for practice include *ardilla* and *rodilla*. In Module 2, week 2, the materials focus on syllables with *g*, including the combinations *gue*, *gui* when taught with the syllables *ga*, *go*, *gu*.

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- Module 3, week 1 reviews syllables with the /k/ sound, including the combinations *que, qui* when taught with the syllables *ca, co, cu*. Module 6, week 3 targets syllables with *r fuerte (r, rr)*. The basic words include *barrio, cachorro, and jarra*. The advanced words include *aterrizan* and *subterráneos*. Module 7, week 3 includes practice with *ch*. Module 10, week 2 reviews syllables with *que, qui, gue, gui*.

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

- The materials provide scripted direct instruction for teachers to follow. There is evidence of teacher prompts and scripts throughout the modules. For example, in Module 2, Lesson 5, the students review how to decode words with syllables *gue, gui*. During the *I Do* section of the *Presentar la destreza* lesson, the teacher shows the word *guitarra* and reads it out loud. The teacher underlines the syllable *gui* and demonstrates how to combine the sounds and syllables. The teacher explains that to produce the soft sound in syllables with *e* and *i*, it is necessary to add the silent *u* after the *g*. The teacher guides students to read the word *guitarra* out loud. The teacher shows words that include *riegue* and *seguí*. During the guided portion of the lesson, the teacher shows a page with additional words and sentences and asks the student to read the lines out loud. After the students read the lines, the lesson guide includes a script to guide the teacher to ask questions, such as “¿En qué se parecen las palabras?” “¿Qué sonido se repite en las palabras?” “¿En qué se diferencia la forma de escribir el sonido /g/ en las palabras?” The students continue to reread words with their partner and take turns asking each other how they think the word is spelled and how to divide it into syllables.
- In Module 6, Lesson 11, *Sílabas con r fuerte (r, rr)*, the teacher shows the words *risa* and *ratón*. The teacher underlines the *r* and explains that the *r* has a strong /rr/ sound. The teacher says, “En estas palabras la letra r tiene el sonido fuerte /rr/.” The teacher shows the words *corre* and *arroz*. The teacher underlines the *r* and explains that the *r* has a strong /rr/ sound. The teacher says, “Cuando está en medio de una palabra, la doble r también tiene el sonido fuerte /rr/.” The teacher shows and reads some words with /rr/, such as *rifa, zorro, and gorra*. Students read the words and emphasize the /rr/ sound. The teacher writes the word *arrecife* and reminds students about the rule of the letter *r*. The teacher underlines the second syllable of *arrecife* and models how to decode the word. The teacher starts a conversation about the words with questions that include “¿En qué se parecen las palabras?” “¿Qué sonido se repite en todas las palabras?” “¿Cómo se dividen en sílabas las palabras?” “¿Cuántas sílabas tiene cada palabra?”
- In Module 7, Lesson 13, the teacher uses the script to provide direct, explicit instruction of syllables with *ch*. The teacher reminds students that they have previously learned the sound /ch/, which is pronounced when the *c* and the *h* are combined. The teacher models how to decode the word *cucarachita* and says, “Sé que la *ch* tiene el sonido /ch/. Entonces puedo dividirla en sílabas para decodificarla: Cu-ca-ra-chi-ta.” The students write words with *ch* on index cards. The words include *china, leche, and sancocho*. Students work in pairs to categorize the words into the five syllables /cha/, /che/, /chi/, /cho/, or /chu/. Students use the words in sentences to share with the class.

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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. Resources include online resources, workbooks, and other printable resources. For example, in Module 1, Lesson 13, the teacher uses a table of words to review words that begin with the sound-spelling pattern *ll /ll/*. The materials include an additional list of words to practice and reinforce students' understanding of words with *ll /ll/*. Students read the words and sentences out loud. The list of words include *callejón, caballo, fuelle, tallado*, and sentences (such as "*El caballo saltó la valla limpiamente*"). The teacher tells students to reread the lines with a partner and to challenge each other by asking how they think the words are spelled, how they think they are divided into syllables, and how to pronounce them. The teacher continues to guide and give corrective feedback as students work with a partner or a group to continue to read and use words in sentences using the *Aprenda y Demuestra* page during the independent portion of the lesson.
- In Module 3, Lesson 1, the materials have activities for the *Sílabas ca, que, qui, co, cu y la letra k*. One of the activities is a digital resource called *Decodificar 3.1*. The students practice decoding words with the *ca, que, qui, co, cu y la letra k* syllable patterns. Words include *queso, cubo, cabra, and chaqueta*. Students apply their understanding through an activity in the *Aprende y demuestra* workbook. Students use the word bank with words that include *karate, líquido, equilibrio, and buque* to answer questions. Questions include "*¿Qué palabra es lo contrario de sólido?*"
- In Module 10, Lesson 6, *Contraste entre que, qui y gue, gui, sílabas gue, gui*, the teacher reminds students that in *que* and *qui*, the *u* is silent. In *gue* and *gui*, the *g* makes the */g/* sound, not the */j/* sound. Students divide the word *quince* into syllables, and the teacher reminds students that the sound is */k/* because the *u* is silent. The routine continues with the words *guerrero* and *amague*. The teacher shows a table that compares the orthography and sound of the syllables *que, qui, gue, gui*, and some examples. The teacher projects a digital resource from *Decodificar* where students decode words and sentences with syllables *que, qui* and *gue, gui*. Students apply the skill by answering questions from an *Aprende y demuestra* workbook page. On this page, students complete words in sentences that are missing syllables *que, qui* and *gue, gui*.

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 decodable texts, digital resources, and fluency passages. For example, in Module 3, Lesson 1, the students decode words with *que, qui*. The lesson includes a fluency passage connected to the skill of the lesson *Fluidez 3.1 Camino de Estados Unidos*. The teacher explains reading rate and models reading the text using different rates. Students decode connected text to practice blending syllables with *que, qui* by re-reading the fluency passage chorally and then re-reading it with a partner or in small groups out loud.
- In Module 1, Lesson 11, the teacher presents the digraph *ll* by comparing the words *mallá, llave, llama* with the words *mala, lave, lama*. The teacher explains that while these words look very

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similar, the double *l* changes the pronunciation significantly. Students decode both words and sentences containing the *ll* digraph as the teacher projects a slide from *Mostrar y motivar: Decodificar*. Students encode similar words *galletas*, *llorar*, and *amarillo*, during a *Dictado* activity within the same lesson. Students read the fluency passage *¿Es un monstruo de verdad?* in which they decode words with both *ll* and *l*.

- In Module 10, Lesson 9, students decode words with syllables with strong *r* /*rr*/ by reading the *Fluidez 6.11 ¿Qué es la hibernación?* page. The teacher models how to read the page with accuracy, prosody, and fluency with autocorrection techniques. The teacher reminds students of accuracy techniques such as context clues and recognizing patterns of orthography that include *rr*. The students work in partners to classify words with *r* and *rr* using a page from *Tarjetas de Palabras de ortografía*.

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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.	DNM
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).	M
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 do not provide a 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 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 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 do not provide a systematic sequence to introduce diphthongs, hiatus, and word types for decoding and encoding. Out of the 12 modules for grade 3, diphthongs are only covered in Modules 9 and 10. *Hiatos* are only covered in Module 10. This does not take into account that diphthongs and hiatus have already been taught in previous grade levels and should be a scaffold for word types, which are introduced sooner in the sequence. Word types *agudas* and *graves* are covered in Modules 3, 4, and 10. *Esdrújulas* are covered in Modules 4 and 10.
- In Module 3, Lessons 6 and 8 introduce *palabras agudas*. Lessons 11 and 13 introduce *palabras graves*. In Module 4, Lessons 1 and 3 introduce *palabras esdrújulas*. Some of the words include *rápido, cúspide, and murciélago*. Lesson 6 reviews *palabras agudas, graves, y esdrújulas*. Some

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of the words include *Perú, jamás, contador, cerrar, telón, and ángel*. In Module 5, Lesson 11, the materials introduce *La tilde diacrítica en interrogativos y exclamativos*. Some of the words include *qué, quién, and cuándo*.

- In Module 9, Lesson 6 and Lesson 8 target the diphthongs with *i* and *y*. Students practice with words that include *liana, ley, and ciudad*. Lessons 11 and 13 target diphthongs with *u*.
- In Module 10, Lesson 1 and 3, the materials introduce *El hiato y el acento escrito*. Some of the words included are *baúl, acentúo, decía, frío, and había*. Lesson 3 reviews *palabras esdrújulas*. Lesson 12 reviews *acentos en los diptongos y hiatos*. In Module 12, Lesson 1, the materials introduce *El acento ortográfico; terminaciones de los verbos conjugados*. Some of the words include *acudirás* and *repitió*.

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

- Materials provide scripted direct (explicit) instruction about *diptongos, hiatos*, and Spanish word types and how they relate to the rules of accent marks. For example, in Module 3, Lesson 11, *Palabra graves*, the materials include explicit instruction about the rules for accent marks. The teacher writes three words on the board: *ágil, cráter, and dólar*, reads them aloud, and marks the *tilde* in the next to last syllable. The teacher says, “*Escriba en la pizarra las palabras ágil, cráter y dólar. Léalas en voz alta al tiempo que marca el acento en la penúltima sílaba.*” The teacher underlines the second to last syllable and explains that words that end with *n, s* or a vowel have *tilde*.
- In Module 3, lesson 6, the material introduces *palabras agudas*, such as *bebe* and *mama*. In Lesson 11, the teacher introduces *palabras graves* and explains that they are words stressed on the second to last syllable. Next, the teacher reads and displays the word *mesa*. The teacher follows specific steps: *Paso 1, presentar la destreza* and introduces the concept of recognizing and decoding words stressed on the next-to-last syllable *palabras graves*. The words include *agil, crater, dolar, and lapiz*.
- In Module 10, Lesson 1, *Hiatos*, the materials include explicit instruction about the rules for accent marks in *hiatos*. The teacher reviews *diptongos* which includes a weak vowel *i* with a strong vowel *a, e, o*. The teacher explains that there are syllables that have vowels that belong to different syllables, and they are called *hiatos*, which are made of two strong vowels (*a, e, o*), a weak vowel, and a strong vowel (*í, ú*) and two identical vowels (*aa, ee, ii, oo, uu*). The teacher says, “*Explique a los estudiantes que hay combinaciones de vocales que se pronuncian en sílabas distintas. Estas combinaciones se llaman hiatos y se forman de tres maneras: dos vocales fuertes (a, e, o), una vocal fuerte y una vocal débil acentuada (í, ú) y dos vocales idénticas (aa, ee, ii, oo, uu).*” The teacher explains that two identical vowels next to one another are not common in Spanish.

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

- 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). The materials provide an online set of several pages that

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the teacher uses to demonstrate the accent rule for each type of accent in the Spanish language covered by the grade level, such as *Páginas imprimibles*, *Oraciones para dictado*, *Tarjetas de Palabras de ortografía*, *Corrección*, and *Gramática* pages.

- In Module 3, Lesson 11, the teacher uses the *Mostrar y motivar: Decodificar 3.11* online resource to continue guided practice with students decoding *palabras graves*. The list of words includes *lápiz*, *rosa*, *ballena*, *túnel*, *estante*, and *disco*. The teacher asks students to read previous words aloud and after each line asks, “¿En qué sílaba lleva el acento? ¿Lleva acento ortográfico o no? ¿Por qué? ¿Cómo se decodifica?” The teacher tells students to re-read words with a partner and challenge each other to write the words correctly (with or without a written accent) and separate them into syllables. The lesson also includes *la página 68 de Aprende y demuestra*, a printable resource where students practice and reinforce skills with *palabras graves* by working in small groups or with a partner. Students read the first word in the row that is accented on the next to last syllable and then circle another word that is accented on the next to last syllable from the same row.
- In Module 4, Lesson 1, there is an opportunity for independent practice using the *Aprende y demuestra* workbook, where students apply their learning of the sound-spelling pattern *palabras esdrújulas*. On this page, students work in small groups or with a partner. They read bolded *palabras esdrújulas*, find another *palabra esdrújula* on the same line, and circle that word. The list includes words such as *oxígeno*, *maraton*, *biología*, *hospital*, and *tarantula*. In addition, they read a fill-in-the-blank sentence and choose a *palabra esdrújula* from the previous list to complete a sentence (e.g., *Dicen que los ____ serán los primeros, así que no te apures*).
- In Module 10, Lesson 1, the teacher uses the *Decodificar* online page to combine and read words with *hiatos*. The teacher reads each line and starts a conversation about words with *hiatos*. The teacher asks, “¿Qué tienen en común estas palabras? ¿Cómo lo sabes? ¿Cuántas sílabas tienen las palabras?” The teacher shows the *Decodificar* slide and explains that *hiatos* are made of two vowels: one strong vowel (*a*, *e*, *o*) and a weak accented vowel (*í*, *ú*). The students read the words included in the *Decodificar* slides. The words include *venía*, *volaría*, *sandía*, and *conocía*. The materials contain *prácticas independientes* that allow students to put into practice what they learned and apply as outlined in *Aprende y demuestra* pages and *Fluidez* passages.

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 provide resources to help students understand and use accent marks in words. One of those resources is the *tarjetas Mostrar y motivar*. The students read words in isolation to practice the skill. For example, in Module 3, Lesson 6, The students work in pairs or small groups to complete an assignment in their *Aprende y demuestra* book (page 60). Students find another *palabra aguda* from a list of words provided. Some of the words include *arbol*, *beso*, *cartón*, *volcán*, *reloj*, and *ropa*. Then, using the list provided, students select a word to complete a sentence. Some of the sentences include: “*Cuando sea grande, ____ para ser abogada como mi madre.*” “*Mi abuela camina a diario y, _____, nada con frecuencia.*” “*Jugar al ____ es buen plan para un sábado lluvioso.*”
- In Module 5, Lesson 11, students use *Aprende y demuestra* to practice the diacritic accent to

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express emotion when using it for questions or exclamations. The materials explain that interrogative and exclamation words contain an accent mark to distinguish them from their homophone corresponding words. The students have to select the answer by circling the appropriate word that completes the sentence. Examples of the practice include: “¿Dónde / Donde has dejado las llaves de casa? ¡Pero qué / que lento es el ascensor! Estoy tan cansada como / como si hubiera corrido un maratón.”

- In Module 10, Lesson 1, the students use the *Aprende y demuestra* printable page to read, identify, and write *palabras esdrújulas* in isolation and in decodable connected text. Students read each sentence to find the word that completes the sentence and fill in the blank space. Some of the words include *baúl*, *acentúo*, *frío*, *maíz*, and *heroína*. The teacher shows the word *frío* and says, “Es una palabra con hiato y tiene dos sílabas: frí-o. Esta palabra pertenece a la columna que tiene el título *baúl*, porque es la columna de palabras con dos sílabas. Voy a poner *frío* en esa columna.” The students classify words by the number of syllables they have. The students signal the *hiato* with the accent mark in each word.

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Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The scope and sequence provides a clear outline of the sound-spelling patterns taught in each of the 12 modules. The scope and sequence provides a sequence that introduces less complex sound-spelling patterns before introducing more complex combinations. For example, Module 1 begins with open and closed syllable types, including syllables with *l*, *ll*, *y*. In Module 2, the sequence targets syllables with similar sounds that include open syllables with *d*, *t*, syllables with *ga*, *gue*, *gui*, *go*, *gu*, and syllables with *b*, *v*. Module 3 begins with syllables with *ca*, *que*, *qui*, *co*, *cu*, and the letter *k*. Module 3 introduces *palabras agudas y graves*. Module 4 continues with

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esdrújulas word types followed by *sílabas cerradas con m, n, s, r*. Module 5 targets combinations with letter *l*, homophones, and *interrogativos y exclamativos*.

- In Module 6, the sequence includes *sílabas con s, c, z, j, ge, gi, x, r fuerte (r, rr)*. Module 7 covers *sílabas con r suave, h y ch*. In Module 8, the sequence includes *sílabas con x, prefijos*, and the plural form of words. Module 9 targets suffixes and diphthongs. In Module 10, the sequence includes *hiatos, sílabas que, qui* and *gue, gui*, and *la diéresis: sílabas güe, güi*. Module 11 targets words with *k*, verb infinitives that end in *-ar, -er, -ir*, and words with *ñ*. In Module 12, the sequence concludes with *el acento ortográfico*, open and closed syllables, and affixes.
- Lesson objectives progress from less to more complex skills. For example, in Module 5, Lesson 1, the students are presented with *las sílabas trabadas con l tienen las combinaciones de consonantes bl, cl, fl, gl y pl*. In Module 5, Lesson 3, the skill is reinforced but is more complex. For example, the teacher prompts students to, “*Haga una tabla de cinco columnas en la pizarra con los encabezamientos bl, cl, fl, gl y pl. Escriba en la pizarra la palabra neblina debajo de bl y diga: Esta palabra tiene una sílaba trabada formada por las consonantes b y l. Es la segunda sílaba de la palabra.*”

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 explicit objectives for each lesson that targets sound-spelling patterns. The scripted direct instruction for teachers to follow is found throughout the materials. For example, in Module 2, Lesson 1, the lesson is divided into three steps. Step 1 is *Presentar la destreza*, where the teacher introduces the skill. The teacher shows the students the word *dato* and reads it aloud. The teacher underlines the *d* and explains that, in this word, the *d* makes the *sonido consonántico /d/*. The teacher says, “*Lea la sílaba da y demuestre cómo combinar los sonidos y las sílabas. Guíe a los estudiantes para que lean la palabra en voz alta y la dividan en sílabas da-to.*” Students read the word and divide syllables as the teacher has modeled.
- In Module 3, Lesson 8 guides the teacher during *Paso 1, Reforzar la destreza (Mi Turno)* to remind students that the words stressed on the last syllable are pronounced stronger in that syllable. The teacher shows the word *naturalidad* and says, “*Es una palabra aguda pues lleva el acento en la última sílaba, que se pronuncia con más fuerza.*” The teacher explains, “*Palabras agudas terminadas en vocal, no llevan acento ortográfico, mientras que las demás no.*” The teacher writes two columns on the board *sin tilde (acento ortográfico) y con tilde*. The teacher then writes the word *animal* in the first column and *atun* in the second column. The teacher reminds students of the pattern according to which the words with stress on the last syllable have a written accent or don't. Additional words to introduce concepts include *correr, mani, dejar, and limon*.
- In Module 6, Lesson 11, students learn about syllables with *r fuerte (r, rr)*. In this lesson, the teacher writes the words *corre* and *arroz* and underlines the letter *rr*. The teacher explains that when the double *rr* is in the middle of a word, the *rr* has a strong sound. Students read and divide words into syllables. Some of the words used to practice are *rifa, garra, corre, remo, and arrullo*. Students divide into pairs or small groups to complete the *Aprende y demuestra* page (p. 136). Students read sentences, identify the syllable that contains the *r* with a strong sound, and underline the word. Two examples of the sentences used are: “*La cáscara del limón es rugosa;*” and “*Las redes sociales cambiaron la comunicación en el mundo.*”

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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*, *páginas imprimibles*, *Aprende y Demuestra* pages, decodable books, *mostrar y motivar* slides, and *fluidez* pages. For example, in Module 1, Lesson 1, the students classify words with open syllables using the *Página Imprimible: Tarjetas de Palabras de ortografía 1.1*. The teacher reviews basic words using the *Página imprimible: Oraciones para dictado 1.1*. Then the teacher asks the students to cut the words in *Página imprimible: Tarjetas de Palabras de ortografía 1.1*. The teacher reads the words, explains the meaning, and reminds students that open words are the ones that end with a vowel and respond to the pattern CV. The teacher shows a word from the *tarjeta de palabras* and asks the students to classify the words according to the number of syllables. “*Sostenga la tarjeta con la palabra pelota y demuestre su razonamiento: La palabra es pelota. Veo que sus tres sílabas son abiertas. Así que la pondré en la columna con cabeza.*”
- In Module 2, Lesson 6, *Página imprimible: Oraciones para dictado 2.6* is a resource for students to practice spelling. The teacher will read a spelling word out loud, then a sentence using the word, and repeat the word again. Students write each spelling word, which include *domingo*, *guía*, and *ceguera*. The teacher collects these to evaluate students’ spelling. Another practice activity is the *Página imprimible: Tarjetas de Palabras de ortografía 2.6*, in which students will cut apart the spelling words after reading them all and discussing their meaning with the teacher. Students work together to sort the word cards by the vowel that comes after the *g*. The teacher shows examples of *g* words and how the following vowels may change the sound it makes, such as in the words *gallinas*, *ceguera*, *guitarra*, *goza*, and *algunos*. Students then sort the words by whether the *g* makes the /g/ sound or the /j/ sound.
- In Module 11, Lesson 1, students learn about words with the letter *k*. The teacher explains that many of the words with the letter *k* come from other languages. The teacher and students practice reading and separating words into syllables. Some of these words include *kilovatio*, *Tokio*, *kopek*, *kermés*, and *kilo*. During independent practice, the students have the choice to work in small groups or in pairs to complete page 234 in their *Aprende y demuestra* workbook. In this activity, students match sentences with the appropriate *k* word. Words in the word bank are *kril*, *kelvin*, *Kenia*, *bikini*, *kemkés*, *anorak*, *kiwi*, and *koala*.

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 extension activities, word cards, workbook exercises, and word lists. For example, in Module 3, Lesson 8, under *Decodificar*, students learn about *palabras agudas*. The materials have a *Reforzar la destreza* section in which students sort words with tildes and without tildes. The teacher reminds students about the rule that determines if the word has a tilde or not by saying that *palabras agudas* are the ones that have a tilde. Some of the words used during the lesson are *atún*, *dejar*, and *limón*. The

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students review the words and add a tilde to the words that need it. Students also divide the words into syllables and underline the last syllable in each word.

- In Module 8, Lesson 1, students learn about the letter *x*. In this lesson, the teacher explains that the letter *x* has three different sounds depending on where it is found. The teacher explains that at the beginning of a word, its sound is /s/, while in the middle or at the end of a word, its sound is /ks/. The teacher shows the multisyllabic words *xenofobia*, *xenón*, *xifoideo*, *examen*, and *fénix* as examples. Students read and divide the words into their syllables. For independent practice, students work in small groups or pairs to complete page 168 in the *Aprende y demuestra* workbook. Students have ten hidden words in a *Sopa de letras* exercise. The students find the words with the letter *x*, then classify them into these categories: *Tres verbos*, *Dos ocupaciones o trabajos*, *Dos instrumentos musicales*, *Dos partes del cuerpo* y *Un nombre de persona*.
- In Module 11, Lesson 1 includes a word list with sentences to recognize, decode, and understand the meaning of words with the letter *k*. The teacher tells students to read the words and lines aloud that include the words *yak*, *kaki*, *nobuk*, *mikado*, and sentences such as “*Kiev es la capital de Ucrania.*” Students decode connected text to practice blending words with *k*. Students work with a partner to challenge each other to write the words correctly, divide them into syllables, and identify syllables with the sound /k/.

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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 12 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 sequence begins in Module 1 with prefixes *des-*, *in-* and suffixes *-dad*, *-nte*. Module 2 introduces prefixes *re-*, *pre-*, *dis-* and a review of the affixes *-mente*, *-dad*, *-oso*, *-eza*, *-ura*, *in-*, *des-*, *ex-*. Module 3 introduces the suffixes *-oso*, *-osa*, *-nte*, *-ote*, *-ota*, *-ón*, *-ona*, and prefix *dis-*. Module 4 includes the suffixes *-ero*, *-era*, *-or*, *-ora*. Module 5 introduces *pre-*, *in-*, *im-*. Module 6 introduces the prefixes *uni-*, *bi-*, *tri-*, *in-*, *im-*, *i-*, and suffix *-mente*. Module 7 begins with an introduction to the suffixes *-ción*, *-sión*. Module 7 finishes with a review of the affixes *-mente*, *-dad*, *-oso*, *-eza*, *-ura*, *in-*, *des-*, *ex-*. Module 8 includes suffixes *-able*, *-ible*.
- The sequence progresses in complexity with the introduction of roots in Module 9. Module 9 introduces the prefixes *in-*, *re-*, *pre-*, the suffixes *-dad*, *-oso*, *-mente*, *-ero*, *-or*, and the root *memor*. Module 9 includes the suffixes *-eza*, *-ura*, *-ble*, *-ción*, *-sión*. Module 10 includes prefixes *re-*, suffixes *-oso*, *-osa*, and the root *grafo*. Module 10 includes the prefixes *in-*, *im-*, *i-*. Module 11 reviews the suffixes *-dad*, *-mente*. Module 12 includes the prefixes *i-*, *in-*, *im-*.

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

- The materials provide direct instruction in Spanish to support the recognition of common morphemes. For example, in Module 2, Lesson 13, the teacher uses direct instruction to introduce the suffixes *-oso*, *-osa*, *-mente*. The teacher explains, “*Los sufijos -oso y -osa denotan cualidad o abundancia. Si la palabra base es un sustantivo, se convierte en un adjetivo.*” The teacher provides an example: “*Por ejemplo, si al sustantivo orgullo se le añade el sufijo -oso, se forma el adjetivo orgulloso, que quiere decir alguien que tiene mucho orgullo.*” The lesson continues with student practice using the *Aprende y demuestra* workbook, where students write a new sentence with each word. Once completed, students read each other’s sentences to check if the meaning is correct.
- In Module 8, Lesson 6, the lesson objective is to understand the meaning of the prefixes *re-*, *in-* and how they change the meaning of the base word. The teacher introduces skills by showing the word *releer* and putting emphasis on the prefix *re-*. The teacher underlines the prefix *re-* and says, “*El prefijo re- significa ‘otra vez’. Cuando agregamos re- a una palabra, significa que se repite la acción que indica esa palabra.*” The teacher elaborates, “*Cuando digo que voy a releer algo, quiero decir que lo voy a leer otra vez.*” The teacher divides the word into syllables *re-le-er* and tells students that the prefix *re-* almost always stays as a separate syllable. The teacher follows the same process with the words *reabrir*, *redefinir*, and *rehacer*. During guided practice, the teacher guides the students thinking by asking, “*¿Qué prefijos ven? ¿Qué significa cada palabra? ¿Cómo se dividen en sílabas las palabras?*”
- In Module 12, the Lesson 13 objective is to decode and identify words with prefixes *-dad*, *-oso*, *-osa*, *-mente*, *-ero*, *-era*, *-or*, *-ora*. The teacher reminds students that an affix is a word part added to the root word. The teacher says, “*Al leer una palabra, se deben buscar sufijos que han sido agregados a la palabra base.*” The teacher explains that suffixes can also change the meaning of the word and says, “*El sufijo -mente significa ‘que se hace de tal manera’. Es un sufijo que convierte a la palabra base en adverbio. Por lo tanto, la palabra exquisitamente significa ‘que se hace de manera exquisita.’*” The teacher writes the sentence, “*Mi primo era muy miedoso,*” underlines the base word *miedo*, and circles the suffix *-oso*. The teacher explains, “*Al agregar el sufijo -oso a la palabra miedo, cambiamos el significado de la palabra.*” The word *miedoso* means *que tiene miedo.*”

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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 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. For example, in Module 2, Lesson 4, under *Aprende y demuestra*, the students use a workbook page to write prefixes *re-* and *pre-* before words to change their meaning. Words include *reventa*, *redistribuir*, and *rediseñara*. Students use these words to complete sentences that include “*Durante el _____, nuestro entrenador decidirá la posición de cada jugador para el partido.*” Students complete the sentence by writing the word *receso*. The teacher explains that a prefix is the word part added to the beginning of the root word to change its meaning. The teacher says, “*Un prefijo es la parte que se añade al comienzo de una palabra base para cambiar su significado.*” The teacher guides *Añade re- o pre- a cada una de las palabras base del banco de palabras para completar las siguientes oraciones.*”
- In Module 4, Lesson 4, the teacher shows the words *incorrecto* and *imposible*. The teacher explains that knowing the meaning of prefixes can help to understand what words mean. The teacher models how to use prefixes to determine meaning by following the script: “*El prefijo in- puede significar ‘no’ o ‘adentro’.* *Cuando se añade in- a una palabra base, esta puede cambiar su significado a lo opuesto.* *Cuando se añade in- a correcto, se obtiene incorrecto, que significa ‘que no es correcto.’”* Students identify the prefix *in-* in the words *independencia* and *implantar*. Students discuss how the prefix changed the meaning of the word.
- In Module 11, Lesson 6, the lesson objective is to decode, read, spell, and encode words with the infinitive verbs ending in *-ar*, *-er*, *-ir*. The teacher presents skills by showing and reading the words *amar*, *comer*, and *abrir*. The teacher explains that all of those words are verbs that usually indicate action. The teacher elaborates that when a verb is not conjugated, it is called the infinitive and points out that the endings *-ar*, *-er*, *-ir* indicate the infinitive form of the verb. The teacher reads the word *amar* and puts emphasis on *ar*. The teacher demonstrates how to decode by saying, “*Divido primero la palabra en sílabas: a-mar. Veo que la última sílaba es cerrada y termina en -ar, lo que me indica que se trata de un infinitivo.*” The teacher explains how to blend the syllables to form the word: “*Voy ahora a combinar las sílabas para formar la palabra: amar.*” The teacher follows the same process with the words *comer*, *abrir*, *querer*, *vivir*, *jugar*, *correr*, and *medir*.

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

- The materials incorporate various activities and resources for students to develop, practice, and reinforce morphological skills. For example, in Module 3, Lesson 14, *Vocabulario generativo*, students work in groups to form new words with the suffixes *-ando*, *-endo* and *-iendo*. The students write the words *subir*, *jugar*, *crecer*, and *cantas* on individual index cards. The partner chooses a card, reads the word, and orally adds the suffix *-ando*, *-endo* or *-iendo*. Another group member uses the word in a sentence that demonstrates the new meaning of the word. Students switch roles and continue the activity with the rest of the words.

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- In Module 7, Lesson 9, *Vocabulario generativo*, the students work with a partner to add the suffixes *-ito* and *-ita* to the base words *libro*, *comida*, *cama*, and *oso*. The students read the words they formed and discuss the new meaning. Students choose one of the newly formed words and illustrate its new meaning. They use the dictionary to find the meaning of unknown words. Students complete a page in the *Aprende y demuestra* workbook for additional practice. On this page, students fill in the missing words in sentences that include “*Desde lejos parecían _____ and Una _____ tapa el sol.*” Students choose words from the word bank that include *nubecita*, *estrellitas*, *caminito*, and *montañitas*.
- In Module 8, Lesson 6, students practice making new words with the prefixes *re-*, *in-* and suffixes *-nte*, *-eza*. Students work together to classify words by each prefix. The teacher reminds students that the prefix is written at the front of a word, while suffixes are written at the end of the word. Students read the words *recalentar*, *injusto*, *oyente*, and *pureza*. The teacher uses these words as column headings in a table of four columns. Students read other words with the prefixes *re-*, *in-* and suffixes *-nte*, *-eza*, including *reescribir*, to categorize them into the corresponding column.

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 that encourage students to decode and encode words with morphemes in isolation and in connected text. The materials include a list of words from the Teacher’s Guide for each module and each week that includes *palabras del vocabulario crítico* and *palabras del vocabulario de enseñanza*. For example, in Module 1, Lesson 9, *Vocabulario generativo*, students work in groups to decode words with the suffix *-ado/-ada* in isolation. The students write the words *mancha*, *raya*, and *vidrio* on individual index cards. The partner chooses a card, reads the word, and orally adds the suffix *-ando*, *-endo* or *-iendo*. Another group member uses the word in a sentence that demonstrates the new meaning of the word. Every group member chooses a word and creates a visual representation for its new meaning. Students share their drawings with the class and explain the meaning of the words.
- In Module 6, Lesson 4, *Vocabulario generativo*, students use the *Aprende y demuestra* workbook to decode and encode words within sentences to practice previously learned suffixes *-ón/-ona*, *-ote/-ota*. Students choose words from a word bank to fill in the missing word in four sentences. Words in the word bank include *abrazo*, *abrazote*, *dormir*, *dormilona*, *panza*, *panzona*, *grande*, and *grandotas*. The students read the explanation that the suffixes *-ón/-ona*, *-ote/-ota* are augmentative. Students circle the four words that include an augmentative suffix which include *abrazote*, *dormilona*, *panzona*, and *grandotas*. Students search unknown words in the dictionary. Students use the meaning of the augmented words to complete the sentences with a missing word. Sentences include *Las orejas del elefante son _____*.
- In Module 10, Lesson 4, *Vocabulario generativo*, students use the *Aprende y demuestra* workbook to decode and encode words in isolation and within sentences to practice the previously learned prefix *re-*. Students use the words from a word bank, such as *hacer*, *llenar*, *leer*, and *enviar*, to add the prefix *re-* and encode the new word *rehacer*, *rellenar*, *releer*, and *reenviar*. Students search unknown words in the dictionary. Students use the meaning of the new words to complete the four sentences with a missing word. Sentences include *Mamá va a*

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_____ *el formulario.*

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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 word lists, decodable phrases or sentences, and Spanish decodable texts in the lesson. For example, in Module 2, Lesson 13, the lesson objective is to read, decode, and understand the meaning of words with *b* and *v*. The teacher writes on the board two lists of words: one with *b* and one with *v*. The teacher writes the word *bote* in the first column under *b* and *vote* in the second column. The teacher tells students that both words are pronounced the same way but have different meanings. The teacher adds additional words to the table (*cabaña*, *lavar*, *voclan*, and *sabana*), underlines the syllable with *b* or *v* in each word, and reads them with the student. The teacher demonstrates how to decode *avispa*: “*Sé que la v tiene el sonido/b/, así que la divido en sílabas: a-vis-pa. Esta palabra se lee avispa.*” The teacher gives students additional word cards and asks them to continue to practice with a partner as they sort words with *b* and *v* and use them in sentences. The word list includes *boquete*, *abuelo*, *bestial*, and *veneno*.
- In Module 3, Lesson 3, the teacher explains that *los sufijos -ísimo/-ísima* are added to words to indicate their superlative form. For example, when you say something is *buenísimo*, it is the best. The teacher reads the words from the *Vocabulario generativo*. The words include *valiosísimo*, *simpatiquísimo*, *bajísima*, and *cerquísima*. The second step is a guided practice

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where the teacher shows the words *calientísimo* and *nuevísima*. The teacher asks for volunteers to provide a definition for *caliente* and *nueva*. Students identify the *sufijos -ísimo e -ísima* and explain how it will change the meaning of the base words after adding the suffixes. The teacher repeats the activity with the words *alta* and *viejo*.

- In Module 8, the Lesson 6 objective is to understand the meaning of prefixes *re-*, *in-* and how they change the meaning of base words. The teacher writes the word *releer* on the board and underlines the prefix *re-*. The teacher explains what the prefix *re-* means one more time; when we add *re-* to a word, the action indicated by the word is repeated. The teacher explains that when someone has to *releer* something, it means that they are going to read it again. The teacher divides the word in syllables (*re-le-er*) and says that the prefix *re-* is almost always a separate syllable. The teacher demonstrates using a list of words from the guide that includes *reabrir* and *rehacer*. The teacher does the same with the prefix *in-* using the word *inactivo*.

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 a variety of settings, including independent work, partner work, small group, and whole group. For example, in Module 1, Lesson 6, the teacher provides partner practice for students to work on fluency and expression. Students work with a partner or in small groups with the *Lectura en parejas* routine. Students read the passage aloud. The teacher verifies that the students use adequate expression. The teacher pays specific attention to how the students read the dialogue, combining the distinct character expressions.
- In Module 1, Lesson 8, the teacher provides a variety of texts to use for small group instruction. The teacher has the option of finding texts that are best suited for each group of students. The teacher assigns books and the *material de enseñanza*. The teacher chooses adequate books depending on the level, skills, theme, and genre.
- In Module 3, Lesson 4, during whole group instruction, the teacher defines the meaning of words with suffixes *-oso/-osa*, *-nte* and prefix *dis-*. The teacher uses an electronic page during the introduction of the lesson titled *Mostrar y motivar: Vocabulario generativo*. The teacher shows the words: *cariñoso*, *burbujeante*, and *disfavor* and circles the suffixes *-oso*, *-nte*, and the prefix *dis-*. The teacher tells students that knowing the meaning of the suffixes and prefixes in these words can help them figure out the word's meaning. The students work on the independent portion of the lesson with a partner using the materials from *Aprende y demuestra* in the student workbook.
- In Module 9, Lesson 10, the teacher defines the meaning of words with suffixes *-eza*, *-ura*, and *-able*. The teacher uses an electronic page during the introduction of the lesson titled *Mostrar y motivar: Vocabulario generativo*. The teacher tells students that knowing the meaning of the suffixes *-eza*, *-ura*, and *ble-* can help them figure out the word's meaning. The teacher models how to use the suffixes to determine the meaning of the word. The teacher explains that the suffixes *-eza* and *-ura* mean quality or state and that they form abstract nouns from the adjectives. The word *grandeza* means of great quality. When we add *-eza* to a word that ends with an *o*, we remove the *o*. The students write a new sentence for each word and work together to determine the meaning of each word.

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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 6, Lesson 1, *Vistazo a los textos de la Lesson*, the students read two decodable texts: *Congelada viva* and *Es el ciclo de la vida* to practice the recently taught sound-spelling pattern syllables with *s, c, z*. That same week, the students read the *Fluidez Una historia de caballos* printable page to reinforce how to read and decode words with *sílabas con s, c, z*. The words include *especial, discussion, and cabeza*.
- In Module 6, Lesson 6, materials include a *Pagina imprimible: Correction* to help students review words of the week and practice sorting words to determine if the word is written with *g, j, or x*. The teacher explains how to read a text with fluency by using *Pagina imprimible: Fluidez*, which includes the connected text *Un jardin de mariposa* to model how to adjust reading rate, while students follow along. The teacher and students read chorally. The students read the passage with a partner while applying the skills learned.
- In Module 12, Lesson 11 materials include *Pagina imprimible: Correction* which help students review words of the week and practice sorting words to determine if the word is written with a prefix or suffix. The teacher tells the students to read the columns to confirm that sorted words are in the correct place. The teacher shows which base words have a spelling change when the suffix is added and explains the change. The teacher presents how to read a text with fluency by using *Pagina imprimible: Fluidez*. The page is connected to text *En la frontera*. The teacher models how to adjust the reading rate while students follow along. The teacher points out that readers should speed up their reading rate when reading is entertaining and slow down when there is important information. The teacher points out how to use prefixes and suffixes to decode words such as *cuidadosamente, incapaz, and inútil*. The students read the text/passage with a partner.

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Indicator 4.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of Spanish diagnostic tools that are developmentally appropriate for Spanish readers. The materials include *evaluaciones iniciales*, which are 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 for teachers to 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 letter, 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*. *Evaluaciones semanales de los módulos* include a section to assess fundamental skills progress according to the content delivered in the program. The 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 to evaluate the progress of the students throughout the school year. Some of the evaluation tools included are:
 - *Separar sílabas Formulario de administración y registro* includes an objective, instructions on how to model the tasks, and sample practice exercises. It also has a script containing 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 by clapping for each syllable, such as *plaza, pla-za* (2 claps). “*Mírame primero: plaza.* students

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repeat the word. *Asegúrese de articular cada sílaba con claridad. Plaza tiene dos sílabas.*” The evaluation continues with students dividing syllables independently. The test includes 10 more words, such as *sala*, *eso*, and *guante*.

- *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 containing what the teacher needs to say when administering the evaluation. The teacher says the word *enaja* and models how to remove the first syllable *en* to get a new word (*caja*): “*Diga. Escucha esta palabra: enaja. 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* and *mente* (*men*) *te*.
- *Evaluación del módulo 5* in Module 5 is an evaluation for the module. It includes two passages students listen to from the teacher or in the online program. The *Destrezas fundamentales* section includes questions about selecting specific syllables (i.e., *ri, fi, si, lo, ne, me, fu, su*), words (i.e., *el, la, luna, unas, comer, caer*), or correct word in sentences (“*¿Qué palabra de la oración es un sustantivo que nombra un animal?*”).
- In Module 8, week 1, Lesson 1, the materials have cards called *Tarjetas de Palabras de ortografía 8.1*. These cards go with the phonics skill that is being taught. The cards can be used in a variety of ways to assess students' knowledge. In addition, the materials have an *Oraciones para dictado 8.1*. printable page for the teacher to assess the students' understanding.

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

- The materials provide clear and consistent directions for accurately administering the diagnostic tools. For example, the materials include a Teacher's Guide for administration and grading titled *Guías para la administración y calificación*. The guide is divided into different sections like general guidance for administration, general instructions, and administration and grading of evaluations. Each section has a set of instructions describing how to administer the assessment. Information includes considerations and instructions for each section of the diagnostics that focus on reading fluency and comprehension.
- *Aislar el sonido final Formulario de administración y registro* in *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso. Evaluaciones de progreso* evaluates if the students can identify the ending sound of a word. The script in the demonstration (*Demostración*) part of the test guides the teacher to say a word and identify the ending sound of the word, such as *avión /n/*: “*Diga: Voy a decir una palabra. Luego voy a decir el sonido final. Escucha con atención al sonido final: avión. El sonido final es /n/.*” In the example part (*Ejemplo*) of the test, the teacher guides the students to do it, and the materials provide scripts with directions on what to say and the questions to ask the students to identify the ending sound of *papel*: “*Luego diga: Escucha otra palabra. Esta vez dime tú cuál es el sonido final. Escucha con atención: papel. ¿Cuál es el sonido final de papel?*” The script guides the teacher to wait for an answer and provide feedback: “*Haga una pausa y espere a que el niño responda. (//) Tienes razón. /l/ es el sonido final de papel.*” It also provides a script for the teacher to demonstrate the correct answer if the student is unable to identify the ending sound. “*Si el niño le dice el nombre de una letra, recuérdale que diga el sonido y no la letra.*” Finally, the materials guide the teacher to ask the students to listen to the rest of the words in a group and identify the ending sounds of

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the words. “Luego diga: Ahora escucha más palabras. Dime el sonido final que escuchas en cada palabra. Some of the words included are: 1. más /s/ 2. reloj /x/ 3. amiga /a/.”

- *Identificar fonemas* Formulario de administración y registro in Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso. Evaluaciones de progreso evaluates if the students can identify the beginning sound of a group of words. The script in the demonstration part (*Demostración*) of the test guides the teacher to say, “barco” and models how to find the words that begin with the same sound as *barco* among a group of words: “Diga: Voy a decir una palabra. Escucha con cuidado para oír bien el primer sonido: barco. Ahora voy a decir un grupo de palabras. Escucha las palabras para ver si empiezan con el mismo sonido que barco. Escucha con atención: arriba, bebé, marco. La palabra que empieza con el mismo sonido que barco es bebé. Las palabras barco y bebé empiezan con el mismo sonido, /b/.” In the example part (*Ejemplo*) of the test, the teacher guides the students to do it, and the materials provide scripts with directions on what to say and the questions to ask the students to identify the words that begin with the same sound. The teacher says, “fuerte” and three more words: *fácil*, *brinca*, and *cuento*. The script guides the teacher to ask which words start with the same sound as *fuerte*: “¿Qué palabra empieza con el mismo sonido que fuerte? Haga una pausa y espere a que el niño responda. (fácil). Tienes razón. Las palabras fuerte y fácil empiezan con el mismo sonido, /f/.” It also provides a script for the teacher to demonstrate the correct answer if the student is unable to identify the ending sound: “Si el niño no puede identificar la palabra, proporcione la respuesta correcta, vuelva a decir el mismo sonido inicial, y dé otro grupo de palabras: casa: mano, come, toma (come).” Finally, the materials guide the teacher to ask the students to listen to the rest of the words in a group and identify the ending sounds of the words. “Luego diga: Ahora escucha otras palabras. Dime qué palabra empieza con el mismo sonido que la primera palabra. Some of the words included are *mapa donde*, *morado*, *agua morado* /m/ and *sol siempre*, *nido*, *tambor*, *siempre* /s/.”

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, such as identifying high-frequency words, identifying multisyllabic words, oral fluency, and comprehension.
- *Assessment and Differentiation* includes different data reports for online weekly and module assessments. The *Assessment Report* is used to view class scores for each assessment and analyze students 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 7, Lesson 6, the materials have a *Oraciones para dictado 7.6*. used to collect data on students' understanding of the skill taught.

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Indicator 4.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include progress monitoring tools that routinely and systematically assess student’s acquisition of grade-level skills. For example, the *Medida de crecimiento de la lectura, Grado 3* measures growth for BOY, MOY, and EOY. The *Versión imprimible: Evaluación del módulo* is a printable progress monitoring tool that is used in every module. The teacher has opportunities to monitor progress at other times throughout the school year.
- 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 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, and all added words, and an autocorrection is marked (AC). For third grade, the objective is to have 85-99 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.
- In the assessment and differentiation booklet provided by the materials, it explicitly explains which assessments or evaluations to track progress throughout the year. The evaluation page includes the suggested timeline to administer assessments and monitor children’s learning over the course of the school year: Modules 1-4 are included in the BOY bracket, Modules 5-8 in the MOY bracket, and Modules 9-12 in the EOY bracket. The teacher can track data from quizzes, weekly assessments, module assessments, intervention assessments, and benchmarks.

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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. For example, the materials include an assessment that is meant to be administered during BOY, MOY, and EOY. This assessments can be found under the *Resources* section by the *Component* tab, titled *Medida de crecimiento de la lectura, Grado 3*
- Under the *Guías para administración y calificación*, the materials assess the student on *Calcular las palabras correctas por minuto (PCPM)*. The assessment provides systematic and accurate measurements of fluency acquisition for first grade through sixth grade. The assessment should be used every two weeks. During the assessment, the teacher states, “*Lee el 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, and all added words, and an autocorrection is marked (AC). For third grade, the objective is to have 60-75 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 specify how the objectives should be adapted throughout the year.
- In Module 10, *Welcome to the Module* has a section titled *Assessment and Progress Monitoring*. The materials explain that ongoing formative assessment guides daily instruction, while performance-based assessments demonstrate student progress toward mastery of module skills and standards. The materials specify that weekly assessments are administered each week to assess students’ understanding of the key Reading and Writing skills.
- The materials include weekly module assessments. At the end of Module 5, week 1, the weekly assessment includes a reading comprehension test. The students read the story *El primer día* and answer questions that include, “*Aquí el ritmo de vida era rapidísimo. Piensa en el sufijo -ísimo. ¿Qué significa rapidísimo como se usa en la oración de arriba? A Ling le pareció que Ana era una niña muy lista. ¿Qué significa lista como se usa en la oración de arriba?*” The materials have short answer response questions that include, “*¿Qué sentimientos expresa el autor en los párrafos 20–25 del cuento? Apoya tu respuesta con detalles del cuento.*” The weekly test includes writing/grammar questions that include, “*¿Qué habría que cambiar en la oración 2?*”

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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 response to individual students' strengths and needs. The assessment tool produces data that is easily analyzed and interpreted. For example, the materials include a section called *Assessment and Differentiation*, which has tools that result in data reports to inform instruction and facilitate tracking of student progress toward skill mastery in the areas of vocabulary, reading skills and strategies, foundational skills, writing, and grammar. The data reports support teachers by helping them analyze gaps and gains, form groups for differentiated instruction, and locate resources to target students' needs. For example, the *Assessment* report allows teachers to view class scores for each assessment and analyze student proficiency data. The teacher uses the *Standards* report to see students' progress in standards proficiency and access resources that will support differentiated instruction in specific areas.
- The *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación* has a listed objective, or accuracy goal, for each skill. The teacher can refer to the objective chart to see what would be considered mastery at different points within the school year. For example, in the *Calcular las palabras correctas por minuto (PCPM)* part of the test, the chart shows that at the beginning of the year, a third grader should be able to correctly read 60-75 words per minute. In the middle of the year, they should be able to read between 72-86 words correctly. At the end of the year, students should be able to read 85-99 words per minute.
- In the *Recomendaciones para la enseñanza basada en los datos* document, the materials

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provide specific suggestions for intervention activities based on student need. The guide suggests that if a student scores below benchmark in oral reading fluency, the teacher will focus teaching on the student's needs depending on the scores in the *Evaluaciones iniciales de grados anteriores, dé las lecciones del Taller de destrezas fundamentales y estudio de palabras: Fluidez de la lectura oral*.

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, the materials include a guidance tool that has specific detailed recommendations based on data called *Recomendaciones para la enseñanza basada en los datos* that targets differentiated instruction based on student data. The guide includes explicit instructions and details to help the teacher determine the next steps in targeted areas, such as reading fluency. Instructions tell the teacher how to interpret data from assessments and how to determine the focus for the differentiation during the *Taller de destrezas fundamentales y estudio de palabras: Fluidez de la lectura oral* section. The teacher provides small group differentiation and progress monitoring in the areas of need if the student scores below benchmark based on data from the *Evaluaciones para verificar el progreso: Grado 3: Formularios 1 a 18* section. The materials include fluency probes for students to read. The teacher uses fluency probes to gather data on words read per minute to create a differentiated plan of instruction that is based on data and grade-level objectives.
- Teachers use data-management tools 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*. The form includes a space to record their score in each phonics skill, what the objective score is, and a place to denote whether the student met the benchmark or needs intervention.
- The materials include online reports for assessments taken online. The reports in the *Guided Principles and Strategies (GPS)* materials offer a view of the skills evaluated. The teacher determines priorities and uses them in decision-making for grouping and targeted instruction. The reports provide information as a class, individual students, standards, and growth. The diagnostic assessments provide information on print concepts, phonological awareness, and letter-sound correspondences.
- In the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación*, the materials provide suggestions for how to adjust instruction if students score below benchmark in some sections. For example, after analyzing students' scores in the *Calcular las palabras correctas por minuto (PCPM)* section, the guide suggests ways to differentiate instruction. The teacher counts again for students that scored below benchmark and places emphasis on text comprehension. The teacher takes turns with the student to demonstrate the application of the comprehension strategies of different texts.

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

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different activities in response to student data. For example, in Module 2, the Lesson 6 guide includes an additional section to reinforce fundamental skills, which contains a printable source called *Página imprimible: Corrección 2.6*. The teacher uses it during small group instruction and targets students that need additional support. The small group component makes connections to the skill of the week, working with words with *ga*, *gue*, *gui*, *go*, and *gu*. The students read decodable text *Formas de viajar* and answer questions about the text. The students write two to three sentences about how they like to travel using targeted words (e.g., *guías*, *domingos*, *goza y gusta*).

- The materials provide a variety of research-based student resources that teachers can choose from to respond to student data. In the *Recomendaciones para la enseñanza basada en los datos* document, the materials include specific suggestions for intervention activities based on student needs. The teacher looks in the *Taller de destrezas fundamentales y estudio de palabras* for supplemental activities that correspond to the *¡Arriba la Lectura!* modules. If students struggle with *Fonética y decodificación: Sílabas abiertas y cerradas*, there is a reinforcement activity that corresponds with the lessons taught during Module 12, week 2.
- In Module 10, Lesson 4, students practice vocabulary with the prefix *re-* and suffixes *-oso*, *-osa*, and root *grafo*. Lessons include a variety of Spanish resources and activities to allow teachers to assign based on the students' data. For example, during an independent practice lesson, the students work with a partner to complete the printable page 216 in *Aprenda y Demuestra*. The page includes words like *cargar*, *mentira*, and *amistad* and fill-in-the-blank sentences, like “*Es mejor decir la verdad, o las personas dejarán de confiar en ti si eres un _____.*” Individual students practice writing new sentences using the targeted words of the lesson and reading them to a partner.

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Indicator 5.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. For example, the materials include a *Foundational Skills and Word Study Studio, Taller de destrezas fundamentales y estudio de palabras* document, which includes guidance and lessons for teachers to use with students who have not yet mastered grade-level foundational Spanish phonics skills. Key features of the document include instructional sessions for each skill area, printable student practice pages, and applications. An additional document titled *Fonética y decodificación* includes the targeted instruction scripted lesson and activities for the teacher to use with students who have not yet mastered grade-level foundational Spanish phonics skills.
- Lesson 39 of *Taller de destrezas fundamentales y estudio de palabras* focuses on blends with *cr*. The lesson is divided into *I Do*, *We Do*, and *You Do* sections and includes detailed instructions and guidance for the teacher. The teacher names the pictures on the first row, *cresta* and *crucigrama*, and explains that the *c* and the *r* are a group of consonants followed by a vowel that form a syllable. The teacher says “/cres-ta/” and explains that when the *c* and the *r* are together, they are always followed by a vowel. The teacher names the words that the pictures represent, placing emphasis on the /cr/ sound. The teacher and the students work together on the pictures from rows two and three: the teacher names them, and the students follow along, putting emphasis on the syllables *cro* and *cru*. The students write the syllables under each drawing. The students then work independently with the pictures on the next page. The words include

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croquetas, crater, and cronometro.

- In Module 8, Lesson 6, in the *Decodificar: Prefijos re-, in-* section, in *Corregin y Encauzar*, if the students have a hard time decoding words with the prefixes, the teacher uses the model in this section. The model includes five steps, *Corrija, Demuestre, Guie, Verifique, and Refuerce*. In *Corrija*, the teacher explains that a prefix is a part of the word that is added at the beginning to change its meaning. In *Demuestre*, the teacher shows how to decode the word *resecar*. In *Guie*, the teacher guides the students to decode the words *incapaz* and *revender*. In *Verifique*, The teacher verifies that the students understood the word *imposible*. In *Refuerce*, The teacher reinforces the teaching and repeats the process with the words *retomar* and *inacabable*.

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, the materials provided in the third grade modules include a document called *Assessment and Differentiation*. The document includes a section titled *Meeting the Needs of Accelerated Learners*. The document guides the teacher to the portion of the lesson called *Options for differentiation* 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, differentiated spelling instruction and spellings lists, and additional activities to extend writing.
- In Module 4, Lesson 6, in the *Opciones para la enseñanza*, in *Ensenar gradualmente y ampliar* section, the students are guided to identify the main ideas and express them in a summary about the text, *Gigi y el anillo mágico*. The teacher encourages the students to identify the main ideas and use them to summarize the text. The teacher asks the students to explain how they knew the details had to be included in their summaries.
- In Module 8, Lesson 8, in the *Opciones para la enseñanza*, in *Ensenar gradualmente y ampliar* section, the teacher asks students to make predictions about the text, *La artesana de las nubes*, and guides them to look for answers while reading. The teacher asks the students to share their predictions and state if they were confirmed or if they had to adapt them while reading. The teacher asks students to say how making predictions helped them understand the text and stay interested in it.
- In Module 10, Lesson 3, the *Opciones para el trabajo independiente y colaborativo* section lists additional activities to help accelerate learning by watching additional video tutorials, engaging in an extended writing activity, or practicing additional skills using Rigby leveled readers and graphic organizers related to lesson.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners. For example, in Module 5, Lessons 1-5, there is a section titled *Vistazo 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*

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digital, technology station. Each section includes different activities/games that all learners can engage in. For example, in the vocabulary section, students can use a page with words from previous lessons related to the theme of the module and select up to six words they find interesting. Students practice writing one sentence with each of the selected words. In the technology section, students can listen to the text of the week, *Las competencias de fútbol*, or they can select a text on their reading level. Students can make a list of strategies they used to listen to the text, including questions and a short summary. In addition, students can use a practice page to practice their keyboarding skills.

- In Module 8, Lessons 1-5, there is a section titled *Vistazo 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 vocabulary section, students can use a page with words from previous lessons related to the theme of the module and select up to six words they find interesting. Students practice writing one sentence with each of the selected words. In the technology section, students can listen to the text of the week, *Por siempre Thomas: como Thomas Edison cambio nuestra vida*, or they can select a text on their reading level. Students can make a list of strategies they used to listen to the text, including questions and a short summary. In addition, students can use a practice page to practice their keyboarding skills.
- In Module 10, Lessons 1-5, in *Centros de lectoescritura*, in the *Centro del proyecto*, the students work in groups using the *Página imprimible: Proyecto* as a guide to start the project. The groups have to complete a brainstorming session about Anasi. The groups talk about Anasi's characteristics and make a summary of their investigation. The students determine the way they will share and keep notes about their ideas and information.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- Materials include a variety of developmentally appropriate instructional approaches that include the use of oral practice, tables to sort words, printable pages, dictation, and digital resources to engage students in mastery of the Spanish foundational literacy skills. For example, in Module 1, Lesson 11, the teacher models how to differentiate syllables with *l*, *ll*, and *y* that make the sounds /l/ and /y/. The teacher uses a table with *l* and *ll* with words that include *mala*, *malla*, *lave*, and *llave* to explain the difference in pronunciation of *l* and *ll*. The students separate the words into syllables. The teacher uses a separate table and repeats the activity to differentiate between words with *ll* and *y*. The teacher uses words that include *lleno*, *yodo*, *calle*, and *coyote*.
- In Module 5, Lesson 1, students engage in writing sentences. The teacher uses *Oraciones para dictado* to dictate sentences that contain *sílabas trabadas* with *l*. The teacher reminds students that *sílabas trabadas* with *l* include the combination of consonants *bl*, *cl*, *fl*, *gl*, and *pl*. The teacher uses sentences that students can relate to with words that include the target sound-spelling pattern. Sentences include “*Laura es amable y simpática;*” and “*Anita siempre cumple sus promesas.*” Other practice words include *plaza*, *playa*, *reflejo*, *regla*, *hablando*, *contemplando*, and *complacido*.
- In Module 6, Lesson 1, in the lesson word work section, the teacher uses a printable page of words with the letters *c*, *s*, and *z*. Words include *acercaba*, *suceso*, *zona*, and *especial*. The teacher reads the words aloud and discusses their meaning as needed. Students work together to sort the words into categories based on those spelled with *c*, *s*, and *z*. The teacher reads the words *cebada*, *densa*, and *dulzura* aloud and demonstrates how to sort them using the three columns. The lesson includes additional suggestions to work in small groups using the additional *Corrección* resource to differentiate based on students’ needs.

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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, and independent practice. For example, in Module 2, Lesson 1, the students practice decoding and writing words with open syllables with *d* and *t*. The students read the lines and sentences that include *dado*, *tira*, *atado*, *nota*, and “*El niño tiró un dado sin decir nada.*” The students reread the lines with a partner and quiz each other on how to spell the words and how to divide them into syllables. The lesson materials include additional practice for the students using the *Aprende y demuestra* page, where students work independently to practice words with open syllables with *d* and *t*, using words like *ridículo*, *armadura*, *debo*, and *verdura*. The students read the words, separate them into syllables, and write them in the appropriate column based on the number of syllables.
- In Module 5, Lesson 5, the fluency section includes a fluency passage, *Fluidez La gran remontada*. The teacher models how to read the passage with fluency, first using think alouds to demonstrate self-correction techniques. The teacher asks students to read the passage chorally using the choral reading routine. Students work in pairs using the partner reading routine to read the passage aloud and continue to practice decoding and identifying words with the *sílabas trabadas con l*.
- In Module 12, Lesson 8, students work in small groups to complete a page in the *Aprende y demuestra* workbook. Students apply their understanding of previously taught phonics concepts that include *sílabas abiertas y sílabas cerradas* to separate words into syllables as they decode words that include *lácteos*, *merengue*, *andén*, and *quejó*. Students use the words in the word bank to fill in the blanks of the ten sentences that are provided. The sentences include “*De pequeña, mamá jugaba a la _____ y a saltar la cuerda.*” Students orally share the strategy(ies) they used to decode the words.

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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 materials include 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. In Part 2 of the document, it 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 1, Lesson 3, the guide includes the *Dual Language Settings* section under phonics. The teacher offers additional linguistic support using objects and gestures. Students name different elements or items and identify open syllables. It also offers tips for additional practice and writing opportunities.
- In Module 8, Lesson 6, the *Dual Language Settings* section includes additional information about supporting comprehension aligned to the phonics skill of the lesson. The guide includes tips and questions for the teacher to use with students whose first language is English in order to help them recognize the prefixes *re-* and *in-*. The teacher reads each word from the table and asks students to raise their hand when they hear the prefix *re-* or *in-*. The teacher listens to students' responses to ensure they pronounce words correctly. The words include *reabrir*, *inactividad*, and *retomar*.

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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. For example, in Module 2, the Teacher's Guide includes a section called *¡Adelante con el módulo!* The module has a section that helps 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 do a word hunt of words with prefixes *re-*, *pre-*, *dis-* and suffixes *-oso*, *-osa*, *-mente*.
- The materials include online materials such as the Rigby library and the student book *Mi Libro*, which 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, Module 5 contains the sections *Comentar el tema*, *Explorar el género*, and *Desarrollar el vocabulario*. Some recommendations in this module include speaking with the student about what the student is reading and what the student has learned about the topic (*Comentar el tema*). It also encourages the parent to share their own questions about the topic and discuss them. Parents

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are motivated and provided with guidance to help students find books that help them think and explore ideas and concepts covered in the module (*Explorar el género*). In the *Desarrollar el vocabulario* section, parents will find ideas of words they can use to discuss the main idea, how to help the child develop a critical vocabulary, and how to look for *sufijos -ero, -era, -or, -ora, -ísimo, -ísima, -ito, -ita y con las raíces bio y vid* in books, magazines, and online texts.

- In Module 8, 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 do a word hunt using magazines, books, online articles, or any environmental print focusing on words with Greek and Latin roots like *-grafo, -logia, vis- ex-*.
- In Module 11, the materials provide a *Carta para la familia: Estudio del género: Textos de no ficción ¡Hola, Familia!* The *Carta para la familia* tells parents that in Module 11, students will learn about non-fiction texts such as informative texts, non-fiction narratives, and opinion texts. The letter includes a tip for parents that ask them to work with their children to verbalize the steps in solving problems at home. The letter also includes guides for parents to be involved in their children's education, such as asking their children about what they are learning at school, setting time aside to read on a daily basis at home, and helping their children in developing their knowledge about genres by asking them about the books they read at home. Finally, the letter asks parents to help their children keep a log of the non-fiction books they read at home.

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

- Materials for grade 3 include a Teacher's Guide to connect with families and community in an online supplement called GPS (Guiding Principles and Strategies). The English version of the guide presents most of the information regarding how these connections work as well as the materials available. The Spanish version of the guide titled, *Conectarse con las familias y la comunidad*, is shorter and different than the one provided in English.
- In Module 10, the materials include a section called *Relacionarse con las familias* (connecting with families). Resources in the section include printables in *Mi caja de herramientas lingüísticas* (toolkit) that has additional resources for families to continue to work with their student 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 for grade 3 are letters to the families, 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 and are not distracting or chaotic.

Evidence includes but is not limited to:

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

- Digital materials are accessible and compatible with multiple operating systems and devices. For example, the 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.

- Digital materials support and enhance virtual and in-person instruction. The 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 whether a 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 3 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 7, week 3, one of the centers suggested for independent student practice is the *Estacion digital*. Students have a choice of listening to the digital book *La velita de los cuentos* or

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reading a leveled book from the digital Rigby library. Then, they write about what they heard, create a summary, or ask a question about the text. In grade 3, students can also practice using the computer keyboard following the instructions in the printable pages the program provides called *Uso del teclado*.

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

- Digital materials enhance student learning and are not distracting or chaotic. Digital materials for grade 3 are fewer than in other grade levels. For example, the digital materials in the *HMH Ed Platform* 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.
- In grade 3, students have access to the *Tablero para formar palabras* that supports student learning in a controlled, expandable interactive panel to form single and multisyllabic words. Students have digital access to a variety of fiction and non-fiction books.
- The material includes a *Práctica interactiva de vocabulario Sufijos -ote/-ota, -ón/-ona* in which students go through some slides that explain how the words change by adding the suffixes -*ote/-ota*, -*ón/-on*, such as *burbuja = burbujota* and *picaro = picaron*. In the next part of the activity, the students type the correct word when adding a suffix to a root word, such as *amiga + ota = amigota*.
- In Module 8, students have the option of using a self-selected text and answering questions using a printable which is located under the *centros de lectoescritura* in the digital station.