

Houghton-Mifflin Harcourt Grade K 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) Spanish instruction, practice, and review related to alphabet knowledge.
- The materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to the alphabetic principle.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the Spanish TEKS.
- The materials provide some 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 include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read decodable connected texts with accuracy and automaticity.

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Section 4. Progress Monitoring

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

Section 5. Supports for All Learners

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

Section 6. Additional Information: Resources

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

Section 7. Additional Support

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

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include a cohesive, Spanish TEKS-aligned *secuencia de instrucción*, scope and sequence, that outlines 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, *Vistazo a la Semana*, that outlines the TEKS taught that week. The scope and sequence outlines the areas of *Fonética*, *Conciencia fonológica*, and *Ortografía*, including the correlating TEKS.
- In Module 1, week 1, the *Fonética* sequence is *palabras con o, i* TEKS K.2B(i), K.2D(v), K.2E. For *Conciencia fonológica*, the materials target TEKS K.2A(iii) and K.2A(i) identifying words in sentences and identifying rhyming words. In *Ortografía*, the objective is to practice calligraphy with the TEKS K.2C(i), K.2E. In week 2, the *Fonética* sequence is *palabras con a, u, e* TEKS K.2B(i), K.2D(v), K.2E. For *Conciencia fonológica*, the materials target TEKS K.2A(iii) and K.2A(iv) identifying words in sentences and identifying syllables. For *Ortografía*, the materials target practice with calligraphy TEKS K.2C(i), K.2E. In week 3, the *Fonética* sequence continues with the five vowels TEKS K.2B(i) and K.2E. For *Conciencia fonológica*, the materials target TEKS K.2A(vi) and K.2A(iv) segmenting words into syllables and identifying syllables. In *Ortografía*, the objective is to practice the vowels' sounds, calligraphy, and writing the vowels TEKS K.2B(i), K.2C(i), K.2E.

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- The materials include a section at the beginning of each module titled *Vistazo a la Semana*, week at a glance, that includes a breakdown of the TEKS and describes the materials and activities covered during each week/lesson. In Module 1, week 1, *Vistazo a la semana*, the materials include *Conciencia fonológica: identificar palabras en oraciones*. The materials list the correlating TEKS 2.A(iii). The next foundational skill listed is *Fonética: Palabras con o, i* with the correlating TEKS 2.B(i), K.2D(v), K.2E. In *Ortografía: practicar la caligrafía*, the correlating TEKS includes TEKS 2.C(i), K.2E. The materials list the decodable text and the skills that align to that week's phonics patterns *Oo, la li, La li, la Oo*.

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

- The materials demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year with beginning-of-the-year modules that take up where the previous grade level left off. A vertical alignment document that shows the progression of skills from year to year is not evident.
- The materials include a sequence of instruction documents that specify which skills should be mastered at each grade level and in which order. For example, the phonemic awareness sequence of phonemic awareness includes *discriminación auditiva, segmentación de oraciones, aliteración, rima, conciencia silábica y conciencia fonémica*.
- The materials include a *tabla de correspondencia* document that shows the vertical alignment of the kindergarten concepts and skills included in the material. The *tabla de correspondencia* is divided into modules and weeks, and it includes a column to the right that has the lesson number and page for each concept. The *tabla de correspondencia* shows the phonics continuum and specifies the skills that will be mastered at the end of kindergarten. The *tabla de correspondencia* is divided in sections by concepts, such as *destrezas fundamentales, lectura, and vocabulario*.
- The lesson plans at the beginning of the year review and build upon the previous year's lessons. The kindergarten materials include nine modules. In Module 1, the kindergarten phonics lessons begin with introducing vowels and the concept of simple syllables. While in Module 9, the kindergarten phonics lessons end the year by creating new words by adding, deleting, or changing syllables. In grade 1, Module 1, first grade phonics lessons begin by reviewing vowels and syllables and emphasizing reading and spelling new words through syllable manipulation.

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. In Module 1 for kindergarten, the materials in *Conciencia fonológica* begin with identifying words in a sentence. In Module 6, the *Conciencia fonológica* focus is combining sounds and segmenting sounds. In Module 9, the *Conciencia fonológica* focus ends the kindergarten year by adding phonemes and substituting phonemes. The materials vertically align *Conciencia fonológica* to first grade by starting with identifying initial sounds in Module 1.
- In the *Fonética* section of Module 1, Lesson 1, students identify the sound /o/ with vowel *o*. The lessons throughout Module 1 introduce all vowels as expected in Spanish. By the end of the

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module in Lesson 16, the teacher introduces simple syllable awareness with *ma, me, mi, mo,* and *mu*. The lesson objectives progress from simple to complex from module to module. In Module 9, Lesson 20, the last lesson in the materials, the students review simple syllables with *k, w, x* and simple blends to write words. The materials align the *Fonética* concepts to the first grade materials. The first grade materials begin with a review of previous skills taught in kindergarten, reviewing vowels and decoding and encoding words with simple syllables *ma, me, mi, mo, mu,* and *pa, pe, pi, po, pu*. The lessons transition into decoding and encoding words with syllables and blends and move into *CV, CVC* words before words with *CCVC, diptongos,* and *hiatos*.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The lessons include specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction to model new phonics skills and contain detailed guidance for each component of the gradual release model. For example, in Module 4, Lesson 1, *Trabajo con palabras: Sílabas con b /b/*, the teacher places the *tarjetas preparadas con sílabas ba, be, bi, bo, bu* and the *Tarjetas de fotos bate, bebé, bici, botella, burro*. The materials guide the teacher on what to say to lead the activity. The teacher shows the picture of *bate* and asks students to divide the words into syllables. The teacher asks for the beginning sound of *botella*. The students respond with *bo* and identify the row in which *botella* needs to be placed. The routine continues with the rest of the words in the *Tarjetas de fotos*. This includes specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction to model new phonics skills.
- In Module 5, Lesson 2, during a lesson on blending syllables, the lesson plan provides a picture example of how to use letter cards to practice blending syllables with students along with specific phrasing for using the cards. The Teacher's Guide prompts the teacher to place and project each of the letter cards so students can see them, dividing the word into syllables. The teacher asks students what the sounds of each letter are, then asks what the syllable is. This is repeated with both syllables before the students are asked to combine them to read the word.
- In Module 5, Lesson 3, the teacher models sorting words by whether the *v* syllable is at the beginning or end of the word. The teacher tells students that the syllables *va, ve, vi, vo* can be at the beginning or at the end of a word and that in the word *valen*, the syllable is at the beginning. The students complete the word sort by collectively pointing to the correct sort column as the teacher reads the remaining words to them.
- In Module 8, Lesson 1, *Identificar sonido final: Entra a la cueva*, the teacher explains that all

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words have an ending sound. For example, the word *cartel* ends with */l/*. The teacher explains that they will find words that end with the same sound as *cueva*, and they will put the word inside a cave that the teacher draws. The teacher then models the activity for words with the ending sound *a*, such as *hormiga* and *gusano*. The teacher repeats the activity with other words that include *doña*, *fecha*, *leche*, and *masa*.

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 guide that contains useful annotations and suggestions for teachers on how to present the content in the materials. For example, in Module 1, Lesson 2, the materials provide *Consejos para la enseñanza*, which guides the teacher on what to do if students have trouble understanding the concept. The materials include *Corregir y encauzar* boxes, which contain suggestions on how to fix common misunderstandings. The materials include *Dual Language Settings* boxes of information which include suggestions on how to provide and support understanding for students that are learning the English language
- In Module 2, Lesson 2, the teacher's guide includes *Consejos para la Enseñanza*, which gives suggestions for additional ways to support teachers to facilitate instruction; the box guides the teacher to ask students to clap or jump for each syllable. The teacher asks the students to move while they say each syllable instead of clapping. An example of the movement can be to have the students clap for each syllable or for them to get on their knees and then stand up when they say the syllable.
- In Module 6, Lesson 6, the teacher guide has a text box titled *Dual Language Settings*, which provides guidance for developing Spanish phonics skills with dual language students for whom Spanish may be their second language. The box says, in Spanish, that hearing a native Spanish speaker pronounce words can be helpful for students. It contains a link to the *Audio de pronunciación /y/* for the teacher to play aloud various times while showing picture cards for the syllables with *y*.
- In Module 8, Lesson 1, the teacher guide includes *Enseñanza con grupos pequeños*, which gives suggestions for additional ways to support teachers to facilitate instruction; the box guides the teacher to observe students while they identify the ending sound of words. If they show difficulties, then students complete the *practica de la destreza* page. If they succeed, keep practicing with the page. The teacher observes the students while they identify the final sound in the words, and if the students have difficulty identifying the final sound, the teacher provides support with the *Práctica de la destreza de la lección*. If the students get the concept with ease, then the teacher upward scaffolds the lesson with *Práctica de la destreza de la lección*.

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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 4, Lesson 6, students learn and practice words with syllables with the initial *r* and */rr/*. The teacher introduces the lesson on initial *r* by showing *Tarjeta de Alfamigos: Rique Rinoceronte*. The teacher reviews words with *r* and asks students to separate them into syllables. The teacher says, “*Rique escucha música por la radio. Ahora separemos en sílabas la palabra radio. (ra-dio) El sonido de la primera sílaba es ra. ¿Cuál es la sílaba? (ra).*” During the next part of the lesson, the teacher introduces syllables with *rr /rr/* by showing the syllable cards *rra, rre, rri, rro, and rru*. The teacher writes the word *perro* and explains that the word has a digraph */rr/* in the middle. The teacher reads syllables on the card, and students repeat the word. The teacher addresses a common misconception and explains that syllables with *rr* are never used at the beginning of a word. When a word begins with */rr/*, it is written with the letter */r/*.

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- In Module 5, Lesson 17, students learn the syllables *ca*, *co*, *cu*, and *que*, *qui*. The teacher shows a poster with the letter *c*. The students say the name of the letter and the syllables *ca*, *co*, and *cu* that correspond to the letter when it makes the /k/ sound. Students brainstorm words with *ca*, *co*, and *cu*. The teacher connects the /k/ from the letter *c* to the sound made by *q*. The teacher emphasizes that *q* is always accompanied by the letter *u* and only forms two syllables: *que* and *qui*.
- In Module 7, Lesson 6, students learn and practice words with syllables *ge*, *gi* /j/. The teacher shows the *Tarjeta de Alfamigos Genaro Girasol* and prompts students to remember the consonant *g* in previous words they have studied, which include *gato* and *goma*. The teacher explains the different sounds that *g* makes in the syllables *ge* and *gi*. The teacher says, “*Esta consonante tiene otro sonido y suena igual que otra letra que ya aprendieron, j. El sonido es /j/, como en girasol.*” To address the misconception that *g* always makes the same sound, the teacher uses prior learning to connect to new learning.

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

- The materials include guidance on specific phonics skills and instructional strategies for teaching Spanish phonics. The materials include a detailed guide on phoneme and grapheme correspondences, *Correspondencias entre fonemas y grafemas*. This three-column guide offers an explanation of common consonants, consonant digraphs, consonant + vowel digraphs, silent consonants, vowels, silent vowels and dieresis, vowel sounds encoded with consonants, diphthongs, hiatus, and triphthongs in column one. Column two has the representing sound, and the third column provides examples for each letter sound explained.
- In Module 1, Lesson 11, the materials include specific guidance for introducing *silabas con l /l/*. The teacher shows the *Tarjeta de Alfamigos Lara Langosta* and shows a video *Vídeo de Alfamigos*. The teacher follows the guidance and says, “*Esta es la consonante /l/ de Lara. A Lara Langosta le gusta leer. ¿Con qué sílaba empieza Lara?*” The materials provide the answer the students should give: “*Empieza con la.*” The teacher asks students to raise a finger whenever they hear *Lara*. Next, the teacher says, “*Lara es una langosta.*” The guidance instructs the teacher to ask students to separate words into syllables and repeat using choral reading. Words and sentences include “*Lara teje con Lana*” and “*Lana llama por teléfono a la lechuga.*” The teacher shows the *Ll* alphabet card and shows students how to write the capital and lowercase *Ll* using hand gestures in the air. The teacher then writes the uppercase and lowercase *Ll* on the board.
- In Module 5, Lesson 1, the students delete syllables in a word and play the wind game. The materials include detailed guidance for the teacher to implement the game effectively. The teacher says a word. Students take turns placing a syllable in front of another syllable to form multisyllabic words. The materials specify, “*Cuando llegue el turno del tercer niño, sople en su dirección indicándole que dé un paso atrás en silencio.*” The teacher ‘blows’ away the third student to move up. This indicates that the student takes a step back. The students read the remaining two-syllable words. The materials provide guidance on which words to use, which include *palacio*, *pala*, *ojota*, and *ojo*.
- In Module 7, Lesson 1, the materials guide the teacher on instructional procedures that help students learn to read words. The teacher shows the *Tarjeta de Alfamigos Níco Nándú*. The

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materials give a verbatim script as guidance for the teacher to specify the consonant /ñ/ de ñandú during the *I Do* section. The teacher explains, “Un ñandú es un ave muy grande que corre muy rápido y que vive en América del Sur. ¿Con qué sílaba empieza Ñico? After the introduction, the materials include further guidance, *Pida a los niños que muevan las piernas para mostrar lo rápido que corre un ñandú. Diga: Ñico Ñandú tiene un pico redondo y corto como una ñata. Ahora separemos en sílabas la palabra ñata.*” The students separate the words into the syllables ña-ta and identify that the first syllable is ña. The teacher writes the syllable on the board. Students read chorally. The materials guide the teacher to write the syllables ñe, ñi, ño, and ñu on the board. The materials include guidance on the position of the tongue for the articulation of syllables with ñ. The teacher says, “Con la boca un poco abierta, apoyen la lengua en el medio del paladar y digan ñe.”

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

- The materials include specific guidance on providing immediate, corrective feedback within the lesson. For example, in Module 2, Lesson 1, the *Corregir y Encauzar* box guides the teacher on what to do if the students point to the incorrect line when they classify *Tarjetas de fotos* with syllables *pa, pe, pi, po, pu*. The teacher separates the syllables emphasizing the syllable with *p*. The guidance includes “*Si los niños señalan la fila incorrecta, separe la palabra en sílabas enfatizando la sílaba con /p/.*” The teacher asks the students which is the vowel that comes after */p/*. The students point to the correct syllable row where the picture goes. “*Luego, pídeles que señalen la fila a la que pertenece la imagen.*” The words used in the lesson include *pelo, pico, and poco*.
- In Module 3, Lesson 1, *Corregir y Encauzar*, the teacher is provided with corrective feedback to use when students struggle to identify rhyming words. The corrective feedback guidance includes, “*Diga las palabras de cada grupo lentamente haciendo énfasis en el final de la palabra y pida a los niños que repitan después de usted con el mismo énfasis.*” The teacher says each word slowly with a greater emphasis on the last syllable. Students repeat the words with the same emphasis.
- In Module 7, Lesson 3, the students identify the initial sound in words. The teacher explains that all words have an initial sound and start with a sound. The teacher tells students they will play a game to guess the initial sound in words and says, “*Voy a decir palabras. Escuchen: araña, abanico. El sonido inicial es /a/ porque las palabras empiezan con a.*” The teacher asks students to use thumbs up or down to show whether or not the words have the same initial sound. Each time they answer correctly, the teacher draws a clue, and after they get several clues, they can guess the picture. The lesson includes a *Corregir y Encauzar* section which includes specific guidance for students that may have difficulties identifying the initial sound in a word. The guidance tells the teacher to say whether the sound is a consonant or a vowel. The teacher asks if the word in the word pair starts with the same consonant or vowel.

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

- Materials provide detailed guidance for connecting previously taught phonics skills to new learning. For example, in Module 3, Lesson 3, under *Destrezas Fundamentales, Phonics: Syllables with d /d/ Review Blending Syllables* was introduced in the same module, Lesson 2. The students blend words that include syllables with *d*. The teacher shows *Mostrar y motivar: Combinar y*

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leer, and asks the students to read the words. The words include *duda*, *nido*, and *lindo*. The activity has four steps called *Filas*. In *Fila 1*, the teacher models how to blend syllables in a word. In *Fila 2*, the students read some words together. In *Fila 3 Repaso*, the teacher shuffles words in random order and asks the students to read them in silence and then aloud. In *Fila 4 Oracion*, the students read a sentence with decodable words aloud together: “¿Dónde está el nido? ¡En el piso!”

- In Module 8, Lesson 1, students are exposed to syllables with *x*, *w*, and *k*. In Lesson 2, the teacher guides students through a word sort of syllables with each of the recently learned letters. The students work in small groups to look for words that contain these syllables. The materials prompt the teacher to use a book that contains the skills from the prior week. The teacher divides the class into five groups and gives each group three syllable cards from the following: *ka*, *ke*, *ki*, *ko*, *ku*, *xa*, *xe*, *xi*, *xo*, *xu*, *wa*, *we*, *wi*, and *wo*. Students look for their syllables in the posters around the room or in their *Superlibrito* from the previous week.
- In Module 9, Lesson 16, under *Destrezas Fundamentales*, there is a section called *Trabajo con palabras: Sílabas ge, gi /j/ Repasar las sílabas ge, gi /j/*. This section is a review of a lesson that was introduced in Module 8, Lesson 1. In the lesson review, the teacher shows the *Tarjeta del abecedario k* and asks students the name of the letter and its sound. The teacher reviews syllables *ka*, *ke*, *ki*, *ko*, and *ku*. The teacher asks for the beginning sound of *koala*. The teacher reminds students that the sound /k/ makes the same sound for the syllables *ca*, *co*, *cu* y *la q* en *las sílabas que, qui*. The students say names or last names that start with *k*. The students make a booklet with the names they said.

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

- Materials include clear guidance on how to pace each lesson. Materials do not include specific time suggestions for each component of the gradual release model. The pacing suggestions for the individual components of each skill within the daily lesson are listed in the *Vistazo a la Semana*.
- In week 4, the *Vistazo a la Semana* page includes a section with *Tiempos Diarios sugeridos*. Times are listed for each section of the lesson. For example, *Lectura y Vocabulario 15-30 minutes*, *Destrezas fundamentales 40 to 45 minutes*, *Taller de lectura 30-45 minutes*, and *Enseñanza en grupos pequeños 45 to 60 minutes*. Suggestions that subdivide the time within lessons are not evident.
- In Module 1, Lesson 11, the phonemic awareness and phonics lessons include a clock icon that indicates the recommended length of the lesson (i.e., 5 min, 10 min). For example, *Lectura y vocabulario 15-30 minutos*, *Destrezas fundamentales 40-50 minutos*, *Taller de escritura 30-45 minutos*, *Small group 45-60 minutos*.
- In Module 1, Lesson 16, the sections in each lesson have a picture of a clock indicating how much time the teacher should be spending on each section. The clock next to the *Presentar el tema: Palabras de uso frecuente* activity indicates 5 minutes. In *Conciencia fonológica*, the picture of the clock indicates 5 minutes, while *Sílabas con h* and *Palabras con h* have a picture of a clock that shows 10 minutes.

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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 only include 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. For example, in the material's scope and sequence, the lesson is consistent throughout the year. In Module 3, Lesson 17, there is a section titled *Fonética: Repaso de sílabas con n, d, t, f*, which has four steps to review previously taught phonics patterns. In step 1, *Decir el nombre de la letra N n y las sílabas que forma*, the teacher shows the *Tarjeta de sílabas y ortografía nube*. The teacher identifies the beginning letter *Nn*. Students say the letter name out loud. The teacher reviews the syllables *na, ne, ni, no, and nu*, and students repeat. The teacher points to the word *nube*. Students say the word and identify the initial syllable *nu*. In step 2, *Comentar nombres con N n*, the teacher asks students to stand up if their names or last names have the syllables *na, ne ni, no, or nu*. The teacher writes the names or last names and underlines the syllables with */n/*. In step 3, *Repasar cómo escribir N n*, The students write the names of their classmates in the air and then in their booklet. The teacher models how to trace the capital letter *N*. In step 4, the teacher hangs the cartel in *ABC* order and explains it will be there to guide them in the future. The teacher repeats the routine with letters *D d (de), T t (te), and F f (efe)*.
- In Module 5, Lesson 2, students learn and compare syllables with *v* or *b*. The teacher models joining phonemes to make syllables and syllables to make a word using the *Combinación de Sílabas* routine to manipulate letter cards. In Lesson 12, the routine works with syllables with *// /y/*. In Module 6, Lesson 2, the routine works with syllables *ga, go gu, gue, gui /g/*. This routine is consistently used to review phonics skills throughout the materials in the second lesson of every week.
- In Module 7, Lesson 11, the lesson is consistent throughout the year with the other lessons. It

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has a section called *Conexion con la fonética* that guides the teacher to review the *oraciones cumulativas* from the previous week and shows the *Tarjetas de fotos niña* and *girasoles*. The teacher says sentences found behind each picture card. Sentences include “*Carmina es una niña que usa pantalones con dibujos de piñas,*” and “*También usa calcetines con girasoles y muchas otras flores.*” The teacher reads the *oración cumulativa*. “*Por la noche, usa un pijama con pingüinos y chispas de chocolate.*” The teacher repeats the sentence, and students repeat the words *noche*, *chispas*, and *chocolate*. The teacher repeats the routine with the word *pingüinos*. The teacher repeats the sentences as many times as it takes for the students to identify the words in the sentences.

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

- The materials include practice opportunities for 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 4, Lesson 1, students review syllables with *b*. The teacher prepares cards with syllables *ba*, *be*, *bi*, *bo*, and *bu* and then places them in a pocket chart. The students place a picture next to the syllable to classify and identify the beginning syllables of words. The *Tarjetas de fotos* used are *bate*, *bebé*, *bici*, *botella*, and *burro*. The materials do not specify in which lesson the skill was previously learned. Students read the decodable book *Un paseo en familia*, written by Marina Lopez and illustrated by Alyssa Bermudez, in which students put into practice reading words with syllables with *b*. Words include *budin* and *bebidas*.
- In Module 7, Lesson 11, students identify the final phoneme in words. The teacher draws a picture of a fish and tells students that this special fish only eats things that have the same ending sound as *pececito*. The teacher says words including *higo*, *planta*, *cinco*, and *timbre*. Students give a thumbs up or thumbs down to show whether the words end in /o/.
- In Module 9, Lesson 1, students read decodable sentences and use the context of the sentence along with hints from the teacher to guess what the missing word is. The missing words include recently practiced *sílabas trabadas* which include the words *fruta*, *crema*, and *frasco*. In Lesson 2, students independently complete a page from the *Aprende y Demuestra* workbook. Students read a list of words with *sílabas trabadas* and then sort them by *fr*, *cr*, and *pr*.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice by increasing in complexity and only include previously taught phonics skills. For example, in Module 5, Lesson 6, the students read the decodable book *Laura cuida a su abuela*. Students read words with the middle *r* skill that was previously learned in the *Fonética* lesson. Students read the book and then answer an activity about words with middle *r* to apply their understanding of previously taught phonics patterns. The teacher uses the routine *Lectura a Coro* to combine syllables and read words.
- In Module 7, Lesson 2, the teacher leads the students in guided practice decoding a list of words with /ñ/ syllables, including *caña*, *destiñe*, *teñi*, and *riñó*. The teacher uses letter cards to spell the words from the word list and separates the letters into syllables. Students read the words chorally. In the same lesson, the teacher introduces the decodable text *Cinco gatitos pequeños*. Students read through the first page and discuss their predictions with a partner before reading the remainder of the book chorally.

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- In Module 9, Lesson 6, the students read the decodable book *La Estatua de la Libertad*. Students read words with syllables *cl* and *bl*. These skills were previously learned in the *Fonética* lesson. Students read the book and then answer an activity about words with middle *r* on page 27 to blend syllables and read words.

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Indicator 3.A.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a research-based systematic sequence that is authentic to Spanish by introducing the five vowels before the consonants, including their names and corresponding sounds. For example, in Module 1, Lesson 1-5, the vowels *o* and *i* are introduced, as well as their corresponding sounds. In Lessons 6-10, the vowels *a*, *u*, and *e* and their corresponding sounds are introduced. In Lessons 11-15, all five vowels *a*, *e*, *i*, *o*, *u* are reviewed. Module 1, Lesson 16 begins instruction of consonants and their sounds, beginning with the letter *m* for that entire week and ending with Lesson 20.
- In Module 2, the letters *s*, *n*, *p*, and *l*, which are commonly taught first in Spanish phonics instruction, are introduced. Module 3 introduces letters *d* and *t*, as well as a spiraled review of the vowels and previously taught consonants.
- In Module 4, the sequence continues with the letters *b*, *r*, *c*, and the initial consonant *r* when it makes the /rr/ sound. Module 5 introduces the letter *v* and reviews previously taught letters and sounds. Module 6 introduces the letter *g* when it makes the hard /g/ sound and the letters

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y, *z*, *h*, *j*, and *c* when it makes the /s/ sound. In Module 7, the letter ñ is introduced along with the *g* when it makes the soft /j/ sound. Module 7 also reviews previously taught letters and their corresponding sounds.

- Module 8 completes the alphabet sequence and introduces more rarely used letters in Spanish, *k*, *w*, and *x* in Lessons 1-5. In the following lessons and up to Module 9, all letters are reviewed.

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

- The materials provide scripted direct instruction in Spanish for teaching the identification of the 27 letters and their corresponding sounds. The materials introduce the uppercase and lowercase letters simultaneously each time a new letter is introduced. For example, in Module 1, Lesson 14, the teacher reviews letter-sound correspondence with the five vowels. The teacher forms the vowels with masking tape on the floor. The teacher voices the sound of each vowel by singing, whispering, or changing the character of the tone used to say the vowel. Students walk over the vowels and repeat what the teacher says. The teacher repeats the vowels two, three, and four times. Students walk on each vowel, repeating its sound and echoing the teacher's intonation.
- In Module 3, Lesson 6, the teacher reviews letter-sound correspondence using the *Tarjeta de Alfamigos Gala Gata* and the *Alfamigos* video. Students act out when they hear words with *Tt*, such as *tutú* and *tele*. The teacher models the position of the lips when pronouncing the syllable *te*. The teacher explains, "Con la boca un poco abierta, apoyen la punta de la lengua detrás de los dientes superiores de adelante y suelten el aire mientras dicen 'te.'" Students write the lowercase letter in the air and in the palm of their hand. Students trace the letter *T* using whiteboards and a page in the *Aprende y Demuestra* workbook.
- In Module 6, Lesson 1, the teacher reviews letter-sound correspondence using the *Tarjeta de Alfamigos Gala Gata* and the *Alfamigos* video. Students act out when they hear words with *Gg* that include *gala*, *goloso*, and *gusanos*. The teacher models the position of the lips when pronouncing the syllable *ga*. The teacher says, "Con la boca un poco abierta, apoyen la lengua en la parte de atrás del paladar y digan ga." The teacher introduces the capital letter *G* and models how to trace the capital letter *G* on the board. The teacher guides the formation of the letter and says, "Empiezo justo abajo del punto más alto. Dibujo una curva hacia atrás. Dibujo una línea hacia la izquierda." Students write the capital letter *G* in the air and in the palm of their hand. Students trace the letter *G* using whiteboards and in a page from the *Aprende y Demuestra* workbook.

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

- The materials provide scripted direct instruction in Spanish for the formation of the 27 letters in upper and lowercase. For example, in Module 2, Lesson 1, the teacher introduces syllables with the letter *P p /p/*. In this lesson, the teacher shows a card with the letter *Pp* to introduce the concept. The teacher shows the letter strokes and displays the *ABC* card with *Pp*. The teacher points to the uppercase and lowercase *Pp* and tells students that this is the consonant *Pp /p/* as in *Paco*. The teacher asks students if they know anyone that has a name that begins with *Pa*, *Pe*, *Pi*, *Po*, or *Pu* and writes the names on the board. The teacher and students read the names together. The teacher models how to write uppercase and lowercase *Pp* on the board as they

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describe the strokes in Spanish by using the script from the guide that says, “*Empiezo arriba. Bajo en línea recta. Vuelvo arriba. Dibujo medio círculo hacia delante.*” The students repeat the strokes chorally while they write the letter in the air and in the palm of their hand. The teacher tells students to write the letter *P* on a dry-erase board. During independent practice, the students use the page from *Aprende y Demuestra* to continue to practice tracing and writing the letter *Pp*.

- In Module 5, Lesson 1, the teacher introduces syllables with the letter *Vv /b/*. In this lesson, the teacher shows a card with the letter *Vv* to introduce the concept. The teacher shows the letter strokes and displays the *ABC* card with *Vv*. The teacher points to the uppercase and lowercase *Vv* and tells students that this is the consonant *Vv /b/* as in *Vani*. The teacher asks students if they know anyone that has a name that begins with *Va, Ve, Vi, Vo, or Vu* and writes the names on the board. The teacher and students read the names together. The teacher models how to write the uppercase and lowercase *Vv* on the board as they describe the strokes in Spanish by using the script from the guide that says, “*Empiezo en el medio. Bajo en diagonal hacia la derecha. Subo en diagonal hacia la derecha.*” The students repeat the strokes chorally while they write the letter in the air and in the palm of their hand. The teacher tells students to write the letter *P* on a dry-erase board. During independent practice, the students complete the page of *Aprende y Demuestra* to continue to practice tracing and writing the letter *Vv*.
- In Module 8, Lesson 1, the teacher introduces syllables with the letter *Kk /k/*. In this lesson, the teacher shows a card with the letter *Kk* to introduce the concept. The teacher shows the letter strokes and displays the *ABC* card with *Kk*. The teacher points to the uppercase and lowercase letters and tells students that this is the consonant *Kk /k/* as in *Karina, Kevin, Katia, and Kali*. The teacher and students read the names together. The teacher models how to write uppercase and lowercase *K* on the board as they describe the strokes in Spanish by using the script from the guide that says, “*Empiezo arriba. Bajo en línea recta. Vuelvo arriba. Bajo en diagonal hacia la izquierda. Bajo en diagonal hacia la derecha.*” The students repeat the strokes chorally while they write the letter in the air and in the palm of their hand. The teacher tells students to write the letter *Kk* on a dry-erase board. During independent practice, the students complete the page of *Aprende y Demuestra* to continue to practice tracing and writing the letter *Kk*.

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

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation and in context. For example, in Module 4, Lesson 1, on teaching syllables and spelling, the teacher uses *Tarjeta de Alfamigos Denis Delfin* to teach the letter *de*. The teacher describes how to position the mouth to correctly say the letter name *d*. The teacher says, “*Con la boca un poco abierta, apoyen la punta de la lengua detrás de los dientes de adelante y digan de.*” The teacher displays the *Tarjeta del abecedario Dd*, points to the uppercase letter, and says, “*Esta es la consonante /d/ de Denis. ¿Conocen a alguien con un nombre que empiece con Da, De, Di, Do, Du?*” The teacher writes the names and underlines the letter *D*. Students join the teacher to read the names listed. In this lesson, students independently practice forming the letter *Dd* using the *Aprende y Demuestra* workbook.

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- In Module 7, Lesson 1, the teacher uses *Tarjeta de Alfamigos Ñico Ñandú* to teach the letter Ññ. Teacher says, “*Esta es la consonante /ñ/ de ñandú. Un ñandú es un ave muy grande que corre muy rápido y que vive en América del Sur.*” The teacher describes how to position the mouth in order to correctly say the letter sound ñe.” The teacher says, “*Con la boca un poco abierta, apoyen la lengua en el medio del paladar y digan ñe.*” The teacher displays the *Tarjeta del abecedario Ññ*, points to the uppercase letter, and says, “*Esta es la consonante /Ñ/ de Ñico. ¿Conocen a alguien con un nombre que empiece con Ña, Ñe, Ñi, Ño, Ñu?*” The teacher writes the names and underlines the letter Ñ. The students and the teacher read the names together. The teacher clarifies that names such as *Nicolas* or *Anita* use a letter that has a different sound. Students practice forming the letter Ññ using the *Aprende y Demuestra* workbook.
- In Module 9, Lessons 1-5 in the *Centros de lectoescritura* for the week, students practice matching uppercase and lowercase letters. For the work on this *Trabajo con palabras* center, the teacher prepares the printable page *Juego de memoria: el abecedario* printing two sets of letters, one of the alphabet uppercase letters and another one with the alphabet lowercase letters. Students work in pairs. The memory game begins when the students place all cards face down. Students take turns picking two cards. They turn the two cards they selected face up, name the letters out loud, and if there is a matching uppercase and lowercase letter, the student keeps the cards. If the cards do not match, the students put the cards back in their place face down. Students continue to take turns selecting cards. The game ends when students have matched all the upper and lowercase letter cards.

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Indicator 3.A.2

Materials provide systematic and direct (explicit) Spanish instruction, practice, and review related to the **alphabetic principle**.

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

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct Spanish instruction, practice, and review related to the alphabetic principle.

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

Evidence includes but is not limited to:

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

- The scope and sequence provides a clear outline of the systematic sequence of the sound-spelling patterns taught in each of the nine modules. The sequence introduces less complex sound-spelling patterns before introducing more complex combinations. 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 Modules 1 through 5, the sound-spelling patterns include the vowels and consonants that make only one sound. In Module 1, the sequence is *sílabas con a, e, i, o, u*, and later *palabras con m*. There are multisyllabic words listed under the section of *Ortografía* that include *azul, oveja, mesa, and mariposa*. In Module 2, the sequence is *sílabas con p, s, l, n*. Correlating words for practice include *puma, mapa, oso, suma, nopal, and pepino*. In Module 3, the sequence is *sílabas con d y t*. The practice words include *dedo, nido, taza, and tomate*.
- Modules 5 through 9 include sound-spelling patterns with sound-spelling patterns that produce multiple sounds, including *sílabas trabadas tr, br, gr, pr*. In Module 6, the sequence includes the second sound of the letter *c, /s/*. Correlating words for practice include *cejas, ceño, and cine*. In Module 7, the sequence includes the letter *g* making the */j/* sound. Correlating words for practice include *genio, ruge, and giro*. In Module 8, the sequence is *sílabas trabadas con tr y br*.

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Correlating words for practice include *cebra*, *trébol*, and *brisa*. In Module 9, the sequence is *sílabas trabadas con fr, cr, dr*. Correlating words for practice include *franela*, *crujiente*, and *dromedario*.

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

- The materials provide scripted direct instruction and directions to introduce grade-level sound-spelling patterns. Scripted direct instruction includes the use of syllable cards and writing on the board to demonstrate the sound-spelling patterns.
- In Module 2, Lesson 9, students form words with syllable cards using the *Página imprimible: Formar palabras*. The students cut the syllables that include *me* and *sa* to make words. The teacher models how to make the word *mesa*. The teacher finds the syllable cards *me* and *sa*. The teacher places the syllable cards in a pocket chart one after the other to show the syllables *me-sa* blended to form *mesa*. The teacher says, “*Primero escucho me, así que voy a buscar la tarjeta que tiene la sílaba me. Luego escucho sa, así que voy a buscar la tarjeta que tiene la sílaba sa. La voy a poner después de me.*” In a guided practice activity, students blend syllables to make words that include *pasa*, *pisos*, and *oso*.
- In Module 5, Lesson 4, the students form words using syllables with *v /b/*. The teacher uses syllable cards to help the students manipulate the syllables to form words. The teacher says the word *avena*. The students repeat the word. The teacher divides the syllables in *avena a-ve-na* out loud and shows the students how to form the word using syllable cards. The teacher places the syllables in a pocket chart. The teacher looks for a syllable card and states the name of each syllable while placing it in the correct place. The students form the word using the syllable cards. The teacher guides students to form new words by replacing, adding, or removing syllables, including *Quiten la última sílaba na* to form the word *ave*. The students change the first syllable to form the word *lave*.
- In Module 8, Lesson 11, the teacher presents the *combinaciones tr, br* with the syllable cards *tranvía* and *brazo*. The teacher says, “*La palabra tren empieza con dos consonantes: /t/ y /r/. Al combinarlas, suenan /tr/.*” The teacher emphasizes, “*Recuerden que al leer, cada letra es importante. Si se saltan una letra, tren puede convertirse en ten.*” Students practice decoding words that include *trigo*, *bromas*, and *estrella*. The teacher points out, “*Las consonantes t y r están juntas y oímos el sonido de cada una.*” The teacher does not refer to *tr* and *br* as *sílabas trabadas* (blends).
- In Module 9, Lesson 14, students form words using the blends *pl*, *fl*, and *gl*. The materials do not refer to the blends as *sílabas trabadas*. The materials refer to the *sílabas trabadas* as *combinaciones*. The teacher uses syllable cards to help the students manipulate the syllables to form words. The teacher says the word *playa*. Students repeat the word. The teacher divides the syllables in *playa* out loud and shows the students how to form the word using syllable cards. The teacher places the syllables in a pocket chart and says, “*Primero escucho pla, así que voy a buscar la tarjeta que tiene la sílaba pla. Luego escucho ya, así que voy a buscar la tarjeta que tiene la sílaba ya. La voy a poner después de pla.*” Students form the word using the syllable cards. The teacher guides students to form new words by replacing, adding, or removing syllables, including “*Cambien la segunda sílaba ya*” to form the word *placa*. Students change the first syllable to form the word *flaca*.

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

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. Activities include printable pages, syllable cards, encoding practice, and games. For example, in Module 1, Lesson 11, the teacher models to students how to divide words into syllables. Each syllable has at least one vowel, such as the vowel *u* in *fru* and *a* in *ta*. The teacher prepares a poster where students add syllables to make a fruit salad. The teacher writes the names of fruit on index cards and cuts the word into syllables. The students identify the syllables and place them on the poster. Some of the words include *naranja*, *banana*, and *uva*.
- In Module 2, Lesson 7, the students practice combining syllables to read words with *s*. The teacher draws a large circle on the board with vowels and the letter *s* in the middle. The students form syllables with those letters which build *sa*, *se*, *si*, *so*, *su*. The students use the *Aprende y Demuestra* printable page during independent practice to practice tracing, reading, and writing the letter *s* along with words and sentences with *s* that include *oso*, *pesa*, *Susi*, *Susi pesa*, and *pasas*.
- In Module 5, Lesson 17, students practice and review syllables written with the letters *b*, initial and middle *r*, *v*, and the syllables *ca*, *co*, *cu*. The teacher places syllable cards with these letters in a box along with cards of each of the five vowels. A student takes out cards until a word is formed. Students chorally say the syllable that is pulled each time. Once a word is formed, the teacher raises the syllable cards for the whole group to see. Students combine the syllables to decode the word and identify the syllables. The teacher continues the routine with words that include *calle*, *valle*, *caballo*, *rabo*, *borra*, *villa*, *roca*, *burro*, and *cubo*.

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Indicator 3.B.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic and authentic Spanish sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables). A gradual release of responsibility is evident within and across modules.
- The materials provide a systematic sequence of learning phonological awareness that increases in complexity throughout the nine kindergarten modules. Modules 1-4 work on identifying and producing rhyming words, Module 3 on producing and recognizing alliteration, Modules 3-7 on forming words, Modules 5-7 on segmenting sounds, Modules 8-9 on identifying phonemes at the beginning, ending, and middle of a word, Modules 6-9 on changing sounds, and Modules 8-9 on combining sounds in syllables.
- The gradual release of responsibility is seen throughout the modules. In Module 1, Lesson 3 begins with rhymes. The teacher explains what a rhyme is, then plays with the students to decide whether or not the spoken words rhyme. Words used include *gracioso*, *hermoso*, *nota*,

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noche, camisa, and repisa. In Module 5, Lesson 7, students work on the more challenging task of changing syllables to form new words. Some words used in the lesson are *gelatina (latina)*, *payaso (paso)*, and *sombrilla (brilla)*. Module 8, Lesson 19 includes a more rigorous task. Students segment monosyllabic words into their beginning and ending sounds. The teacher assigns a letter sound to each student. Students remember their sound and stand up when they have the letter that answers the question, “¿Quién tiene el sonido inicial de la palabra *mes*?” or “¿Quién tiene el sonido final de la palabra *don*?”

- The gradual release of responsibility is also evident within a module. Module 1 focuses on identifying syllables, segmenting syllables, and combining syllables. In Lesson 8, the concept of a syllable is introduced. The teacher states that a syllable has one vowel sound and shows the corresponding picture cards. The students repeat the words, including *mar, jirafa, burro, camisa, and sol*. Students count how many syllables are in each one. In Lesson 11, the students segment words into syllables. The teacher reads words aloud and models how to segment the syllables before students are read words, including *naranja, banana, manzana, and uva*, and asked to segment the syllables. In Lesson 16, students combine syllables. The teacher assigns one student a syllable and another syllable to a second student. They each say their syllable. The teacher models making a bridge with the students' hands and connects them to combine syllables and create a word.

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

- Materials include scripted direct (explicit) instruction in Spanish for teaching oral syllable awareness skills. For example, in Module 3, Lesson 7, students review combining syllables using names. The lesson begins with the teacher saying each of the syllables in their name and modeling combining the syllables. The teacher guides students to do the same with several of their names, such as *Er, nes, to*. The teacher says, “*Combinen las sílabas. ¿En quién estoy pensando?*” Students work with a partner to do the same activity, using the names of friends or family. One student says the separated syllables, and the other partner combines them to say the name.
- In Module 6, Lesson 7, the teacher uses picture cards with no words to help students reflect on how syllables form words. The teacher displays the pictures of a fox, chicken, monkey, horse, and seal, and asks, “¿Qué tienen estas imágenes en común?” (*todos son animales*). The teacher points at the picture of the *zorro* and asks, “¿Qué sílabas puedo combinar para formar el nombre de este animal? (*zo-rrro*). ¿Cuántas sílabas son? (*dos*)?” The teacher repeats the exercise with the rest of the picture cards. The next three bullets of instructions explain how to conduct the process of the activity that follows.
- In Module 7, Lesson 11, the teacher explains that every word has a final sound and that if they listen carefully, they can identify the sound. The teacher uses a *Cartel de ejemplo* with *El pececito hambriento* and says, “*Por ejemplo, pececito termina con /o/, lo mismo que hambriento.*” The teacher tells students that they will identify the final sound in some words and draws a picture of a fish. The teacher reads the script: “*Tenemos que dar de comer a este pececito. Pero es un pececito especial: solo come cosas que tengan el mismo sonido final que pececito.* The teacher cautions, *¡Ojo que come cualquier cosa, no solo comida! Escuchen: dedo.*” The teacher asks, “¿Tiene el mismo sonido final que pececito?” Students use thumbs up or

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thumbs down to respond if the rest of the words end in the same sound (o) using the following words: *higo, planta, letra, abanico, cinco, timbre, gajo, and balon.*

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 for ongoing review and practice. Materials suggest using a variety of multimodal resources for strategically supporting syllabication development in single and multisyllabic words. For example, in Module 3, Lesson 1, the teacher uses the *Tarjetas de Alfamigos* for oral syllable awareness. The students identify words, separate syllables, and identify sounds. The teacher shows the *Denis Delfin* card and says, “*Esta es la consonante /d/ de delfin. ¿Con que sílaba empieza Denis?*” (*Empieza con de*). The teacher shows the cards and reads the words that are on the bottom part of the card. The students repeat after the teacher.
- In Module 5, Lesson 11, the materials include *Tarjetas de fotos* picture cards for suggested activities. Students divide words into syllables using picture cards. Students count the number of syllables in each word. The teacher models how to segment words into syllables using the *Tarjetas de fotos* and counts the syllables in the words. The picture cards used in the lesson are *caballo, cabra, jirafa, lluvia, nube, toro, and velero.*
- In Module 6, Lesson 16, the teacher tells students they will be building words, like building a multi-story building, with syllables. The teacher gives them wooden blocks to represent each syllable. They tell the students two syllables as students repeat them and stack two blocks on top of each other. The teacher says an additional syllable. Students add the syllable to the beginning of the word or top of the stack. Students repeat and add this to the original word, and they say the entire word. To further support students, the teacher also has picture cards to represent each of the three-syllable words that students should make, including *triciclo, sombrilla, teclado, and cuadrado.*
- In Module 8, Lesson 4, the students blend sounds to form syllables and words. Materials in the lesson include picture cards with the words *toro* and *torre*. Students use a worksheet with pictures from *Aprende y Demuestra*. The teacher says sounds that include */rr/ /a/ /n/ /a/ (ra-na, rana)* and */m/ /a/ /n/ /o/ (ma-no, mano)*. Students listen to and combine the sounds, then circle the corresponding picture on the worksheet.

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Indicator 3.B.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials provide a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation. The *Bienvenidos al módulo* page at the beginning of each of the nine modules includes the phonemic awareness skills covered in each unit. The materials contain a systematic sequence that outlines the kindergarten phonological awareness curriculum where phonemic awareness is also included. It provides a list of lessons, skills, and correlated practice pages in the student workbook. The *Conciencia fonológica* outline is under the *Taller de destrezas fundamentales y estudio de palabras*.

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- Modules 1-5 focus on syllabication, and in Module 6, students begin to work with phonemes. Module 6 begins with identifying the initial phoneme, then combining phonemes before segmenting them. In Modules 7 and 8, the focus on phonemes continues, targeting segmenting syllables and sounds, then initial, middle, and final sounds, etc. In Module 9, the materials focus on combining sounds, initial, medial, and final sounds, and adding and substituting phonemes.
- In Module 1, Lesson 1, the students learn that sentences can be divided into individual words. In Module 3, Lesson 6, the students combine syllables to form words, and in Module 6, Lesson 12, they practice dividing syllables into their individual sounds.
- The materials include a systematic sequence within modules. Module 6 begins with identifying the initial phoneme, then combining phonemes, before segmenting phonemes. In Lesson 8, students identify initial phonemes. The teacher guides them to identify the initial sound in words, including *bote*, *montaña*, and *playa*. In Lesson 11, the lesson focuses on combining phonemes to make words. The teacher says the phonemes aloud, and students combine them to say the words, including *azul*, *sol*, *vela*, and *cama*. In Lesson 13, the teacher shows students picture cards of different objects. The students first segment the syllables, then the phonemes in each of the words, including *luna*, *nota*, *dos*, and *llave*.

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

- The materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness. For example, in Module 2, Lesson 1, students identify letters in syllables and syllables in words. The teacher shows *Tarjetas de fotos* to identify the animal in the picture. The teacher asks, “¿Qué animal ven aquí? (pato) A la palabra pato puedo separarla en dos partes: pa-to. ¿Qué vocal tiene la primera sílaba? (a) ¿Y la segunda sílaba? (o).” The students identify the first syllable /a/ and the vowel in the second syllable /o/. The teacher follows the script and asks, “¿Cuáles son las sílabas de pato? (pa-to).” The students identify the syllables in the word *pa-to*. Some of the words used during the lesson are *puma* (pu; ma), *pico* (pi; co), *pelo* (pe; lo), and *poco* (po; co).
- In Module 6, Lesson 13, the teacher displays the picture card of the word *joyas* and says, “Separen en sílabas. ¿Cuántas sílabas tiene joyas? (jo-yas; dos).” The teacher separates the word *joyas* into two syllables and explains, “La primera sílaba es jo. La segunda, yas.” The teacher asks, “¿Cuáles son los sonidos de la primera sílaba, jo? Cuenten los sonidos. (j/ /o/; dos). ¿Cuáles son los sonidos de la segunda sílaba, yas? Cuenten los sonidos. (y/ /a/ /s/; tres).” Students identify the number of phonemes in each syllable. The teacher asks, “¿Cuáles son los sonidos de las dos sílabas juntas? (j/ /o/ /y/ /a/ /s/).” The students identify the five phonemes of the word *joyas*. The teacher affirms, “La palabra joyas tiene cinco sonidos.” Students practice with the picture cards for the words *dos* (d/ /o/ /s/), *luna* (l/ /u/ /n/ /a/), *taza* (t/ /a/ /s/ /a/), *mar* (m/ /a/ /r/), *nota* (n/ /o/ /t/ /a/), and *llave* (y/ /a/ /b/ /e/).
- In Module 8, Lesson 7, the teacher follows the script to remind students, “El sonido que escuchan o dicen al principio es el inicial, el del medio es el sonido medio y el último es el sonido final.” The teacher tells students that they will identify sounds and says, “Mis amigos tienen dos hermanos. Escuchen: mis. El sonido inicial es /m/, el medio es /i/ y el final es /s/.” The teacher asks students to use the choral response to identify the sound in *dos*: initial /d/, middle /o/, and final /s/. The teacher follows the script and asks, “¿Mis y dos tienen el mismo sonido inicial, medio o final? (final).” Students identify that the final sound in the words *mis* and *dos* is the

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same. The teacher demonstrates other words with the same final sound in the sentence, “*Soy fan del pan con sal sin fin.*”

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

- The materials provide opportunities for the students to gradually go from the abstract to the concrete. Materials provide specific and precise terms, phrasing, and statements in Spanish that teachers can use during core instruction. For example, in Module 3, Lesson 17, students blend syllables to create words. The teacher follows the script and reminds students that when they combine syllables, they form new words. Teacher models using the example *sa y lón* make the word *salón*. In the *We Do* section, the teacher explains that they will discover items in the classroom using syllables as clues. The teacher says, “*El objeto se forma con tres sílabas: pi, za y rrón. Combinen las sílabas. ¿Qué es? (pizarrón) Señalen el pizarrón.*” In the *You Do* section, the teacher repeats activities using the words, *mapa, lapiz, silla, and caja* and asks students to write down answers by coloring the corresponding pictures in a worksheet from *Aprende y Demuestra*.
- In Module 7, Lesson 1, the teacher tells students that they will be dividing words into syllables, then dividing syllables into sounds. The teacher follows the script and says, “*Las palabras se pueden separar en sílabas. Las sílabas son sonidos agrupados, así que también podemos separarlos. Para eso, prestamos atención a cada consonante y a cada vocal.*” The teacher shows a picture of a monkey and says, “*Este es un moño.*” The teacher asks, “*¿Cómo separamos en sílabas la palabra moño? (mo-ño) ¿Cuántas sílabas tiene moño? (dos).*” The teacher slowly repeats the syllables *mo, ño*. The teacher explains that the syllables in the word *moño* can be segmented into sounds and says, “*Las sílabas de moño pueden dividirse en sonidos. Escuchen mo, /m/ /o/; ño, /ñ/ /o/.*” The students repeat the phonemes. In Module 8, Lesson 6, the students identify sounds and connect the sounds to letters. The teacher shows an anchor chart with the letters of the names of the students and explains to the students that letters represent sounds and that they will identify and connect the letters of their names with the sounds they make. The teacher shows the name *Carlos* and says that the first sound is */k/*, which is represented by the letter *c*. “*Mi nombre es Carlos. El sonido /k/ del principio se representa con la letra C.*” The teacher continues with other names that include *Alejandro* and asks if the name begins with one of the letters listed on the chart. Students use thumbs up or down to answer the teacher's questions. Students place the name under the corresponding letter. The routine continues with all the students' names.

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

- The materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review). Activities and resources include the use of images, scripted instruction, letter cards, and drawings. For example, in Module 2, Lesson 9, students practice naming an image and separating the word into its syllables with the teacher. Students practice giving a name to a picture, segmenting that word into syllables, and deciding how many syllables make up that word. Students mark their answers

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in the *Aprende y Demuestra* workbook. One step further, in Module 2, Lesson 17, students hear separate syllables of a word and blend them to form the word. The teacher says individual syllables to form a word. Students orally blend the syllables and identify the word. Students draw a circle in the picture that shows the word they just blended in the *Aprende y Demuestra* workbook. The teacher continues the same process with the words *ba-na-na* (*banana*), *ni-ño* (*niño*), *mo-ne-da* (*moneda*), *mo-no* (*mono*), *ne-na* (*nena*), and *nu-do* (*nudo*).

- In Module 6, Lesson 17, after completing the phonemic awareness portion of the lesson, the teacher uses letter cards to show how to combine phonemes to make syllables and then syllables to create words. The teacher shows the letter cards *c*, *e*, *n*, and *a*. Students slide the first two letter cards together. The teacher asks, “¿Cuál es la sílaba? (*ce*).” The teacher repeats this with the second two letter cards and asks, “¿Cuál es la sílaba? (*na*).” Students slide their finger below the syllables. Students blend the syllables to read the word *cena*.
- In Module 8, Lesson 17, the teacher explains that words can be segmented into different sounds. The students sort pictures of words that include *sol* and *dos*. The students cut words into three vertical pieces. The teacher assigns a color for each sound. Students identify the initial, middle, and final sound in their word and color it accordingly. At the end, the students complete their puzzles using additional words that include *sal*, *mar*, *rey*, and *pan*.

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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.	PM
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

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 to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.

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

Evidence includes but is not limited to:

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

- The materials partially provide a systematic sequence for introducing the sound-spelling patterns as outlined in the Spanish TEKS. The scope and sequence indicates the four modules in which the five digraphs *ch*, *rr*, *ll*, *qu*, and *gu* are taught. The materials introduce the *qu*, *gui*, and *gue* sound-spelling patterns with syllables *que* and *qui* before introducing the sound-spelling patterns *ll* and *ch*. The materials introduce *gue* and *gui* before introducing *ch*. This differs with the order in which these sound-spelling patterns progress in level of difficulty across the TEKS.

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- 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. The digraph *ch* is introduced last in the sequence. In Module 4, Lessons 6-10, students learn the sound of the digraph *rr* and its use in medial syllables. In Module 4, Lesson 16, the teacher introduces the combinations *que* and *qui* and when to use them. Module 5, Lessons 11-15, the digraph *ll* is directly taught and practiced. Module 5 reviews *rr*, *ll*, *que*, and *qui*. In Module 6, Lesson 1, after practicing the hard *g* syllables, the combinations *gue* and *gui* are introduced. In Module 7, Lesson 11-15, the digraph *ch* is taught and practiced. Module 7 reviews *gue*, *gui*, and *ch*. At this point in the lesson sequence, all vowels and consonants have been explicitly taught except for the most uncommonly used *k*, *w*, and *x*.

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

- The materials provide scripted direct instruction that partially addresses grade-level sound-spelling patterns. Scripted direct instruction includes the use of syllable cards and writing on the board to demonstrate the sound-spelling patterns. For example, in Module 4, Lesson 16, the teacher introduces the syllables *que* and *qui*. In this lesson, the teacher shows a card with the letter *q*. The teacher says, “*Esta es la consonante /k/ de quetzal.*” The teacher reads the syllables at the bottom of the card. Students repeat the syllables chorally while the teacher points to each word. The teacher says, “*Queco es un quetzal.*” Students separate the word *Queco* into syllables *Que-co*, and the teacher says, “*La primera sílaba es que. ¿Cuál es la sílaba?*” The students respond with “*que.*” The teacher writes the word on the board, and students read it chorally. The teacher writes the syllables on the board and points out that syllables *que* and *qui* are written with a *q*.
- In Module 6, Lesson 1, the teacher introduces the syllables *gue* and *gui* (/g/). In this lesson, the teacher shows a card with the syllables *gue* and *gui*. The teacher says, “*Esta palabra tiene la consonante /g/ y después la vocal /u/ al principio de la palabra. Juntas forman un dígrafo, es decir, dos letras que representan un solo sonido.*” The teacher reads the syllables at the bottom of the card. Students repeat the syllables chorally while the teacher points to each syllable. The teacher points out that the *u* is silent in syllables *gue* and *gui*. The teacher says, “*La guitarra de Mariela es hermosa.*” The students separate the word *guitarra* into syllables *gui-ta-rra*. The teacher says, “*La primera sílaba es que. ¿Cuál es la sílaba?*” The students respond with “*gui.*” The teacher writes the syllable on the board, and students read it chorally. The teacher continues to demonstrate using the words *aguila* and *guisado*.
- In Module 7, Lesson 11, the teacher introduces syllables with *ch*. In this lesson, the teacher shows a card with the letter *ch*. “*Este es el dígrafo /ch/. Aunque se escribe con dos letras, representa un solo sonido. ¿Qué tienen en común Charo y Chico?*” The teacher reads the syllables at the bottom of the card. Students repeat the syllables chorally while the teacher points to each word. The teacher says, “*Charo se pone alegre cuando sale de viaje.*” The teacher asks students to separate the word *Charo* into syllables *Cha-ro* and says, “*La primera sílaba es cha. ¿Cuál es la sílaba?*” The students respond with *cha*. The teacher writes the syllable on the board, and students read it chorally. The teacher repeats using words that include *coche*, *chirrido*, and *choca*.

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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. Activities include printable pages, syllable cards, encoding practice, and games. For example, in Module 3, Lesson 11, the teacher uses *Tarjeta de Alfamigos, Llari y Llina Llamas*, to introduce the digraph *ll* and the initial syllable with *ll*. The teacher reproduces the *Alfamigos* video and asks students to say hi to *Rique* by stomping their feet like a rhino. The teacher says sentences telling a story about *Rique*. The students act out the words. The words include *ruta*, *risa*, and *radio*. The students practice tracing the letters *Rr* using the *Aprende y demuestra* page. The teacher shows *Tarjeta de sílabas y ortografía, perro*, and explains that the word has a digraph *rr* that makes only one sound /r/. The teacher clarifies that words never begin with double *rr*; they will always start with only one letter *r*. The teacher reads some sentences with words that have *rr*, and students act out the words. An example sentence is, “*A todo perro le gusta rodar por la tierra.*”
- In Module 4, Lesson 6, the teacher uses *Tarjeta de Alfamigos: Rique Rinoceronte* to introduce the letter *r* and initial syllables with *rr*. The teacher reproduces the *Alfamigos* video and asks students to say hi to *Llari* and *Llina* by stretching their arms to the sky. The teacher tells a story about *Llari* and *Llina*. Students act out the words. Some words include *llamas*, *valle*, and *pollito*. The teacher models the position of the mouth with syllable *lle*. The teacher models how to trace the digraph *ll*. The students practice tracing the letters *ll* using the *Aprende y demuestra* page. The teacher uses the syllable cards *lla*, *lle*, *lli*, *llo*, and *llu*. The students say words that start with those syllables and classify the words by placing the word next to the syllable card that begins with that syllable.
- In Module 6, Lesson 2, the teacher uses letter cards to model forming and reading words with *gue* and *gui*. The students read the words *Miguel* and *guitarra*. The teacher reads sentences to use these words in context. The sentences include “*A Miguel le encanta bailar.*” In the *Aprende y demuestra* resource, students practice writing words with *gue* and *gui*. The students identify syllables with *gue* and *gui* among other words with /g/. Students decode a word and show thumbs up or down to show the teacher if the word has the syllables *gue* and *gui*. The students show and point where to place the picture to sort the picture cards according to the syllables. The picture cards used in the lesson with the *gu* pattern are *guitarra* and *triangulo*.

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 scavenger hunts, activities in digital slides, and letter cards. For example, in Module 4, Lesson 6, the teachers uses *Tarjetas de abecedario Rr* to help students identify the /rr/ sound with the letter *r* in syllables *ra*, *re*, *ri*, *ro*, and *ru*. The teacher projects the *Mostrar y motivar: Palabras que quiero saber* slides and models how to form words with *r*, such as *Ramon*, *rubia*, and *barro*. The teacher says, “*Para leer las palabras debes relacionar las letras con los sonidos que conoces. ¡Y recuerda que los dígrafos representan un solo sonido!*” Then the students read the sentence, “*Hay dos ranas en el barro.*”

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- In Module 5, Lesson 1, under *Palabras que quiero saber*, the students learn the words *flor*, *hasta*, and *quiere*. The teacher uses the word *quiere* to model. The teacher says the word and asks students to repeat the word chorally several times. Students repeat in soft and loud voices. The teacher models how to form the word using letter cards. The letter cards are grouped according to the syllables that make up the word. The teacher asks, “¿Cuál es la primera sílaba? (*qui*).” The teacher reads and combines each syllable to form the word: *Qui-e-re, quiere*. Students read chorally while the teacher points to each syllable. The teacher goes on and hides the word. Students use letter cards to form the word, verify the spelling, and correct it appropriately. The routine repeats with each one of the words students are learning. To finish the lesson, students complete pages in the *Aprende y demuestra* workbook.
- In Module 7, Lesson 11, in the phonics lesson, students learn about the digraph *ch /ch/*. In this lesson, the teacher uses the *Tarjeta de Alfamigos Charo y Chico chimpancés* to introduce the digraph. The teacher says, “Este es el digrafo /ch/. Aunque se escribe con dos letras, representa un solo sonido. ¿Qué tienen en común Charo y Chico? (empiezan con ch).” The teacher shows the *Alfamigos* video that presents words with the digraph *ch*. Students listen to sentences and identify the words with the digraph *ch*. Students connect the sentences with a body movement. Words used in the lesson include *charo*, *coche*, *chirrido*, and *choca*. Students learn the capital *Ch* and lowercase *ch* letter formation.

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Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for encoding and decoding multisyllabic words as outlined in the Spanish TEKS. In the *Scope and Sequence*, the table lists a systematic sequence for multisyllabic words for the nine modules. For example, in Module 1, the sequence starts with identifying syllables. In Module 2, the sequence includes syllables with *p*, *s*, *l*, and *n*. In Module 3, the sequence continues with syllables with *d*, *t*, and *f*. In Module 4, students work with syllables with *b*, *r*, *ca*, *co cu*, *que*, and *qui*.
- Lesson objectives progress from less to more complex skills. In Module 2, Lesson 5, after learning the vowels in Module 1 and some consonants such as *m* and *p* in earlier lessons, the

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teacher reads words to students and has them say how many syllables each word has. The words include *pez*, *zapato*, *mariposa*, *sapo*, and *aquí*, which use open and closed syllables. Later in the materials, in Module 8, Lesson 17, students are working with *sílabas trabadas* such as *gr* and *pr*.

- In Module 5, Lesson 1, students manipulate ending syllables orally. The multisyllabic words used in this lesson are *va-ca-ción*, *pa-la-cio*, *mu-cho*, *o-jo-ta*, and *no-ta*. Students omit the last syllable to form the words *vaca*, *pala*, *mu*, *ojo*, and *no*. In addition to the syllable CV introduced at the beginning of the year, this mid-year lesson exposes students to syllables CVVC and CVV. The phonics lesson that follows is titled *Enseñar las sílabas y la ortografía*. The subject is syllables with *v /b/*. This lesson uses the words *Vani*, *vaca*, *va-ca-cio-nes*, *verano*, *volar*, and *vive*. Students practice dividing the word *vaca* into its syllables. The words used once again are words with patterns CV, CVV, and CVC.

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

- Materials provide scripted direct (explicit) instruction for applying knowledge of syllable division principles to decode and encode multisyllabic words. The materials include principles of explicit instruction; they use specific and precise terms, phrasing, and statements in Spanish that teachers use during core instruction. For example, in Module 1, Lesson 8, *Mi Turno*, the teacher introduces what syllables are with the following script: “*Una sílaba es una parte de una palabra que decimos de una sola vez. Todas las sílabas deben tener por lo menos una vocal. Una vocal sola puede ser una sílaba.*” Students practice with the words *ca-mi-sa*, *da-do*, *ga-lli-na*, *ni-ña*, *ro-sa*, *ja-món*, *mar*, and *sol*.” In *Nuestro Turno*, the teacher tells students that they will separate words into syllables. The teacher shows a picture of a shirt (*camisa*). The teacher asks, “*¿Qué representa esta foto? (una camisa) ¿Cuáles son las vocales de camisa? (a, i, a).*” The teacher and students clap to count syllables. The teacher says, “*Ahora que sabemos cuales son las vocales, podemos separar en sílabas. Voy a dar un aplauso por cada sílaba: ca-mi-sa. Ahora ustedes (ca-mi-sa) ¿Cuántas sílabas contamos? (3) Muy bien. Son tres golpes de voz, así que son tres sílabas.*”
- Module 2, Lesson 1, under *Destrezas Fundamentales*, the students identify syllables with *p*. The materials provide explicit direct instruction to identify syllable types to decode and encode multisyllabic words. For example, the script tells the teacher how to explain that words are made of different parts called syllables and that every syllable has at least one vowel, as well as that every word can be divided into syllables. It then asks the teacher to model how to divide *pato* into syllables. “*Explique que las palabras que usamos todos los días se componen de distintas partes y que podemos separarlas en sílabas. Cada sílaba tiene al menos una vocal.*” The teacher shows the *Tarjeta de fotos pato*. Students identify the animal they see. The teacher says, “*A la palabra pato puedo separarla en dos partes: pa-to.*” The materials include the questions the teacher asks, “*¿Qué vocal tiene la primera sílaba? (a) ¿Y la segunda sílaba? (o) ¿Cuáles son las sílabas de pato? (pa-to).*”
- In Module 2, Lesson 11, the lesson guide asks the teacher to use the *rutina de Sonidos de las Letras* to show students how to identify, read, pronounce, and write syllables with *f/ff/*. The teacher guides students using a picture card with an illustration of a *foca*. The teacher follows the script and says, “*Fabi es una foca.*” Students clap like a seal. The teacher says, “*Ahora*

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separemos en sílabas la palabra Fabi. (Fa-bi) El sonido de la primera sílaba es fa. ¿Cuál es la sílaba? (fa).” In the word work section of the lesson, the teacher reviews syllables using picture cards. One student takes a card, and other students show thumbs up or thumbs down to indicate if the word has a syllable with *f* or not.

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

- The materials include a variety of activities to develop, practice, and reinforce syllabication skills. For example, in Module 1, Lesson 20, the teacher guides the students in an activity where students state their favorite color. When a student shares their favorite color with the class, the student separates the word into syllables *mo-ra-do*. Other students join in by saying the complete word. Students participate in an activity to practice spelling *m* syllable words. The teacher says the first word, and students repeat it chorally. The teacher says the word in the sentence, “*Mamá dijo que nos preparemos para salir.*” Students use *Write and Reveal* to write the word. Words include *mamá*, *amo*, and *mimo*. Students write the word on the board and read it chorally with the teacher as the teacher points to each syllable. Students check and correct their spelling.
- In Module 3, Lesson 1, under *Destrezas fundamentales*, the students identify syllables with *d*. The teacher uses the *Tarjetas Alfamigos* letter *Denis Delfin* to develop the skill of identifying syllables with the /*d*/ sound. Then the teacher models how to decode words with *d* by dividing the words into syllables, such as *da-do* (*dado*). Then the teacher reads some sentences and asks the students to practice by acting out sentences that include syllables with the letter *d*, such as, “*A Denis le gusta el dibujo,*” and then students mimic drawing with their hands.
- In the *¡Adelante con el módulo! Vistazo a los Centros de lectoescritura* section in Module 8, there are additional resources for students to continue word work of the sound-spelling patterns for *sílabas con k /k/, x /ks/, w /u/*. The resources include a sort image activity, sounds, letter books *Az-Zz*, and a rainbow words activity. During the guided portion of the lesson, the teacher tells students they will sort words by consonant sounds. The teacher chooses a card; students read it chorally and pick and point to the correct column using words like *karate*, *saxo*, *wi-fi*, *ukelele*, *boxeo*, and *kinder*. During the independent portion of the lesson, the students are divided into five groups, and each group has three syllable cards (*ka*, *ke*, *ki*, *ko*, *ku*, *xa*, *xe*, *xi*, *xo*, *xu*, *wa*, *we*, *wi*, *wo*, and *wu*). The teacher asks each group to look at posters in the classroom or the previous week's *Super librito* to find words that contain the syllable they have received.

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 incorporate activities that encourage students to practice decoding and encoding multisyllabic words in a variety of ways. These activities support student knowledge of syllable types and division principles, reading words in isolation and in connected text to develop, reinforce, and build on their acquired skills. For example, in Module 1, Lesson 18, the teacher uses *página Mostrar y motivar: Canciones, rimas, poemas 1.4 y lea en voz alta la rima Mamá Osa de Alma Flor Ada* to show students how to combine syllables to decode words with *m* /*m*/. During the word work part of the lesson, the teacher shows students how to sort words with *m*

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and guides them into independent activity for students to do their own sort using the printable sheet *Aprende y demuestra*.

- In Module 4, Lesson 6, the students identify words with *b*, with *Mostrar y motivar: Palabras que quiero saber 4.2a*. Students read words in isolation and in sentences that include words such as *mucho*, *piensa*, and *que*. The teacher uses *Mostrar y motivar: Palabras que quiero saber 4.2a* and reads the sentences. The teacher models how to divide the frequency words into syllables. Then, the students use *Tarjetas de letras* to combine syllables and make the words. Students read each word altogether.
- In Module 8, Lesson 1, students are first exposed to syllables with *x*, *w*, and *k*. The next day in Lesson 2, the teacher guides students through a word sort of syllables with each of the recently learned letters. Next, the students work in small groups to look for words that contain these syllables. The teacher gives each group three of the syllable cards that include the syllables *ka*, *ke*, *ki*, *ko*, *ku*, *xa*, *xe*, *xj*, *xo*, *xu*, *wa*, *we*, *wj*, and *wo*. The teacher then asks each group to search around the classroom for prints and posters or inside the *Superlibrito* from the previous week to find words with these syllables. The student groups then have the opportunity to share their findings with the class. The teacher guides a class discussion by asking, “¿Cuál es la palabra? ¿Cómo lo saben?”

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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 meet the requirement for this indicator because they embed modeling and practice with word lists, decodable phrases and sentences, and Spanish decodable texts in the lesson. For example, in Module 2, Lesson 7, the teacher begins the lesson using letter cards to form the word *sopa*. The teacher models how to blend the first syllable by sliding the letter *o* close to the letter *s* and forming a loop with the finger under the first syllable to decode the word. The teacher asks the students, “¿Cuál es la sílaba?” The teacher provides the sentence, “Le dimos la sopa al bebe” to put the word in context for meaning. The teacher clarifies that the syllables *sa*, *se*, *si*, *so*, and *su* can be found at the beginning, middle, or end of a word. Students practice using the word list that includes *masa*, *usé*, *si*, *oso*, and *sumé*.
- In Module 3, Lesson 1, the students identify words with syllables of the letter *d* /*d*/. The teacher uses *Tarjeta de Alfamigos Denis Delfín* to introduce the card and word *delfín*. “Esta es la consonante /d/ de delfín. ¿Con qué sílaba empieza Denis? (Empieza con de).” The students watch the *Alfamigos* video and follow along with the demonstrated movements. Students move like a dolphin when they hear the word *Denis*. During the guided practice, the teacher says, “Denis tiene un dado.” The teacher asks students to imagine the size of the dice of a dolphin and to make a cube with their hands, then says, “Ahora separemos en sílabas la palabra dado. (da-

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do). *El sonido de la primera sílaba es da. ¿Cuál es la sílaba? (da).*” The teacher writes the words on the board, and the students chorally read them aloud. The teacher repeats the practice using the list of words, phrases, and sentences from the teacher lesson guide that include *dedos, dibujo, dorado, duda*, and *“El color favorito de Denis es el dorado.”*

- In Module 7, Lesson 11, the student identifies words with syllables *güe* and *güi (/g/)*. The teacher uses *Tarjetas de sílabas y ortografía* that include a picture and the word *cigüeña*. The teacher shows the card and says, *“La palabra cigüeña tiene la sílaba /güe/ en el medio de la palabra.”* The teacher reads syllables on the card, points, and tells the students to read chorally after them. The teacher explains that the syllables *güe* and *güi* are not the same as the syllables *gue* and *gui*. The teacher says, *“Los dos puntitos arriba de la u quieren decir que la u se pronuncia.”* The teacher writes and reads syllables *gue, gui, güe, and güi* to show the difference. During the guided practice portion of the lesson, the teacher says, *“La cigüeña le da un lengüetazo a un gusano.”* The teacher asks students to stretch their tongues and says, *“Ahora separemos en sílabas la palabra cigüeña. (ci-güe-ña). El sonido de la sílaba media es güe. ¿Cuál es la sílaba? (güe).”* The teacher writes the syllable on the board and tells the students to read it chorally. The teacher repeats the routine using the list of words, phrases, and sentences from the teacher lesson guide that include *pinguino, aguita*, and *“La cigüeña es amiga del pingüino.”*
- In Module 9, the students read a decodable text from *Canciones, rimas, poemas*. The decodable story *Pregon de las fresas* is written by F. Isabel Campoy. The decodable text aligns to the phonics lesson and includes words with blendings *fr, cr, and dr*. Students apply their understanding of previously taught sound-spelling patterns and read words that include *fresas* and *frescas*.

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 various settings as outlined by the indicator. For example, in Module 4, Lesson 1, under *Destrezas Fundamentales*, the teacher divides the class into five teams. The students use syllable cards to do a scavenger hunt around the classroom. Students also have the option to use a decodable book to find words that begin with the syllables *ba, be, bi, bo, and bu*. When students finish finding the words, they share their findings with the class. The teacher asks, *“¿Cuál es la palabra? ¿Cómo lo saben?”*
- In Module 5, Lesson 11, students classify words according to the syllable with which they begin *lla, lle, lli, llo, and llu*. The teacher divides the students into five groups and assigns one syllable *lla, lle, lli, llo, or llu* per group. Students participate in a hunt for words that begin with the corresponding syllable for their group. Students also use their *Superlibrito* of the week to find words with the syllables *lla, lle, lli, llo, and llu*. When students are done, they share their findings with the class.
- In Module 9, Lesson 1, the students read decodable sentences and must use the context of the sentence along with hints from the teacher to guess what the missing word is. The decodable sentences include *“El dragón se llamaba Croqueta”* and *“Croqueta dibujaba fresas porque era su fruta favorita.”* The missing words include recently practiced *sílabas trabadas*. The word list includes *fruta, crema, and frasco*. In Lesson 2, students independently complete a page from the *Aprende y demuestra* workbook. Students read a list of words with *sílabas trabadas* and then sort them by *fr, cr, and pr*. The words include *cofre, crayon, crema, cuadro, fresa, etc.*

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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 various decodable texts in Spanish that are at grade level and aligned to the phonics scope and sequence. For example, in Module 3, Lesson 17, the students practice reading words with syllables that include the letters *n*, *d*, *t*, and *f*. Students practice reading words that include *dado*, *foca*, *nube*, and *tigre*. Students practice previously taught sound-spelling patterns in the connected decodable text *Tina va a la dentista*. The text reinforces syllables with the letters *n*, *d*, *t*, and *f*. Words with these syllables in the decodable text include *Tina le duele un diente* and *Tina va a la dentista con su papa*.
- In Module 4, Lesson 2, the students practice reading words with syllables *ba*, *be*, *bi*, *bo*, and *bu*. Students practice reading words with previously taught sound-spelling patterns in the connected decodable text *Un paseo en familia*. The text reinforces the syllables *ba*, *be*, *bi*, *bo*, and *bu*. Words with these syllables in the decodable text include *Belén*, *bueno*, *bebidas*, *bolsa*, and *sábado*.
- In Module 6, Lesson 3, the students practice reading words with syllables *ga*, *go*, and *gu*. Students practice reading words with previously taught sound-spelling patterns in the connected story from *Mostrar y motivar: canciones, rimas, poemas 6.1 La cigarra guitarrista*. The text reinforces the syllables *ga*, *go*, and *gu*. Words with these syllables in the decodable text include *guitarra*, *amiga*, and *hormiga*.
- In Module 8, Lesson 3, the students practice reading words with *k /k/ x /ks/* and *w /u/*. Students practice reading words with previously taught sound-spelling patterns in the connected decodable text *Dos amigos, un sueño*. The text reinforces the sound-spelling patterns *k /k/ x /ks/* and *w /u/*. Words with these sound-spelling patterns in the decodable text include *Walter y Ximena son dos amigos a quienes les encanta tocar música y componer canciones*.

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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 in Spanish. 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. For example, *evaluaciones iniciales* offers a resource to identify the skills the students already have at the beginning of the school year.
- *Evaluaciones para verificar el progreso* helps teachers gauge progress and identify if an intervention is needed. This tool contains 15 forms titled *Inventario de la Conciencia fonológica*. The forms evaluate an array of skills, including segmenting syllables, identifying letter, letter-sound agreement, beginning sounds, and words in spoken sentences.
- *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso*. *Evaluaciones de progreso* is a printable book that includes diagnostic evaluations and guides the teacher on how to evaluate the progress of the students throughout the school year.
- *Inventario de conceptos de lo impreso* evaluates the skills expected in kindergarten such as, “Partes de un libro (1 punto por tarea) 1. Identificar la portada de un libro 2. Identificar la contraportada de un libro 3. Identificar la página del título de un libro;” sentences “El perro vive en el patio;” and words *mariposa*, *mar*, *te*; and a rubric, *Formulario de registro* to score the inventory.
- *Correspondencias entre las letras y sonidos Formulario de administración y registro* evaluates student knowledge of letters and syllables such as *li*, *a*, *llo*, and *za*. It includes instructions on how to administer the evaluation. The teacher tells students they will be pointing to letters or syllables, and they will say the sounds they make. Some of the letters and syllables tested are */ba/*, *mo /mo/*, and *llo /yo/*. This evaluation is presented in a table with columns with the letter

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or syllables to read and a column next to it with a space to record the answer the students give. At the end, the tool has an empty space to record the total number of points the student got during the evaluation.

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

- Materials provide clear, consistent directions for accurate administration of diagnostic tools in Spanish. For example, the materials include different documents under the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso*.
 - “Evaluaciones de diagnóstico are diagnostic evaluations.” Each evaluation tool includes scripts on what to do and say during the test. For example, *Sustituir sílabas Formulario de administración y registro* is a tool to evaluate if the students can successfully substitute syllables to create new words. The script for the demonstration (*Demostración*) of the test guides the teacher to say a word and ask the students to replace the beginning syllable with a new syllable to make a new word. For example, take the word *ca-sa*, delete *ca* and add *me* to create the new word *mesa*. “Diga: Voy a decir una palabra. Quiero que quites la primera parte, o sílaba, de la palabra y la cambies por una sílaba nueva. Por ejemplo, si cambio la primera sílaba de la palabra casa a me, la palabra nueva es mesa.” In the test’s example question (*Ejemplo*), the teacher guides the students to repeat the process with a new word. The materials provide scripts with directions on what to say and questions to ask students to change the first syllable in *pato* to *ga*, such as, “Luego diga: Ahora pruébalo tú. Cambia la primera sílaba de pato a ga ¿Cuál será la palabra nueva?” Finally, the materials guide the teacher to ask the students to listen to the rest of the words, change the syllables, and say the new word they think they can make. “Luego diga: Ahora, escucha más palabras. Dime las palabras nuevas que crees.” There is also an inventory of phonological awareness (combining syllables survey). It includes specific instructions/script for the teacher, “Voy a decir algunas partes de palabras. Luego quiero que combines las partes, o sílabas, para formar una palabra. Haré la primera. Escucha estas partes de una palabra: fi-bra. Cuando junto las partes fi-bra, forman la palabra fibra.” The teacher then asks students to do a sample one prior to beginning the assessment. The materials also include a section for teachers to record and grade students’ responses.
 - *Guías para la administración y calificación* is the teacher guide for administration and grading. This guide is divided into different sections: general guidance for administration, general instructions, and administration and grading of evaluations. Each section has a set of instructions to administer the assessment. For example, a section on *Identificar letras* has instructions to explain to students how to say the name of the letters and includes guidance on how to record, grade, and interpret the evaluation with specific objectives for the beginning of the school year (*5 de 29 letras en un minuto*) and the middle of the year (*15 de 29 letras en un minuto*).
- *Evaluaciones para la intervención* is a general guide about the different types of evaluations the program offers such as *Evaluaciones iniciales*, *Evaluaciones de diagnóstico*, and *Evaluaciones para la verificación de progreso*. It provides some content information on what these evaluations cover by grade level and a PDF document titled *Evaluaciones preliminar, diagnóstica*

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y para verificar el progreso—Guías para la administración y calificación. These are guidelines and specifications for the administration and scoring of screening diagnostic and progress monitoring assessments. The information covers grades K-6. The evaluations provide a script for teachers to deliver the assessments in a document titled *Indicaciones específicas para dar las evaluaciones del módulo*. For example, in *Evaluaciones del Módulo 1*, the script for the teacher says, “*Diga: Ve al carro.*” *El carro* identifies the place where the student needs to look to answer the question. The teacher proceeds, “*Escucha esta parte del poema que aparece en el cuento: Esta plastilina solo es una bola. Dos patitas flacas... ¡ya se para sola! La palabra bola rima con sola. ¿Qué otra palabra rima con bola?*” (*cola - blade - buho*).

- “*Reconocer palabras que riman* Formulario de administración y registro in the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso.*” *Evaluaciones de progreso* is a tool to evaluate if the students recognize words that rhyme. The script in the demonstration part (*Demostración*) of the test guides the teacher to say two words and tell the students the words rhyme because they end with the same sounds, such as *sal* or *cal*. “*Diga: Vamos a jugar un juego de palabras. Escucha estas dos palabras: sal, cal. Son palabras que riman porque terminan con los mismos sonidos.*” In the example part (*Ejemplo*) of the test, the teacher guides the students to repeat the process with a new word. The materials provide scripts and questions to ask the students to recognize rhyming words. The teacher says two words and asks the students if they rhyme. “*Luego diga: Ahora, dime si limón rima con ratón. Haga una pausa y espere a que el niño responda. (Sí) Tienes razón. Limón y ratón riman porque terminan con los mismos sonidos.*” It also uses the example of *caja* and *limón*, asks the students if they rhyme, and explains to the students that they do not rhyme because they end with different sounds. “*Probemos otro. Dime: ¿Caja rima con limón? Haga una pausa y espere a que el niño responda. (No) Tienes razón. Caja y limón no riman porque no terminan con los mismos sonidos.*” Finally, the materials guide the teacher to ask the students to listen for the rest of the words and say if the words rhyme. “*Luego diga: Ahora, escucha otras palabras. Diré dos palabras y tú dime si riman.*” Some of the words included are “1 *gorra, porra. Sí 2. cava, brava. Sí. 3. jugo, agua. No.*”

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

- The materials provide data-management tools that allow for individual and whole-class student progress tracking. For example, *formularios de registro globales* is a set of data tracking tools that can be used to keep individual and class trackers about student progress in items, such as alphabetic knowledge and syllables (combining, dividing, deleting initial/final syllable, adding, and substituting).
- *Assessment and Differentiation* includes different data reports when students take the weekly and module assessments online. There is an *Assessment Report* that allows teachers to view class scores for each assessment and analyze students proficiency data. There is also a *Standards Report* that allows teachers to follow the students’ progress in standards proficiency and access resources that support those skills.

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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. The materials have a variety of growth measures throughout the curriculum. The *Medida de crecimiento de la lectura, Grado K* measures growth three times a year, for BOY, MOY, and EOY. The teacher has opportunities to monitor progress at other times throughout the school year.
- Under *Guías para administración y calificación*, the materials assess the student on letter identification. The assessment provides systematic and accurate measurements of letter identification acquisition for kindergarten. During the assessment, the teacher asks, "¿Que letra es esta?" The teacher waits 5 seconds and continues to the next letter if no response is given. The objective is to have 5 to 29 letters a minute for the BOY and 15 to 29 for MOY.
- The *Formulario de Registro Global* includes progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. The form includes two main evaluations titled *Evaluaciones Iniciales* and *Evaluaciones de Diagnóstico*, which are done by BOY. The evaluation is divided into five main columns. The first column includes the skills to evaluate. The second column of the evaluation includes BOY, beginning of the year, and MOY, middle of the year. The third column is the date. The fourth column is *Calificación*, and the last column is *Acciones*. The *Evaluaciones Iniciales* evaluate lowercase letter identification, capital letter identification, and division of words into syllables. The teacher tracks the students' progress by writing down the BOY and MOY in the corresponding column, as well as the number of letters the students were able to identify and the number of words the students were able to divide into syllables in the *calificación* column. The *calificación* column is divided into two columns that have the goal and the space for the teacher to write the score and compare the

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results to the expected goal. The teacher takes notes and marks if the student accomplished the goal or if intervention is needed. The second part of the test is the *Evaluación de Diagnóstico*, which is divided into two skills to evaluate: *Conceptos de lo impreso* and *Correspondencia entre letras y sonidos*.

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

- The materials include recommendations for assessing students with formal progress monitoring measures at least three times in a school year. The materials include an assessment that is meant to be administered during BOY, MOY, and EOY. These assessments, titled *Medida de crecimiento de la lectura, Grado K*, can be found under the *Resources* section by the *Component* tab.
- The progress monitoring guidelines adhere to grade-level expectations but recognize that primary students experience variation in growth and learning. In the *Components* section, there is a resource called *Versión imprimible: Puntos de referencia: Guía de evaluación*. This progress monitoring tool has different levels ranging from *Level A* to *Level N*. The purpose of the *Benchmark Evaluation Guide* is to include administration prompts, a reading accuracy check, comprehension checks, a retelling assessment, scoring, and leveling guides.
- The material includes weekly module assessments at the end of Module 2. The weekly assessment printable version includes a reading test and a comprehension test. The students read the story *El cerdito Tito* and answer questions about the story, such as “¿Quién ayuda PRIMERO a Tito? ¿Qué problema sucede en el cuento?” In the *destrezas fundamentales* part of the test, students identify pictures and choose syllables or words to answer questions that include “Diga: Ve a la manzana. Elige la palabra no. Diga: Ve al pez. Elige la sílaba con el sonido /l/.”
- In the *Assessment and Differentiation* handout, the materials indicate that the sequence is divided into five weeks for each lesson of instruction that targets different skills. The materials in kindergarten assess phonological awareness, words to know, text structure, grammar, comprehension, phonics, topic words, and vocabulary strategies.

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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. For example, in the *Versión imprimible: Evaluaciones preliminar, diagnóstica y para verificar el progreso, Guía para la administración y calificación*, each part of the diagnostic tool has a listed objective or accuracy goal for each skill. After completing that section, the teacher can refer to the *Objetivo* chart to see what would be considered mastery at different points within the school year. In the *Separar Sílabas* part of the test, the chart shows that at the beginning of the year, a kindergartener should be able to correctly segment 4-10 words. In the middle of the year, they should be able to correctly segment 6-10 words.
- The materials for kindergarten provide a guide for administration and scoring titled *Guías para la administración y calificación*. The guide gives explicit details on how to administer, score, and interpret data to inform response to individual students' strengths and needs. There is a table included that describes students' expected performance at the beginning of the year versus the middle and end of the year in the areas of identifying letters, separating syllables, reading nonsense words, and phonological awareness inventory.
- The materials include a diagnostic tool and instructions titled *Evaluaciones para la intervención*. The information in this evaluation guide supports teacher analysis by informing the teacher of the diagnostic and progress of students who are at risk. Areas assessed include *Inventario de conceptos de lo impreso*, *Fluidez en la correspondencia entre letras y sonidos*, and *Inventario de la Conciencia fonológica*. In the *Identificar letras* section, the teacher marks the correct responses with a checkmark, marks with the incorrect letter if the answer provided is the wrong

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letter, and marks 0 if the student does not provide a response. The teacher stops the assessment if the student cannot identify any of the first ten capital or lowercase letters. The teacher adds a point for each letter that is correctly identified. The teacher uses a table to evaluate student performance and provides a brief explanation for clarification.

- In the *Recomendaciones para la enseñanza basada en los datos* document, the teacher uses specific suggestions that are included to find intervention activities based on student needs as determined by the assessment. The guide suggests that if a kindergarten student scores below the benchmark objective in segmenting syllables, the teacher focuses on those needs from the corresponding lessons in the *Taller de destrezas fundamentales y estudio de palabras: Conciencia fonológica*.

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 the *Recomendaciones para la enseñanza basada en los datos*. The materials include recommendations for differentiated instruction based on student data. The guide includes explicit instructions and details to help the teacher determine the next steps. The teacher interprets data and is guided on how to determine the focus for the differentiation during the *Taller de destrezas fundamentales y estudio de palabras* section during the lessons. If the student is below the benchmark in the BOY assessment, then the teacher uses small group differentiation and progress monitoring in the areas of need based on data from the *Evaluaciones para verificar el progreso* section. An example of these items include *Conciencia fonológica: Separar sílabas*. The teacher says, “*mesa.*” The students identify the syllables in the word *me-sa*.
- The data management tools allow teachers to organize student data to differentiate phonics instruction according to assessment results. The materials include *Formularios de registro globales* for teachers to organize student data from the *Evaluaciones de diagnóstico*. The materials include a space to record student scores in each phonics skill, what the objective score is, and a place to denote whether the student reached the objective or needs intervention.
- The materials include teacher guidance for differentiating instruction based on the students’ demonstrated understanding of specific phonological awareness or phonics skills. For example, in the *Recomendaciones para la enseñanza basada en los datos* document, if a kindergartener scores below the benchmark in the *Identificar letras* section, the materials include advice for reinforcement. The materials tell the teacher to cover the content gradually. The teacher provides gradual assistance by including small groups and/or strategic interventions to help students achieve learning of the desired content.

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

- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, in the *Recomendaciones para la enseñanza basada en los datos* document, the materials provide specific suggestions for intervention activities based on student needs. Teachers are guided to look within the *Taller de destrezas fundamentales y estudio de palabras* which has supplemental activities that correspond to the *¡Arriba la Lectura!*

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modules. For example, if students struggle with *Conciencia fonológica: Contar sílabas*, there is a reinforcement activity that corresponds with the lessons taught during Module 2.

- The materials provide *libros de letras imprimibles de Alfamigos*, sound recordings, and songs to practice *Destrezas fundamentales*. The materials suggest small group work with the teacher and provide some suggestions that include targeted practice of fundamental skills, using the Rigby leveled books during small group instruction.
- In Module 1, Lesson 19, the materials include sections for small group instruction. The teacher observes students as they build words with /m/, and if students have difficulties choosing the correct response, the teacher can use the *Práctica de la destreza de la lección*. The section includes two differentiated activities in response to the data gathered from Lesson 19 and two objectives to allow the teacher to choose one that best fits the students' needs. Both of the objectives focus on words and syllables with /m/. Spanish resources include *Tarjetas de sílabas a, ma, me, mi, and mo*.

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational Spanish phonics skills. For example, in Module 3, Lesson 4, students learn to build words with *d /d/* using cut-outs from *Formar palabras 3.1*, which include syllables *da, di, do, le, lo, ma, and mo*. The teacher reviews syllables with students and says the word *dile*. Students repeat the word chorally and say the sentence, “*Dile a Daniela que me dé una doña.*” The teacher models how to break the word apart and build it using syllables. The students do the same with the rest of the words. The teacher observes to identify students who are having difficulties building words. The teacher provides small group scaffolded support using the small group lesson if the students cannot build the word. The lesson includes guidance on how to build words with *d* with the *Practica de la destreza de la lección* routine. There are two lesson options to find syllables or build and read words. Words include *dama, dile, and dame*.
- In Module 7, Lesson 4, students learn to build words with *ñ/ñ/* using cut-outs from *Formar palabras* that include syllables *da, di, do, le, lo, ma, and mo*. The teacher reviews syllables with students and says the word *año*. The teacher asks students to repeat the word chorally and says the sentence, “*Este año voy a aprender a contar.*” The teacher models how to break the word apart and build it using syllables. The students do the same with the rest of the words. The teacher observes to identify the students who are having difficulties building words. The teacher provides small group scaffolded support using the small group lesson if the students cannot

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build the word. The lesson includes guidance on how to build words with ñ with the *Practica de la destreza de la lección* routine. There are two lesson options to find syllables or to build and read words. Words include *caño*.

- In the *corregir y encauzar* section after each *Conciencia fonológica* lesson, the materials provide guidance on how to scaffold students if they are not able to produce the focus skill. In Module 9, Lesson 1, after *Conciencia fonológica*, the students blend phonemes to build the words *adivina* and *adivinator*. If the students have difficulty combining the sounds to form the words, the teacher only repeats the sounds of the first syllable. Students combine the phonemes to form the syllable. After forming each syllable, the students combine the syllables to form the words.

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. The kindergarten teacher manual has a document called *Assessment and Differentiation*, which includes a section titled *Meeting the Needs of Accelerated Learners* that guides teachers on how to work with students. The document guides the teacher to the portion of the lesson called *Options for Differentiation* in each module.
- In Module 3, Lesson 1, on identifying rhyming words, *palabras que son amigas*, the materials include guidance for differentiation during small group work. The teacher observes how the students are identifying rhyming words. If the students do well identifying the rhyme, the teacher extends lesson skill practice with another lesson. In this lesson, the students extend their practice by using picture cards facedown. Students look for the pairs of words that rhyme. If a student finds a pair, the student keeps it. If not, the student returns the card to its original place.
- In Module 6, Lesson 5 has an optional section for extended practice. In the *Grupos de lectura guiada* section, the teacher uses guided reading to work with students in small groups by ability. The teacher assigns books according to the objective for that group. Books are assigned based on students' reading level, target skills, theme, or genre. The teacher uses minilessons from the *Minilecciones del rotafolio de mesa: Lectura para conectar* to target the accelerated needs of the students and extend their learning.
- In Module 8, Lesson 14, students learn to build words with *tr* and *br*. During the guided portion of the lesson, the teacher observes students while they build words with syllable cards *bra*, *tra*, and *tro*. Students who are able to build all the words precisely are able to use the extended activity as stated in the small group instruction section. Students can extend their learning by building words with *btr* and *br*, additional syllables, and substituting, adding, and deleting syllables.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners. For example, in Module 5, in *Vistazo a los centros de lectoescritura*, the materials provide suggestions and activities in which students can apply skills independently and play games. The activities include a rhyming game in which students work with a partner to find a corresponding rhyming word to the one on the mat. The second activity includes a 1, 2, 3 syllable squares task where students work with a

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partner to choose an image card, say the word out loud, and segment it into syllables. The other two word work activities focus on letter-sound correspondence and reading high-frequency words. In addition to word work activities, the module includes enrichment activities that include digital texts that students read.

- In Module 9, in the *vistazo a los centros de lectoescritura*, the materials provide activities for independent or partner work in centers. In the *trabajo con palabras* center, the students work to identify the last sound for each picture. There is also a syllable bingo where students listen to the syllable and identify it in the card.
- In Module 10, in *Vistazo a los centros de lectoescritura*, the materials provide 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 two to four activities or games that all learners can engage in. In the technology station, learners can choose to read a digital text and respond to specific questions, or they can sing along with *Canta con los Alfamigos* and work on recognizing letters and produce the sounds they represent. In the creativity station, students can observe small insects or pictures of insects, record their observations, and write about them.

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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 to engage students in mastery of the content. For example, in Module 2, Lesson 4, the phonological awareness lesson includes the use of picture cards to introduce an activity where students segment words into syllables using tiles. The teacher divides the class into groups and gives the group the letter tiles and picture cards of a hippopotamus, map, butterfly, and clown. The students take turns separating words into syllables using the tiles. The students give the teacher the number of tiles that match the number of syllables in the word. The teacher provides additional picture cards to practice. The words include *lupa*, *zapato*, and *pecera*.
- In Module 7, Lesson 6, the phonics lesson materials include the use of *Tarjeta de Alfamigos Genaro Girasol* to review the letter *g* when it makes the sound /j/. The teacher introduces syllables *ge* and *gi*. The lesson includes a video for the students to watch and listen for the word *Genaro*. The students separate the words *Genaro* and *girasol* into syllables and identify the sound of the *g* in the syllables *ge* and *gi*.
- In Module 8, Lesson 1, under *Conciencia fonológica*, the students watch a video with a song for the letter *k*. The teacher introduces the concept with the *Tarjeta de Alfamigos* for the letter *k*. The syllable card shows an illustration of a koala. The teacher refers to the card as *Koko Koala*. The students repeat the name *Koko Koala*. Students watch the *Video de Alfamigos*, and every time students hear the word *Koko*, they greet *Koko Koala* with a hug and tilt their heads to one side.

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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, small group, and individual practice. For example, in Module 3, Lesson 1, the lesson includes whole group and small group instruction. During the guided practice in the whole group lesson, the students identify pairs of rhyming words from a list of words that include *manzana*, *conejo*, and *campana*. The teacher observes the students' responses and uses the guidance in *Enseñanza en grupos pequeños* to target students' needs in small groups. In the small group lesson, the student identifies rhyming words by using additional words that include *nudo*, *pudo*, *moda*, *soda*, and *dime*. The teacher emphasizes final rhyming words. Students use thumbs up or down if the pair of words rhyme.
- In Module 7, Lesson 15, the students write words with syllables *cha*, *che*, *chi*, *cho*, *chu*, *güe*, and *güi*. The teacher uses the *Write and Reveal* routine. The teacher says a word to the whole group, and the students repeat the word chorally. The teacher uses the word in a sentence. Students write the words on their white erase boards. The teacher writes the words on the board one at a time. Students check their words and make edits as needed. The words include *cosecho*, *pechuga*, and *bilingüe*. The lesson includes additional individual practice. Students work individually on a page from the *Aprende y demuestra* workbook. Students practice with syllables *ch*, *güe*, and *güi*, using words that include *chocolate* and *cigüena*.
- In Module 9, Lesson 11, students work as a whole group during a phonics lesson that targets *combinaciones pl, fl, gl*. The students add sounds to words to form new words that include adding *as* to *sol* to form *solas* and adding *as* to *mas* to form *masas*. The teacher calls on three students to go up to the front of the class, and each student represents a sound. The students say the sound they represent and combine them to form the word *mas*. The teacher selects two more students and assigns them */a/* and */s/*. The students stand next to the last student that represents the */s/* to combine the sounds for the word *masas*. The teacher repeats the process using the words *fin*, *ver*, and *pez*.

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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 for Kinder identify and provide information about how the curriculum supports the one-way and two-way dual language program models. Transitional programs are not included in the guidance.
- The kindergarten 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 K*. 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. It also 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 1, the materials include a *Dual Language Settings* section under phonics. This section includes information about how to support students who are learning Spanish as a second language. The lesson includes an audio pronunciation of the /o/ sound. The teacher shows the picture card, and the students repeat the words chorally.
- In Module 4, Lesson 1, the materials have a *Dual Language Setting* which provides linguistic support for students who are learning Spanish. The students learn syllables with *b*. The materials guide the teacher to reproduce the *Audio de pronunciación* and then repeat the syllables *ba, be, bi, bo, and bu* several times. The teacher shows the *Tarjetas de fotos para ba, be, bi, bo, bu*. The students repeat the syllables together.

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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 3, the kindergarten 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 coming weeks and includes suggestions on how to help students practice the skill at home. For example, word games to have students find objects with that beginning syllable or building letters and words with different materials found at home like chalk, playdough, or shaving cream.
- 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*. The section includes 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. For example:

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- In Module 1, the recommendations include the *Palabras de la idea central* section, which suggests reinforcing important words for the unit, such as *descubrir*, *sueño*, and *compañeros* in daily activities. The *Juegos de palabras* section suggests playing with sounds, letters, and syllables when singing the ABCs and songs that contain rhymes to play *Veo, veo*, where students look for letters when they are not home and read books and recite words with rhymes.
- In Module 3, the materials provide a *Carta para la familia: Héroes de nuestra comunidad*. The *Carta para la familia* tells parents that the topic for Module 3 is about communities. The letter explains that students will work on writing letters about their community. Students will create a 3D map of the community in class. The letter includes a tip for parents that explains that *pertenencia* helps students understand that they are part of a group. Moreover, the tip asks parents to help students apply the concept by recognizing their child's effort when welcoming someone to their group. The letter also includes ideas that parents and students can use at home to develop this skill. This letter includes information about how families can support student progress and achievement by collaborating at home on the unit they are learning at school.
- In Module 5, the activity is games with sounds, letters, and words. The directions tell parents to sing songs that rhyme and ask their child to say other words that rhyme. Another activity is for parents to ask students to find letters and/or words when they go on walks outside or to stores.
- In Module 6, the *Empezar a hablar* section suggests showing the student how to begin a conversation. The section provides the sentence stems to practice: "*Perdona, quieres jugar conmigo?*" and "*Me gustaría hablarte de _____.*" In the *Escribir para enseñar* section, the parent is provided with three concrete ideas. The first one is to read and follow the instructions of a recipe or a game together. The second one is to write a list of necessary steps when the child asks how to do something. The third idea is to motivate the child to teach other family members the steps of an activity they like to do.

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

- The materials include the Guiding Principle and Strategies resource, which contains the Shared progress: Student Growth Report & Standards Report. The reports are only mentioned and not included in the resource, and there is no evidence that they are available in Spanish.
- Materials for kindergarten include a *Families and Community* section in the online supplemental material 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.
- The kindergarten resources include the document *Evaluacion* (Assessment) with a section called *Relacionarse con las familias* (connecting with families). Resources in the section include a student interest survey, a family survey, and additional documents for the teacher to comment on student goals and progress, with rubrics that tell the teacher to add notes to share with

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students and families. *Mi caja de herramientas lingüísticas*.

- *Encuesta de lectura para la familia* is a 10-question survey in English and Spanish that supports the gathering of information from the family on student home reading practices, interests, and home reading objectives. Questions in the survey include, “¿En qué momento le gusta leer a su hijo en casa?,” “¿Qué le resulta más difícil a su hijo?,” and “¿Qué objetivos de lectura tiene usted para su hijo este año?” The Spanish survey can be found in *Arriba la Lectura*. The English survey is available in *Into Reading*. This survey is only in the *Grade K* resources.

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- Digital materials are accessible and compatible with multiple operating systems and devices.
- The kindergarten 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, including Chrome, Windows, and iOS.
- In the *Professional Learning Guide*, the material includes resources that are accessible through print, digital, downloadable, and editable PDF resources such as Alphafriends, Alphabet cards, module posters, etc.
- The supported operating systems are iOS 12.4, 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 kindergarten resources include a digital component called *HMH Ed Platform*, which includes digital materials for students to use during virtual and in-person instruction.
- 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 2 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 3, Lesson 1, the teacher can use a *Video de Mentees curiosas: La plaza de juegos* to tap into students' previous knowledge to prepare them for the topic that will be covered in the

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module. In the *Fonética* lesson, the teacher can reproduce the *Alfamigos* video with a song and characters to teach the letter *d*, as well as use a separate resource, the pronunciation audio. The read-aloud book *Lugares de mi comunidad* is available online, and the teacher can project the book and have the students follow along and revisit it after the lesson. These materials are included and found in the Teacher's Guide.

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

- Digital materials enhance student learning and are not distracting or chaotic. The materials for kindergarten enhance students' learning by providing attractive, focused, and engaging materials.
- A help guide for students with detailed instructions about how to access resources in the program is included in the digital materials of the *HMH Ed Platform*. It has a step-by-step guide that shows students how to access texts and digital assignments and shows them how to navigate the system. The *Alfamigos* videos and songs are very rhythmic, and the melodies are repetitive and easy to remember. The lyrics are relevant to the letter students are learning, containing many words that use the letter. They are easy to follow and help make content connections. Another example of interactive digital materials is the *Tablero para formar palabras*. The *tablero* supports student learning in a controlled, expandable interactive panel to form single and multisyllabic words. The students have digital access to a variety of fiction and non-fiction books.
- The iRead video *Letter sound k /k/* explains things that start with the */k/* sound. It explains the sounds of the letter *k* and how to trace it. It also gives the students the opportunity to repeat the sound of the letter after the speaker and includes a song about it.
- In Module 6, students have the option of reading with a bilingual digital text which is located under the *Centros de lectoescritura* in the digital station.