

McGraw Hill Grade 1

Spanish Phonics Program Summary

Section 1. Spanish Phonics-Related Texas Essential Knowledge and Skills (TEKS) Alignment and English Language Proficiency Standards (ELPS) 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 some guidance that supports teacher’s delivery of instruction in Spanish.
- The materials include 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 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 systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the Spanish TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing Spanish diptongos, hiatos, and word types (i.e., agudas, graves, esdrújulas, and sobreesdrújulas) and the rules of accent marks for each word part or word type, as outlined in the Spanish TEKS.

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- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness in Spanish.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level Spanish phonics skills to read decodable connected texts with accuracy and automaticity.

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 clearly demonstrate vertical alignment that shows the progression of skill development in Spanish from year to year. Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCVCV words and single-syllable words before multisyllabic words).

Evidence includes but is not limited to:

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

- Materials include a cohesive, Spanish TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. The Maravillas user's guide states, "Phonological/phonemic awareness is a key element of daily word work for lower grades."
- Under the *Recursos* tab, *Carpeta de recursos*, *Recursos del maestro*, you will find the scope and sequence, *Plan General del Curso de Fonética*, which outlines the different sections of the *Taller de Palabras* by unit: the first column is for the Big Picture, next column is Phonological Awareness skills, the third column is Phonics, Spelling and Handwriting skills, and the last column is High-Frequency Words.
- The *Estandares Semanales* outlines TEKS Spanish phonological awareness and phonics that will be covered each week in *Taller de Palabras*. For example, some standards in order are "2.B.i identificar y asociar sonidos con letras individuales"; "2.A.iv segmentar palabras habladas en sílabas individuales"; and "2.A.v mezclar sílabas habladas complejas, incluyendo sílabas trabadas, para formar palabras multisilábicas," which can be found in Units 1–6. The Teacher's Guide provides a three-week Suggested Lesson Plan. In Unit 1, Week 1, students first review the alphabet and the vowels, then add phonics: /m/ m, /p/ p, then count syllables and add /t/ t, /l/ l. Students continue on to work on /n/ n, /s/ s, /d/ d, and /b/ v. In Unit 3, Week 1, students learn phonics in this order: r, h, g and j, c, k, q, y, and ñ. Unit 6 phonics lessons include words with bl,

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br, pl, gl, pr and *gr, x*. All Week 6 lessons review, extend, and assess.

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

- The vertical alignment can be identified using the scope and sequence in the *Plan General del Curso: Fonética*, in which we can clearly see skills that build upon previously learned skills. The following are the skills covered at the end of the year for kindergarten; beginning, middle, and end of the year for grade 1; and beginning of the year for grade 2. Grade K, Unit 10, Phonological Awareness: Count and Blend Syllables, Identify the Sound, Blend Syllables, Build Words, Syllable Addition, Syllable Substitution, Alliteration. Grade K, Unit 10, Phonics: k /k/, gue, gui; Review za, zo, zu; ce, ci; ge, gi; h inicial; k; gue, gui, Syllables with pl, bl; Spelling: Words with k, gue, gui; Spelling Patterns: Words with za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl; Handwriting: Write words with k, gue, gui, za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl. In Grade 1, Start Smart and Unit 1, Phonological Awareness: Phoneme Identity, Build Syllables, Alliteration, Syllable Segmentation, Build Words, Rhyme, Build and Segment Words, Take Away Syllables, Add Syllables, Review. In Grade 1, Start Smart and Unit 1, Phonics/Spelling: Words with m, p, t; Handwriting: Uppercase and lowercase Mm, Pp, Tt; Structural Analysis: Alphabetical order, Compound Words, Words with -ito, -ita. Then, in the middle of the year, Grade 1, Unit 3, Phonological Awareness: Phoneme Identity, Build Syllables, Build and Segment Words, Take Away Syllables, Rhyme, Add Syllables, Review, Build Syllables, Change Syllables, Review, Divide Into Syllables. Grade 1, Unit 3, Phonics/Spelling: Words with c, q, k, rr, r, h, j, y, ñ; Handwriting: Uppercase and lowercase Cc, Qq, Kk, Ss, Rr rr, Rr, Jj; Structural Analysis: Words with -ar, -er, -ir, -ón, -ona, -ero, -era, -ería, -al. At the end of the year, Grade 1, Unit 6, Phonological Awareness: Phoneme Identity, Build Syllables, Build and Segment Words, Add Syllables, Change and Take Away Syllables, Alliteration, Review. Grade 1, Unit 6, Phonics/Spelling: Words with bl, br, pl, gl, pr, gr, x, Structural Analysis: Contraction al. Then at the beginning of Grade 2, Unit 1, Word Work, Phonics/Spelling: Syllables za, ce, ci, zo, zu, b and v, ca, que, qui, co, cu, k, ch; Structural Analysis: Root words, Prefixes, Compound words, Alphabetical order.

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).

- Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts. The scope and sequence follows this progression of simple skills from the end of the year in kindergarten: in Grade K, Unit 10, Phonics: k /k/, gue, gui; Review za, zo, zu; ce, ci; ge, gi; h inicial; k; gue, gui, Syllables with pl, bl; Spelling: Words with k, gue, gui; Spelling Pattern: Words with za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl; Handwriting: Write words with k, gue, gui, za, zo, zu, ce, ci, ge, gi, h inicial, k, gue, gui, pl, bl. At the beginning of the year: Grade 1, Start Smart and Unit 1, Phonics/Spelling: Words with m, p, t; Handwriting: Uppercase and lowercase Mm, Pp, Tt; Structural Analysis: Alphabetical order, Compound Words, Words with -ito, -ita. Then in the middle of the year: in Grade 1, Unit 3, Phonics/Spelling: Words with c, q, k, rr, r, h, j, y, ñ, y; Handwriting: Uppercase and lowercase Cc, Qq, Kk, Ss, Rr rr, Rr, Jj, Cc, Qq; Structural Analysis: Words with -ar, -er, -ir, -ón, -ona, -ero, -era, -ería, -al. Then, at the end of the

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year: in Grade 1, Unit 6, Phonics/Spelling: Words with *bl br pl, gl, pr, gr, x*; Structural Analysis: Contraction *al*. The Teacher's Guide includes a Phonics "Key Skills Trace" horizontal graph of progression: Vowels; Syllables with *m, p, t, l, s*; Syllables with *d, n, v, b, f*; Syllables with *r, rr, h, j, g /j/, k, q, c /k/, y, ñ*.

- Phonics instruction also follows a systematic progression for teaching skills within each lesson. For example, in Week 1, Day 1, Phonological Awareness, students review the Alphabet and the Vowels. On Day 2, they review the previous lesson but add Phonics: */m/ m, /p/ p*. On Day 3, they count syllables and add */t/ t, /l/ l*. On Day 4, they count words in a sentence and add */n/ n, /s/ s*. On Day 5, they do alliteration and add */d/ d* and */b/ v*. Unit 3, Week 1, Word Work, follows a similar systematic progression with *r, h, g, j, c, k, q, y, ñ*. All Week 6 lessons review, extend, and assess. In Unit 6, Week 1, Day 1, they start working with blend *bl*.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Lessons include detailed guidance for each component of the gradual release of responsibility model. In the *Taller de Palabras*, during the *modelar* phase, the teacher introduces and explains the skill to students. For example, in Unit 1, Lesson 5, the teacher displays the Sound-Spelling Card for *s*. Then the teacher uses the word *sol* to explain that the letter *s* represents the /s/ sound: “Esta tarjeta muestra el sol. La palabra *sol* comienza con /s/. Para escribir el sonido /s/, usamos la letra *s*. Digan el sonido conmigo: /s/. Es el sonido que escuchamos al comienzo de la palabra *sol*. Escuchen: *sol*. Si añadimos el sonido *o* y el sonido *l* formamos la palabra *sol*.” In Unit 3, Lesson 1, the teacher is guided to show *la Tarjeta de fonética de la r* and to use *la palabra rana* to explain *que la letra r representa el sonido /rr/* and to say, “Esta tarjeta muestra una rana. *Rana* comienza con /rr/. Cuando este sonido está al principio de una palabra, lo escribimos con una letra *r*.” The teacher points to the letter *r* in *la palabra rana*, writes *perro*, and underlines *la doble r*. Then the teacher says, “Cuando este sonido está en una palabra pero no al principio, usamos dos letras *r* juntas. Digan el sonido conmigo: /rr/. Es el sonido que escuchamos al comienzo de la palabra *rana* y en la sílaba final de la palabra *perro*. Escuchen: /rr/, *rana*; /rr/, *perro*.” In Unit 5, Lesson 5, the teacher models and explains to students that the two dots written above the letter *u* in the syllables *güe* and *güi* are called a diaeresis: “Los puntos indican que la *u* se pronuncia, a diferencia de lo que sucede con las sílabas *gue* y *gui*, en las que la *u* no se pronuncia.” Then the teacher writes the words *cigüeña* and *pingüino* and underlines the *u*. The teacher explains, “la *u* se pronuncia porque tiene los dos puntos arriba.”
- The materials assist teachers in using the gradual release of responsibility model by including bold words within the lessons for modeling and guided practice. In the *Taller de Palabras*, after modeling, during the *Práctica guiada* phase, the teacher provides guided practice of skills. For example, in Unit 1, Lesson 5, the students practice connecting the letter *s* to the /s/ sound by

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writing the letter five times as they say it. The teacher then guides the students to add sounds to the letter *s* to form one-, two-, and three-syllable words. In Unit 3, Lesson 1, the teacher is guided to “Escriba *r* y *rr* y diga /rr/. Pida a los niños que repitan el sonido. Diga: Cuando yo escriba *r* o *rr*, digan /rr/. Escriban *r* dos veces y *rr* dos veces. ¿Qué palabras comienzan con /rr/? ¿Qué palabras tienen /rr/?” In Unit 5, Lesson 5, the teacher writes the syllables *güe* and *güi* and has students copy them. Then, the teacher says a word with *güe* and another with *güi* and has students say the syllable with a diaeresis in each word from the examples provided.

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

- Materials contain a Teacher’s Edition with ample, useful, and authentic Spanish annotations and suggestions on how to present the content in the student materials. For example, the Maravillas Instructional Routines Handbook states, “The routines in this section are integrated within the lessons provided in your Teacher’s Edition but allow you to take a flexible approach to teaching phonological and phonemic awareness so you can meet the needs of all your students.” It includes routines such as Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable.
- Teaching Tips can be found in the margins of the handbook with suggestions to teachers for delivering a routine during a lesson. For example, the Teaching Tip for the Counting Syllables Routine is “If students have difficulty counting syllables, repeat the word and have them raise one finger each time you pronounce a syllable. Then have them count the fingers they raised.”
- The *Tarjetas de Fonética* are used in all of the phonics lessons and provide these suggestions to teachers on how to use them: “Show the front of the card to the students. Pronounce the featured sound. Then say the name of the image. Point out the variations in the spelling of the sound. When the letter in the yellow box is red, it indicates a vowel sound. A dash indicates that the sound occurs only at the end of a word or syllable or as part of another spelling pattern. As the students study the front of the cards, read aloud the Action Script, the Articulation, and Words for Oral Practice. These Sound-Spelling cards should be displayed around the classroom as a wall frieze.”
- The Teacher’s Edition contains ample and useful annotations and suggestions on presenting the content in the materials. For example, in Unit 1, Lesson 2, the materials provide a suggestion under the box *Apoyo* that tells the teacher to “Model identifying additional words with /s/. Say each word emphasizing the /s/ sound and have children repeat. Say *salir*, *paso*, *carro*. Repeat the words and ask children to clap when they hear a word that has the /s/ sound. Repeat with *silbato*, *saludo* and *caballo*.” There is also a side note called *Caligrafía diaria* with this suggestion: “Durante la semana, enseñe a escribir con letra de molde la letra *s* mayúscula y minúscula usando los modelos de caligrafía en línea. Los niños pueden practicar en la página 72 del Cuaderno de práctica y los modelos de caligrafía que se encuentran al final de Mi libro de lectura y escritura.” In Unit 3, Lesson 1, the annotations are embedded in the instructions for the phonological awareness activity. During modeling, it tells the teacher to “Muestre las Tarjetas de fotos y ayude a los niños a identificar las palabras que empiezan con /rr/.” The margins show the eight photo cards the teacher needs for the activity. There is also a picture of the *Cuaderno de práctica* with the pages needed for phonics and handwriting.

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

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some 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 some guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson but not 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 phonics pattern misconceptions and guiding principles related to specific Spanish phonics skills.

- The materials include information for teachers about common misconceptions related to specific Spanish phonics skills. The Instructional Routines Handbook includes all the daily routines used in the Spanish phonics program during *Taller de Palabras*, which begins with a phonological awareness lesson followed by phonics. The handbook states, "Spanish language, unlike English, is an alphabetical, transparent system. The correspondence between letters and sounds is consistent: in most cases, each letter corresponds to a phoneme, and each phoneme corresponds to a grapheme. It has been proved that phonological awareness is crucial in the early stages of literacy learning in transparent systems."
- The resource *Guía de Transferencias Lingüísticas* includes the "Sound and Phonics Transfers Charts" that highlight transferable skills between the two languages. This chart indicates areas in which a transfer of sounds occurs or not from English to Spanish or vice versa. For example,

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positive transfer /d/ as in *dog* to *delfin*; approximate transfer /r/ as in *rope* to *cara*; and not equivalent /v/ as in *vine*. The *Tarjetas de fonética* include the section *Conexión con el inglés* in which English and Spanish sound relationships are compared. For example, for the letter *c* in *camello*, it states “Al igual que en español, la *c* inglesa representa el fonema /k/ ante las vocales *a* (cat), *o* (color) y *u* (cute). Ese sonido está también representado por la letra *k* (king, key, pink) y por la combinación *qu* seguida de cualquiera de las otras cuatro vocales (quarter, question, quiz, quote),” and for the letter *c* in *cepillo*, it states “La *c* inglesa tiene el sonido de *s* ante las vocales *e* o *i*: *center*, *certain*, *circle*, *city*. La *c* representa el mismo fonema en cualquier posición, y la *z* se pronuncia aproximadamente como una *s* sonora (con vibración): *zip*, *zero*. El sonido interdental correspondiente a la *c* y a la *z* de España se representa en inglés mediante la combinación *th*: *thin*, *throat*, *thousand*.”

- The materials share guiding principles related to specific skills. The *Tarjetas de fonética* include the section *Representación*, which is a script for teachers to emphasize guiding principles unique to Spanish phonics. For example, for the letter *c* in *cepillo*, it states, “La letra *c* ante las vocales *e* o *i* representa en Latinoamérica el fonema /s/ que oímos en palabras como *hacer*, *cena*, *cine* o *decir*. La *c* representa el mismo sonido en cualquier posición, lo cual da lugar a numerosas confusiones ortográficas. Igual ocurre con la *z* ante *a*, *o* y *u* (rara vez aparece delante de las otras dos vocales). Tanto esta *c* como la *z* corresponden en gran parte de España a un fonema distinto (/z/).” The Instructional Routines Handbook quotes Defior, Serrano and Cano, 2008: “The importance of the syllable in Spanish language learning has been shown. Syllabic awareness is a good predictor of reading skills.” An example is in Grade 1, Unit 1, Lesson 2, where students begin blending syllables with *m* and *p* to read words like *puma*, *mopa*, and *papa*. The materials teach sounds and skills unique to Spanish phonics. For example, in Unit 4, Lesson 1, students learn to build syllables with *ch* and *l* to read words like *chelo* and *chaleco*. In Unit 5, Lesson 1, students learn that the letra *c*, cuando va seguida de *e* o *i*, su sonido es /s/. Then they learn that the letra *x*, cuando se encuentra al principio de una palabra, su sonido es /s/.

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

- The materials include a variety of instructional strategies with consistent routines for each phonics skill. The Instructional Routines Handbook states, “This appendix is to be used with *Wonders Instructional Routines Handbook*. It includes Phonological Awareness, Phonics, and Spelling routines specific to *Maravillas*.” The grade 1 *Taller de Palabras* begins with Phonological Awareness, followed by Phonics, and the lessons follow the gradual release model and a very specific and consistent sequence throughout the week. For example, in phonological awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with the letter sound into syllables or practice other syllabication skills. In the phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound.

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- Materials and lesson plans provide detailed guidance for teaching each strategy. The Instructional Routines Handbook states that all the routines are integrated into the lessons in the Teacher's Edition. For example, in Unit 4, Lesson 4, the phonological awareness routine to introduce the *cr* blend sound begins with the teacher modeling and saying, “Voy a decir una palabra: *cráter*. La palabra *cráter* empieza con los sonidos /k/ y /r/. Escuchen: /k/ /r/, *cráter*. Ahora escuchen estas palabras: *crema*, *cristal*, *barrer*. Dos de esas palabras comienzan con los sonidos /k/ /r/, y una, no. Las palabras *crema* y *cristal* comienzan con /k/ /r/. La palabra *barrer* es distinta porque comienza con otro sonido.” The lesson continues with Guided Practice/Practice with the same strategy with words such as *cráneo*, *crédito*, and *cielo*.
- Materials include explanations of instructional routines for phonics. The Instructional Routines Handbook “provides explicit, systematic instruction sequences for foundational skills such as phonological awareness, phonics, structural analysis, high-frequency words, spelling, and vocabulary.” All the routines in the manual include explanations and detailed guidance. For example, the Introducing Sounds Routine explains, “This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonetic knowledge. For each week of phonics instruction, you will find *Tarjetas de fonética* online at my.mheducation.com. The *Tarjetas de fonética* are a set of 36 full-color cards for all the sounds of the alphabet. The front of each card shows the letter or letters that most commonly represent the sound, a familiar image to help students link the sound to a word containing it, and spelling variations of the sound.” The routine also includes complete instructions, such as “1. Explain: Briefly explain the routine and its purpose. ‘Hoy vamos a aprender la relación entre las letras y los sonidos.’ 2. Model: Teach the target sound. Show the sound-spelling card. State the name of the letter(s) and say the sound the letter(s) represent. Then attach the sound to the name of the image shown in the picture on the front of the card. Point out the spelling(s) you will focus on. Have children repeat the sound and the word. ‘Esta tarjeta muestra un mapa. La palabra *mapa* comienza con /m/. Para escribir el sonido /m/, usamos la letra *m*. Digan el sonido conmigo: /m/. Es el sonido que escuchamos al comienzo de la palabra *mapa*. Escuchen: /m/, *mapa*. Miren cómo escribo la letra *m* en el pizarrón.’”

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

- The materials provide specific guidance on providing immediate, corrective feedback within the lesson. The materials provide a 2-part video called “Providing corrective feedback” that models a teacher using strategies for immediate corrective feedback, such as “repeat the error, provide correction, elicit the correct response, recast, and ask for clarification.” The Instructional Routines Handbook includes Corrective Feedback boxes for some of the daily routines used in the phonics lessons. For example, for the Introducing Sounds routine, Corrective Feedback states, “If students make mistakes connecting the sound to the letter, point out the letter in the card and say the sound aloud. Have students repeat the sound several times.”
- The materials provide guidance for how teachers should provide students with immediate, corrective feedback in the lessons. For example, in Unit 1, Lesson 2, during the phonics lesson to introduce the /p/ sound, there is a *Sugerencias para corregir* box that states, “Error de sonido Señale la letra en la tarjeta y diga el sonido. Pida a los niños que repitan el sonido varias veces.” In Unit 5, Lesson 1, during the phonics lesson “Build words with /z/,” there is a *Sugerencias para corregir* box that states, “Error de sonido Muestre cómo leer la palabra. Luego, guíe a los niños

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para que lo hagan. Diga: Hagámoslo juntos. Repita la actividad con los niños para guiarlos. Luego, diga: Ahora háganlo ustedes. Combinen las sílabas para leer la palabra. Pida a los niños que lean la palabra a coro. Vuelva al principio y repita la actividad. Diga: Volvamos a empezar.”

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

- The materials provide some guidance for connecting previously taught phonics skills to new learning. All grade 1 Word Work routines include reviews of previously learned letter sounds that connect to new learning. For example, in Unit 1, Lesson 2, during Day 1 of phonological awareness, the teacher reviews letter sounds previously covered in the Smart Start Lesson 2; the script states, “Muestre las siguientes Tarjetas armapalabras: *a, e, i, o, u, m*. Pida a los niños que digan el sonido que corresponde a cada letra.” Then students identify words with the /p/ sound. On Day 3, there is a review of letter sounds learned in the Smart Start lesson; the script states, “Muestre las siguientes Tarjetas armapalabras: *a, e, i, o, u, m, p*. Pida a los niños que digan el sonido que corresponde a cada letra.” Then students identify words with the /m/ sound. In Unit 5, Lesson 2, on Day 1 of the phonics lesson, students identify the /j/ *j, g* in words with previously learned Unit 1 /m/ sound, such as *jema*, and previously learned Unit 3, Lesson 1 /rr/ sound, such as *jarra*. However, the materials do not include explicit guidance on how to connect this new learning with previous lessons.
- There are general references to previously learned skills in the lessons. For example, in the scope and sequence, in the last lesson of every two units, there is a reference to review previously learned skills. For example, Unit 4, Lesson 2 for phonological awareness states, “Phoneme Identity, Build Syllables, Build and Segment Words, Change Syllables, Review.” In Unit 5, Lesson 1, during the phonological awareness review, the script states, “Muestre las siguientes Tarjetas armapalabras: *a, e, i, o, u, c, g, m, p, t, l, s, d, n, v, b, f, r, j, k, q, y, ñ, w*. Pida a los niños que digan el sonido que corresponde a cada letra.”
- The materials provide some opportunity to review previously taught phonics skills before learning new skills. The materials cover the same letter or syllable each week in various lessons, such as phonological awareness, phonics, high-frequency words, and spelling. For example, in Unit 5, Lesson 1, during phonological awareness, the students identify the sound /s/ *c, z*, and *x* in words; in the phonics lesson, students build words with the sound /s/ *z, c*, and *x*; the high-frequency words include the word *ciudad*; and the spelling lesson includes words with syllables *ce, ci, za, zo, zu, x*, such as *cepillo, cine, zapato*. Materials also provide differentiated instruction opportunities to review previously taught skills based on students’ needs.

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

- The materials include some guidance on the recommended length for each lesson. The “Professional Development Suggested Lesson Plans and Pacing Guides” resource includes a 120-minute pacing chart with specific lengths of time for grade 1 phonics Word Work core lessons. For example, on Day 1, it suggests 20 minutes; on Day 2, 30 minutes; on Day 3, 30 minutes; on Day 4, 15 minutes; and on Day 5, 30 minutes. Guidance for each component of the gradual release model was not found in the materials.

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- Materials provide specific guidance on how much time to spend on each lesson component. In the Teacher's Guide, each activity from the *Taller de Palabras* has a clock with the suggested time for each lesson. In Unit 3, Lesson 3, Phonological Awareness is 5 minutes, Phonics is 5 minutes, Spelling is 5 minutes, Handwriting is 5 minutes, and High-Frequency Words is also 5 minutes. The Pacing guide also suggests teaching some concepts in small groups and allows 60, 55, or 50 minutes distributed like this: "Approaching Level: 15 Minutes, On Level: 15 Minutes, Beyond Level: 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 each unit. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- Previously taught phonics skills are practiced and maintained over the course of the week or unit in which they are introduced. All the *Taller de palabras* lessons follow a systematic routine that allows students to practice and review phonics skills. For example, in Phonological Awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with the letter sound into syllables or practice other syllabication skills. For Phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students identify and form syllables; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound; students review sounds. Students utilize the same resources for practice and review during the Word Work routines. For example, they use Photo Cards to orally introduce letter sounds in words; *Tarjetas de Fonética* with printed letters, their sound, pictures, syllables, and words; Response Boards with counters for counting, blending, and segmenting syllables; *Tarjetas armapalabras* to build, segment, and manipulate sounds and syllables. The routines also use kinesthetic motions, such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound.
- Routines for introducing new phonics skills and reviewing previously taught skills are consistently practiced throughout the materials. The Instructional Routines Handbook includes the routines used daily to introduce and review phonics skills during the *Taller de Palabras*. It

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lists the phonological awareness routines: Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable; the phonics routines: Introducing Sounds, Identifying and Blending Syllables, Building Words, and Reading Words; and the spelling routines: Written Accent, Dictation, and Orthographic Rules. For example, in Unit 3, Lesson 2, during Day 1 of the phonics lesson, the teacher introduces the letter *h* following this script: “Muestre la Tarjeta de fonética de la *h*. Explique que la letra *h* no representa ningún sonido. Luego, muestre la Tarjeta de fonética de la *r*. Esta tarjeta muestra una pera. La palabra *pera* tiene el sonido /r/. Para escribir ese sonido, usamos la letra *r*. Cuando la letra *r* aparece en una palabra *pero* no al principio, tiene ese sonido, que es un sonido suave. Digan conmigo: *pera*. Este sonido no está nunca al principio de una palabra. Cuando la letra *r* está al principio de una palabra tiene un sonido fuerte: /rr/.” Then on Day 5, the teacher reviews words following this script: “Repaso Escriba las siguientes palabras y pida a los niños que las lean: *sartén, pirata, martes, toro*. Luego, trabaje con los niños para escribir las palabras *vara, borde y tarta* en el Tablero de fonética y ortografía 5.” Similar scripts are used every week in all phonological awareness and phonics lessons throughout the year with different letters and syllables. There is also a review lesson after every five weeks for students to practice acquired skills. Cumulative review of previously taught skills is included in the Instructional Routine Handbook.

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

- Practice opportunities include only phonics skills that have been explicitly taught. During all the phonological awareness and phonics lessons, the teacher explicitly teaches a new skill on Day 1 and provides practice opportunities on Days 2–5. For example, in Unit 1, Lesson 2, during phonics, the teacher introduces the /p/ sound on Day 1. On Day 2, students use the poster in *Actividad de práctica de fonética* to form syllables *pa, pe, pi, po, pu*. On Day 3, students read words with *p* like *puma, pipo, mopa*. On Day 4, students form words with *p* using their *Tarjetas Armapalabras* and read the decodable reader “El mapa de Mimí”; on Day 5, students review current and previously taught skills by writing words on their *Tablero de fonética y ortografía*.
- The materials include opportunities for students to apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. In Unit 3, Lesson 1, during the phonics lesson, the teacher guides practice following this script: “Escriba *r* y *rr* y diga /rr/. Pida a los niños que repitan el sonido. Diga: Cuando yo escriba *r* o *rr*, digan /rr/. Escriban *r* dos veces y *rr* dos veces. ¿Qué palabras comienzan con /rr/? ¿Qué palabras tienen /rr/?” In Unit 5, Lesson 5, during the phonics lesson, the teacher guides practice by writing the syllables *güe* and *güi* and has students copy them down. Then, the teacher says a word with *güe* and another with *güi* and has students say the syllable with a diaeresis in each word from examples provided. Students also use the digital application for additional opportunities to practice skills independently.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts increase in complexity, allowing students to practice previously taught skills while applying new ones. Lesson plans direct teachers to introduce students to the Decodable Readers in Lessons 3 and 4 of every week, every unit. On the teacher’s dashboard, the search “decodable text” provides related resources. Materials include the video “Decodable Text

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routine: First Read,” which states, “Decodable text contains previously taught sound spellings, allows students to apply skills during reading, and helps build automaticity and fluency.” In part of the routine, the students engage in choral reading while pointing and sounding out words. In the video “Decodable text routine: second read,” the teacher is guided to do the second reading during differentiated instruction with various strategies for each leveled group. The scope and sequence identifies one decodable text that increases in complexity based on the phonics skills covered. For example, in Unit 1, Lesson 2, students read “El mapa de Mimi” for the phonics skill *sílabas con /p/ p*. In Unit 3, Lesson 3, students read “La jirafa” for the skills *sílabas con /j/ g y j*. In Unit 6, Lesson 1, students read “El mate de Prudencio” for the phonics skill *sílabas con pr y gr*.

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Indicator 3.A.2

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 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 (explicit) Spanish instruction, practice, and review related to the grade-level sound-spelling patterns.

Materials embed ongoing, spiral review activities for accurate identification, matching, and production of letter names and sounds. Materials provide scripted direct (explicit) 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 materials introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. The user's guide states, "Texas Maravillas ensures complete coverage of phonics and spirals instruction to build this key foundational skill for every student." For example, in Unit 1, Smart Start, Day 1, teachers review phonics concepts learned in kindergarten, such as vowels in words: "Presentar las vocales Modelar Muestra la Tarjeta de fonética de la *a*. Esta tarjeta muestra una abeja. El sonido inicial de abeja es /a/. La *a* es una vocal abierta." In Unit 1, Week 1, Lesson 1, the teacher and students use the *Tarjetas armapalabras a, e, i, o, y u* to review the vowel sounds and develop fluency. The teacher asks the students to say the sound that corresponds to each letter. The teacher models the Sound-Spelling Card *m*. In the Guided Practice, the teacher and students practice writing the letter and saying the sound five times. Day 2, students review the letter *m*. The teacher displays the Phonics Practice Activity and reads the first syllable, blending the sounds /m/ /a/, *ma*. Students then combine sounds with the teacher and repeat the activity with the rest of the syllables *me*, *mi*, *mo*, *mu*. The teacher encourages the students to brainstorm words that begin with these

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syllables. By Unit 3, Week 3, Day 1, students are introduced to complex sounds in words: “Señale que algunas palabras se escriben con *j*, como *jirafa* o *jarra*, y otras se escriben con *g*, como *gema* o *gente*.” Unit 6, Week 1, Day 1, students progress to blends: “Identificar la combinación *bl*. Modelar Escuchen esta palabra: *blanco*. La palabra *blanco* comienza con los sonidos /b/ y /l/, uno después del otro.” In Unit 6, Week 1, Lesson 1, the teacher and students review with the *Tarjetas armapalabras* *a, e, i, o, u, c, g, m, p, t, l, s, n, d, v, b, f, r, j, k, q, y, ñ, w, y x*” to develop fluency. The teacher asks students to say the sound that corresponds to each letter. Then, the students learn how to identify the /b/ and /l/ blends in a word.

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

- Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. The Maravillas professional development section includes the media resource for instructional routine of the program: “Cada día de semana se estudian las lecciones del taller de palabras que proporcionan instrucción explícita y sistemática para los estudiantes.” The Word Work section prompts teachers with scripts to “Modelar Diga: Voy a decir una palabra: *duro*.” “Práctica guiada/Práctica Anime a los niños a practicar con los siguientes ejemplos.” The Sound-Spelling Cards’ user guide prompts teachers explicitly to pronounce the featured sound and then say the name of the image. “Point out the variations in the spelling of the sound. When the letter in the yellow box is red, it indicates a vowel sound.” The materials clearly communicate the objectives for the lesson. In Unit 1, Week 1, the materials state the objective: “Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.” In this lesson, on Day 2, in the phonics practice activity, the teacher shows the letter *m* and reads the first syllable, blending the sounds /m/ /a/, *ma*. Students combine sounds and repeat the activity with the rest of the syllables. The materials connect new learning to previous learning.
- In Unit 1, Week 3, Lesson 1, the teacher models the letter *t* with the Sound-Spelling Card for *t*. The teacher uses the word *tortuga* to explain that the *t* represents the /t/ sound. The teacher says, “Esta tarjeta muestra una tortuga. La palabra *tortuga* comienza con /t/. Para escribir el sonido /t/, usamos la letra *t*. Digan el sonido conmigo: /t/.” In the Guided Practice, the teacher asks the students to write the letters to connect them to their sounds. Then the teacher says, “Ahora, háganlo conmigo. Cuando yo escriba la letra *t*, digan /t/. Escriban la letra *t* cinco veces. ¿Qué palabras comienzan con /t/?” In Unit 3, Week 2, Lesson 1, the teacher checks to make sure students understand when they should write *r* or *rr*. In Unit 4, Week 4, Day 3, Word Work, the Teacher’s Guide tells the teacher to instruct the students in *Practica Guida*: “Ahora sigamos juntos. Pongan una ficha por cada sílaba y combínenlas para formar las palabras.”

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.

- The program’s Teacher’s Edition provides a variety of activities for students to develop, practice, and reinforce skills. For example, the Unit 2 Overview, “Resources for Minilessons,” includes materials to apply letter-sound correspondence in isolation: Word-Building Cards, Sound-Spelling Cards, Photo Cards, and Foundational Skills Activities. The Sound-Spelling Cards’ user

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guide says, “As the students study the front of the cards, read aloud the Action Script, the Articulation, and Words for Oral Practice. These Sound-Spelling cards should be displayed around the classroom as a wall frieze.”

- Materials incorporate a variety of activities for students to apply letter-sound correspondence to decode simple words both in isolation and in decodable connected text. For example, in Unit 3, Week 2, Lesson 1, the teacher and students review with the *Tarjetas armapalabras a, e, i, o, u, m, p, t, l, s, n, d, v, b, f y r* to develop fluency. The teacher asks students to say the sound that corresponds to the letter. The teacher models identifying the /r/ sound. In the Guided Practice, students identify which words have the /r/ sound. Unit 3, Week 5, to introduce /ñ/, the teacher shows the picture card showing a *ñandú*. In the following days, students work with the *Cuaderno de Práctica de Fonética* and the *Tarjetas Armapalabras* to keep practicing words with *ñ*. To reinforce words with *ñ*, the materials include the phonics card, where students see a picture and the corresponding letter. Students practice encoding and decoding words by syllables in the digital application. Students have opportunities for applying letter-sound correspondence in isolation, using illustrated sound-spelling cards and the phonics app where they put together syllables to make words, and then in context, using the decodable reader “Comer con cariño.” In Unit 5, Week 4, Day 1, “Read the Shared Read,” students read the story “Un día especial” and review that there are words that include the *tr* blend, and with those letters, they can form the syllables *tra, tre, tri, tro, and tru*.

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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. The grade 1 phonological awareness TEKS related to syllabication skills are (iii) recognizing the change in spoken word when a specified syllable is added, changed, or removed; (iv) segmenting spoken words into individual syllables; (v) blending spoken complex syllables, including *silabas trabadas*, to form multisyllabic words; (vi) segmenting spoken words into syllables, including words with *silabas trabadas*; and (vii) manipulating syllables within words. The materials' scope and sequence for syllabication skills progresses in complexity according to the letter combination. All the units include the following syllabication skills: build syllables, segment words, add and take away syllables, and change syllables. Other syllabication skills can be found in the units: Unit 1, syllable segmentation, combine syllables, words with *m, p, t, l, s,*

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words with *-ito, -ita*; Unit 2, words with *d, n, v, b, f*; Units 3, divide syllables, words with *rr, r, h, j, c, q, k, y, ñ*, and words with *-ar, -er, -ir, -ón, -ona, -ero, -era, -ería, -al*; Unit 4, divide syllables, words with *ch, ll, w, cl, cr, g*, and words with *re, des, -oso, -osa, -ote, -ota, -ista*; Unit 5, syllable identity, and words with *z, c, x, ai, au, ay, ei, eu, ey, oi, oy, ia, ie, io, iu, ua, ue, ui, uy, tr, güe, güi*; Unit 6, words with *bl, br, pl, gl, pr, gr, x*.

- The materials begin with simple skills before continuing to the more complex ones across the units. For example, in Unit 1, Lesson 1, the students identify and count syllables in words with /m/ and identify the *sílaba tónica*. On Day 4, students practice taking away syllables from a word to make a new word: “*demora*, take away *de* and we get *mora*.” On Day 4, students separate words into syllables and identify the stressed syllable. In Unit 3, Lesson 1, on Day 2, the students build and identify syllables with /rr/. On Day 3, students build and segment words. On Day 4, students take away syllables. In Unit 6, Lesson 1, students segment the word *vi-si-ble*. In Lesson 2, students blend syllables with the word *broche*. In Lesson 4, the students identify and build syllables using *pr* to form the syllables *pra, pre, pri, pro, and pru*. On Day 4, students replace syllables in the word *madera* to make the word *pradera*. The materials allow enough time to teach syllabication by breaking it down into individual components for students to master simple skills before continuing to the more complex ones. For example, all the phonological awareness weekly syllabication routines follow a sequence. On Days 1–2, students identify a sound and blend it with vowels to make syllables, and on Days 3–5, students blend syllables to make words, segment words into syllables, or practice other syllabication skills.

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

- The materials support teachers in providing direct (explicit) instruction in oral syllable awareness. In Unit 1, Lesson 1, during the Phonological Awareness lesson, students begin identifying syllables in words. The teacher places markers on the *Tablero de fonética y ortografía* 5 to represent syllables. The teacher says the word *mano*, places one marker for each syllable, and says, “Esta palabra tiene dos sílabas, *ma-no*.” The teacher emphasizes the stressed syllable by enlarging it when pronouncing it: “Combinemos las sílabas: *ma-no*. La palabra es *mano*.” The teacher then models how the word *mar* has only one syllable, and students identify the sounds that form it: /m/, /a/, /r/. Then the teacher guides practice by reading the following words: *mona, mesa, moto, pomo, suma*. The teacher helps the students count the syllables and combine them to form words. For independent practice, students work in their *Cuaderno de Práctica*, where the teacher says syllables, and students draw the object whose name is formed with those syllables. In Unit 3, Lesson 1, students *forman e identificar sílabas con /rr/*. The teacher models, “Diga: Con el sonido /rr/ podemos formar las sílabas *ra, re, ri, ro y ru*. Anime a los niños a dar una palmada por sílaba mientras las dicen. Muchas palabras tienen estas sílabas. *Radio* comienza con la sílaba *ra*. Escuchen: *ra-dio*.” In the *Práctica guiada*, the teacher script says “Anime a los niños a identificar las sílabas *ra, re, ri, ro y ru*. Voy a decir unas palabras. Escuchen cada sílaba y díganme si esas palabras tienen *ra, re, ri, ro o ru*. Veamos el primer ejemplo. La palabra es *remo*. ¿Qué sílaba con /rr/ tiene esa palabra? La palabra *remo* tiene la sílaba *re*. Repita el procedimiento con estas palabras: *remo, repollo, rima, tierra, ruta, carro*.” For additional practice, “Si los niños necesitan práctica adicional, vea la página 161 del Cuaderno de práctica o la actividad en línea.”

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- In Unit 6, Lesson 3, the Teacher's Guide includes the following directions for the teacher to say to the students: "Con el conjunto *pl* podemos formar las sílabas *pla*, *ple*, *pli*, *plo* y *plu*. Lea las sílabas. Muchas palabras empiezan con esas sílabas. Por ejemplo, la palabra *plano* comienza con la sílaba *pla*. Escuchen: *pla-no*. Repita la actividad con *gl* y *gladiolo*." The materials connect new learning to previous learning in Lesson 5, when the teacher reviews combining syllables and forming words: "Escuchen las sílabas y combínenlas para formar una palabra" using the following target words: *a-rre-glé*, *so-pli-do*, *plu-ma-je*, *re-gla-men-to*, *des-plo-ma*, *In-gla-te-rra*.
- The intervention resource *Reconocimiento fonológico K-2* also provides scripted instruction for supporting development of syllabication skills. For example, the script reads, "Voy a decir una palabra sílaba por sílaba. Escuchar las sílabas de una palabra es como escuchar el ritmo de una canción. Voy a aplaudir con cada sílaba para ayudarlos a reconocerlas. Escuchen la palabra: *trabajo*: *tra/ba/jo* (aplaude una vez por cada sílaba que dice). Hay tres sonidos de vocal en la palabra *pintura*, entonces esta palabra tiene tres sílabas. Escuchen mientras aplaudo y repito la palabra: *tra/ba/jo*. Ahora repitan conmigo *tra/ba/jo*. Dígales que pongan sus dedos debajo de su barbilla para que sientan cómo esta se mueve al decir cada sílaba. Anime a los niños a combinar las palabras: *calor*, *chico*, *pozo*, *piraña*, *vecino* y *cosida*."

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

- The materials incorporate activities for students to develop and practice oral syllable awareness skills. However, cumulative review is not evident. The Instructional Routines Handbook includes a variety of phonological awareness routines where the teacher models and guides the practice of syllabication skills, such as Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable. The routines suggest using a variety of multimodal resources for strategically supporting syllabication development in single and multisyllabic words, such as using and having students chorally blend words, placing one hand under their chin to count how many times the jaw drops to count syllables, clapping to segment syllables, raising one finger each time a syllable is pronounced; and using manipulatives and visuals such as Photo Cards and *Tableros de fonética y ortografía* with counters to represent syllables.
- All the phonological awareness weekly syllabication routines allow for ongoing development, practice, and reinforcement of syllabication skills by following a sequence. However, cumulative review outside of each isolated unit is not evident. On Days 1–2, students identify a sound and blend with vowels to make syllables, and on Days 3–5, students blend syllables to make words, segment words into syllables, or practice other syllabication skills. For example, in Unit 2, Lesson 1, on Days 1–2, students form syllables with *m* /m/ phonemes before moving into syllabication skills. On Day 3, they combine syllables /du/ and /na/ to make the word *duna*. On Day 4, students build words by adding or deleting syllables, such as *dura-verdura* and *danza-mudanza*. In Unit 4, Lesson 1, on Days 1–2, students form syllables with /ch/ phonemes before moving into syllabication skills. On Day 3, students build words and blend syllables with the words *chapita*, *chapoteo*, *charco*, and *chupete*. On Day 4, students segment words and manipulate syllables with the words *dicho-dichoso*, *chorro-cachorro*, and *noche-anoche*.
- All the phonological awareness monthly syllabication lessons allow for ongoing development, practice, and reinforcement of syllabication skills. For example, in Unit 3, Lesson 1, students

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identify and form syllables with /rr/. Then, students build words, blend syllables, and take away syllables. In Lesson 2, students learn to identify and form syllables with /r/. Then, students build words, blend syllables, and add syllables. In Lesson 3, students learn to build and identify syllables with /j/. Then, students build words, break words into syllables, and replace syllables. In Lesson 4, students learn to build and identify syllables with /k/. Then, students build words, blend syllables, and take away syllables. In Lesson 5, students learn to form and identify syllables with /y/, /ñ/. Then, students segment spoken words into syllables, form words, blend syllables, and replace syllables. Cumulative review of skills from unit to unit is evident in the materials. The materials do not provide resources for spiral/cumulative review or reteach. Students have the opportunity to practice oral syllable awareness during Phonological Awareness, Phonics, Spelling, and High-Frequency Words, building on phonics skills from previous units. Also, during Word Work activities with High-Frequency Words, students receive guided practice where they learn how to separate syllables in words. Then, they practice independently using words already learned.

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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.	Yes
2	Materials include scripted direct (explicit) instruction in Spanish for teaching phonemic awareness.	Yes
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.	Yes
4	Materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills (through cumulative review)	Yes

Not Scored

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 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. Materials include scripted direct (explicit) 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 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.

- 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 transitions to more complex manipulation practices such as adding, deleting, and substituting syllables. The phonological awareness grade 1 TEKS related to phonemic awareness skills are (ii) recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound. The materials' scope and sequence for phonemic awareness skills progress in complexity according to the beginning letter sounds in words. All the units include the following phonemic awareness skills: phoneme identity and

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build syllables. Other phonemic awareness skills that can be found in the units are Start Smart, Identify and blend sounds of letters *a, e, i, o, u, m, p, t, l, n, s, d, v, b, f, rr, r, y, ch, h, ñ, ll, d, w, k, c, q, c, z, x*; Unit 1, alliteration, words with *m, p, t, l, s*; Unit 2, alliteration, words with *d, n, v, b, f*; Units 3, words with *rr, r, h, j, c, q, k, y, ñ*; Unit 4, alliteration, words with *ch, ll, w, cl, cr, g*; Unit 5, words with *z, c, x*; Unit 6, Alliteration, words with *bl, br, pl, gl, pr, gr, x*. All the units include the following syllabication skills: segment words, add and take away syllables, and change syllables aligned with the beginning word sounds of the scope and sequence. In addition, some of the units include more complex syllabication skills such as manipulating syllables.

- The materials continue the same phonemic awareness continuum across all units. For example, in Unit 3, Lesson 1, students identify the /rr/ sound in the tongue twister *Erre con erre*. Then they build and identify syllables and delete syllables. In Unit 5, Lesson 1, students identify the /s/ sound of *c, z, and x*. Then they identify syllables *za, ce, ci, zo, zy*, and *las sílabas con x* and combine syllables to form words. In Unit 6, Lesson 1, students identify the /bl/ phoneme. Then they form syllables, blend and segment syllables, manipulate syllables, and identify and generate alliteration.

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

- The materials support teachers in providing direct (explicit) instruction in phonemic awareness. For example, in Unit 3, Lesson 1, the teacher models how to build and identify syllables with /rr/. The teacher says, “Con el sonido /rr/ podemos formar las sílabas *ra, re, ri, ro* y *ru*.” Then the teacher encourages students to *dar una palmada por sílaba mientras las dicen* and says, “Muchas palabras tienen estas sílabas. *Radio* comienza con la sílaba *ra*. Escuchen: *ra-dio*. Práctica guiada Anime a los niños a identificar las sílabas *ra, re, ri, ro* y *ru*. Voy a decir unas palabras. Escuchen cada sílaba y díganme si esas palabras tienen *ra, re, ri, ro* o *ru*. Veamos el primer ejemplo. La palabra es *remo*. ¿Qué sílaba con /rr/ tiene esa palabra? La palabra *remo* tiene la sílaba *re*. Repita el procedimiento con estas palabras: *remo, repollo, rima, tierra, ruta, carro*.” In Unit 6, Lesson 1, the teacher models identifying the /bl/ phoneme and says, “Voy a decir tres palabras. Dos comienzan con el sonido /b/ seguido de /l/ y una, no. Den una palmada cuando escuchen las palabras que comienzan con el sonido /b/ seguido de /l/.” In Lesson 2, the teacher models building syllables with /bl/ and says, “Con el sonido /b/ seguido del sonido /l/ formamos las sílabas *bla, ble, bli, blo* y *blu*.” In Lesson 3, the teacher models segmenting and blending words and says, “*vi, si* y *ble* y ponga una ficha por sílaba en los casilleros. Esta palabra tiene tres sílabas: *vi, si, ble*. La palabra es *visible*. Separémosla en sílabas: *vi-si-ble*.” In Lesson 4, the teacher models syllable manipulation within words and says, “Voy a decir una palabra: *visible*. Ahora escuchen esta sílaba: *in*. Si añadimos la sílaba *in* delante de *visible*, se forma otra palabra. Escuchen: *in-visible*. ¡La palabra es *invisible*!” In Lesson 5, the teacher explains alliteration: “Explique a los niños que cuando dos o más palabras incluyen un mismo sonido, la oración o la frase en la que se encuentran tiene un ritmo especial. Lea un ejemplo: Un día neblinoso y nublado. Señale que en esta frase se repite el sonido *bl*. Explique que los escritores suelen repetir sonidos en los poemas para darles ritmo y musicalidad.”

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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.

- 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' daily Word Work begins with oral language activities during Phonological Awareness lessons and transitions to basic decoding and encoding activities during Phonics lessons. The Instructional Routines Handbook provides detailed instructions and scripts for all the phonological awareness and phonics activities used daily during Word Work. For example, the phonological awareness routines, "Identifying Sounds and Recognize Sounds in Words," connect to the alphabetic principle. The materials state, "This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonological awareness. This routine is followed by the Recognize Sounds in Words practice which helps students identify specific sounds in different words using the *Tarjetas de fotos*." The materials provide these instructions and script: "1. Explain, Briefly explain the routine and its purpose. Hoy vamos a identificar los sonidos en las palabras. 2. Model, Say a word aloud, for example, *palo*. Explain that the word begins with the /p/ sound. Then model how to identify the sound in different words. Ahora escuchen estas palabras: *pájaro, nido, pico*. Dos de esas palabras comienzan con el sonido /p/ y una, no. Las palabras *pájaro* y *pico* comienzan con /p/. La palabra *nido* comienza con otro sonido. 3. Guided Practice, Have children practice with more sets of words. Each set contains three words; two of them begin with the sound learned in class, and one of them doesn't. Help them with the first set. Ahora intentemos juntos. Diré tres palabras. Escuchen el sonido inicial de cada palabra. Dos de ellas comienzan con /p/ y una no. Ask children to stand up when they hear the word that does not begin with /p/ and remain seated when they hear the words that do begin with /p/. *perro, gato, puma, techo, piso, puerta, paloma, rama, pato, patines, raqueta, pelota* 4. Practice, Students can practice independently by completing related pages from the *Cuaderno de práctica* or doing phonological awareness activities online." The phonics routine "Introducing Sounds" transitions students to basic decoding and encoding. The materials state, "This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonetic knowledge.
- The materials' lessons include explicit instruction for connecting phonemic awareness skills to the alphabetic principle during phonological awareness. For example, in Unit 2, Lesson 3, students identify the /b/ sound in words like *ventilador* and *vela* using Photo Cards. The teacher says, "Voy a decir una palabra: *vela*. La palabra vela comienza con el sonido /b/. Escuchen: /b/, *vela*. Ahora escuchen estas palabras: *ventilador, velador, cama*. Dos palabras comienzan con el sonido /b/ y una, no. *Ventilador* y *velador* comienzan con /b/. La palabra *cama*, no." Then, for the Guided Practice phase, the teacher says three words like *venado, gato, vaca* and has students stand up when they hear the words that begin with /b/ and remain seated when they hear the words that do not begin with /b/. The materials' lessons also include explicit instruction for transitioning from oral awareness skills to basic decoding and encoding during phonics. For example, in Unit 2, Lesson 3, the teacher displays the Sound-Spelling Card for the letter *v*, the picture of a volcano, the syllables *va, ve, vi, vo, vu*, and the word *volcán*, and says, "La palabra *volcán* comienza con /b/. Para escribir el sonido /b/, usamos la letra *v*. Digan el sonido conmigo: /b/. Es el sonido que escuchamos al comienzo de la palabra *volcán*. Escuchen: /b/, *volcán*." The

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teacher then asks students to write the letter *v* connecting it to the sound /b/: “Cuando yo escriba la letra *v*, digan /b/. Escriban la letra *v* cinco veces. ¿Qué palabras comienzan con /b/?”

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 for students to develop, practice, and reinforce (through cumulative review). The Instructional Routines Handbook provides a variety of oral phonemic awareness and syllabication activities through routines, such as identify the sound, identify the sound in words, and syllable manipulations such as blending, segmenting, deleting, and substituting. There is also the phonics routine Introducing Sounds to transition students to basic decoding and encoding. All lessons use the GRR model: the teacher explains, models, guides practice, and provides independent practice. Materials include resources to use during the Word Work routines, such as Response Boards, with counters for counting, blending, and segmenting syllables, and Photo Cards with a variety of phoneme types, such as *sílabas abiertas* *bebé, cereza, catarina, sílabas cerradas* *canguro, cantar, agosto, and sílabas trabadas* *ancla, abrigo, astronauta; Tarjetas de Fonética* with letters, their sound, pictures, syllables, and words.
- The materials also have suggestions for kinesthetic motions, such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound. All weekly Word Work routines allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review by following a sequence. For example, in phonological awareness, on Day 1, students review previously learned sounds and identify a new letter sound; on Day 2, students blend the letter sound with vowels to make syllables; on Day 3, students review syllables and make words with the letter sound; on Day 5, students segment words with the letter sound into syllables or practice other syllabication skills. In the Phonics lessons, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound.
- All the phonological awareness and phonics monthly Word Work lessons allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review. For example, in Unit 2, Lesson 1, during the Phonological Awareness, students identify /d/ sound using Photo Card *dinosaurio*. On Day 2, students blend phoneme /b/ with vowel sounds to make syllables. On Day 3, students combine syllables to make words with some previously studied syllables like /du/ and /na/ to make *duna*. Then they practice forming other words like *doble, donde, durazno*. On Day 4, students build new words by adding or deleting syllables *dura-verdura, danza-mudanza*. On Day 5, they reinforce the skill of the week with /d/ by identifying alliteration in a sentence: *Delia dibuja un delfín*. For independent practice, students have a *Cuaderno de Práctica* to draw objects with the syllables they hear and use the digital application to sort pictures. In Unit 3, Lesson 1, Phonics, the students listen to the teacher read the poem “Erre con erre” to identify the /rr/ sound. In Lesson 3, the teacher models doing a word sort for *las sílabas ra, re ri, ro, ru y rra, rre, rri, rro, rru* using *Tarjetas armapalabras* and the *Tarjeta de ortografía de burro*. In Unit 6, Lesson 2, Phonological Awareness, the students learn a *trabalenguas* to identify the /br/ phoneme, recite it independently, and clap each time they

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identify the /br/ sound. Then, they practice recognizing the syllables *bra*, *bre*, *bri*, *bro*, and *bru*, syllabifying and building the words like *brú-ju-la*, *som-bre-ro*, *ce-bra*, and *o-bre-ro*, using the *Tablero de fonética y ortografía 5* and markers.

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Indicator 3.C.1

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

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

Meets | Score 4/4

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

Materials provide a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate activities and resources in Spanish for students to develop, practice, and reinforce skills. Materials provide a variety of activities and resources in Spanish to decode and encode words that include taught common 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 include a lesson sequence aligned to the grade-level SLAR TEKS for sound-spelling patterns. The teacher resource *estándares semanales* includes the following standard: “escribir palabras con patrones comunes, tales como CV, VC, CCV, CVC, VCV, CVCV, CCVCV y CVCCV.” According to *Plan General del Curso de Fonética*, digraphs are taught in this order: Unit 0, Weeks 2–3 *rr, ch, ll, gue, gui*; Unit 3, Weeks 1–4 reviews *rr, qu*; Unit 4, Week 1–2 *ch, ll*; Unit 5, Week 5 *güe, güi que, qui*; Unit 10, Week 2 *gue, gui*; and at the end of all units there is a Review, Extend, and Assess component.
- The materials provide a clear outline or overview of the program's lesson sequence for sound-spelling patterns. The lesson objectives progress from less to more complex skills. For example, grade 1 students learn to decode words with *sílabas simples*, then digraphs and later on *sílabas*

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trabadas and *güe, güi*. The objectives are aligned to the SLAR grade-level TEKS sound-spelling patterns. For example, as stated in TEKS 1.2.B.i and 1.2.B.ii, grade 1 students learn how to decode and spell *sílabas simples* (e.g., *ba, ni, lu*, etc.) and *sílabas trabadas* (e.g., *cla, pre, blo*, etc.) For example, in Unit 1, Week 1, Day 1 Word Work, the students learn the sound of the letter *m* before they learn how to form words with the letter *m* sound in Day 4 Word Work. In Unit 3, Week 1, Lesson 1, students work with *sílabas con /rr/ r and rr* and practice in their Practice Book. They say the picture name and write an *r* if the word begins like *río*; they write *rr* on the pictures that have the *rr* in the middle, like *perro*.

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

- Materials provide scripted direct (explicit) instruction in the Maravillas Instructional Routines Handbook for “Syllable blending.” The teacher introduces the concept: “Hoy vamos a mezclar o juntar sonidos para formar sílabas.” Then the teacher models, “Usamos /p/ para formar las sílabas *pa, pe, pi, po* y *pu*. Combinemos los sonidos /p/ y /a/. La sílaba formada es *pa*.” Then the teacher guides students: “¿Con qué sílaba empieza la palabra *papas*? Escuchen: *papas, pa*. *Papas* empieza con *pa*. Ahora, díganme con qué sílaba comienza el nombre de los alimentos de la canasta.”
- The lesson routines follow the Gradual Release of Responsibility Model. First, I Do: “Then explain that many words have these syllables. For example, the word *pelota* begins with the syllable *pe*. Say the word aloud: *pe-lo-ta*.” Then, We Do: “Have students practice identifying syllables. Vamos a identificar las sílabas *pa, pe, pi, po* y *pu*.” Finally, You Do: “Students can practice independently by completing related pages from the Cuaderno de práctica or doing phonological awareness activities.”
- The materials clearly communicate instruction and important points that should be made for grade-level sound-spelling patterns. For example, in Unit 4, Week 1, “The teacher shows the phonics card for digraph *ch* and uses the word *chaleco* to explain that letters *c* and *h* together make the sound /ch/. ‘La palabra *chaleco* comienza con /ch/. Para escribir el sonido /ch/, usamos las letras *c* y *h*. Digan el sonido conmigo: /ch/.’” Scripted detailed instruction for Phonological Awareness, Phonics, and Word Work is found in the Maravillas Teacher’s Guide and digital platform, as in the examples above.

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

- The materials include activities in Spanish to develop, practice, and reinforce skills. The scope and sequence outlines the cumulative review of phonics skills for digraphs starting with previously learned skills in kindergarten. However, cumulative review outside of each isolated unit is not evident. For example, in Unit 0, Weeks 2–3 *rr, ch, ll, gue, gui, qu*, then Unit 3 reviews *rr, qu*; Unit 4 *ch, ll*; Unit 5 *güe, güi que, qui*; Unit 10 *gue, gui*. All Maravillas phonics activities include modeling, guided practice, and independent practice. For example, in Unit 4, Week 1, Day 1, the teacher models, “Voy a decir una palabra: *choza*. La palabra *choza* empieza con el sonido /ch/. Escuchen: /ch/, *choza*. Ahora escuchen estas palabras: *champiñón, charco, queso*.” The teacher provides guided practice: “Anime a los niños a practicar con los siguientes ejemplos. Ayúdelos con el primer grupo de palabras. Voy a decir tres palabras. Dos comienzan con /ch/ y

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una, no. Den una palmada cuando escuchen la palabra que no tiene /ch/.” The students practice using *el Cuaderno de práctica o la actividad en línea*. These skills are reinforced during Shared Reading with connected text *cuento folclórico*: “¿Por qué Anansi tiene ocho patas largas?” On Day 2, students use *Tarjetas armapalabras c, h, y a* to combine sounds into syllables and do a word sort during spelling. Day 3, students read *Libro descodificable ¡Cachorros! Sílabas con /ch/ ch*. Day 5 is a student review: “Escriba las palabras chimenea, chalina y choza. Pida a los niños que formen y lean cada sílaba y palabra. Luego, trabaje con los niños para escribir las palabras chivo y charco con Tarjetas armapalabras.” There are additional resources in the digital platform to practice and reinforce skills, such as *Juegos Fonética: forma palabras con ch*. The materials include a Sound-Spelling Review on Days 1–5 of each week, and there is also cumulative review built into the Phonics Practice activities (Actividad de práctica de fonética del día 3) in Day 3 of each week. The Sound-Spelling Review (Repaso de letra-sonido) appears in Days 1–5 of each week’s phonics lessons in every unit to provide daily review of previously taught phonics skills. High-Frequency Word review (Repaso de palabras de uso frecuente) appears in Days 1–4.

Materials provide a variety of activities and resources 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).

- Materials provide a variety of activities and resources in Spanish to decode and encode words. For example, Unit 5, Week 5, Day 1, students practice decoding and encoding words during *Dictado*: “Use la rutina de dictado de las palabras de ortografía para que los niños apliquen a la escritura su conocimiento de la correspondencia entre letras y sonidos.” The sentences used in the lesson include sound-spelling patterns of digraphs *gue, gui*: “Me gustaría ir a ver los pingüinos” and “La cigüeña es un ave muy bonita.” Students practice the skill during Word Work guided practice in Day 2: “Ordenen las tarjetas en dos grupos: palabras con güe y palabras con güi, y luego, léanlas.” Students can listen and identify sound-spelling patterns in isolation using the digital resources from *En Presentación: reconocimienento fonologico, fonetica, Ortografia clasificar, palabras con güi güe*. Another resource to practice digraphs is *libros decodificables*. For example, “¿Cómo funciona?” *El nido de las cigüeñas Sílabas güe, güi*. The *tarjetas armapalabras* guide ongoing practice in isolation of Spanish digraphs *gue, gui, güe, güi, rra, rre, rri, rro, rru, cha, che, chi, cho, chu, lla, lle, lli, llo, llu, que, qui*, where students at times work in pairs to build syllables and are asked to read aloud the syllables they built.

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Indicator 3.C.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing Spanish diptongos, hiatos, and word types including how the rules of accent marks apply to each.

- The scope and sequence aligns to the grade-level Spanish TEKS for *hiatos* and *diptongos*. Grade 1 Spanish TEKS are 1.2 B. demonstrate and apply phonetic knowledge “(iv) decoding words with diphthongs such as /ai/, /au/, and /ei/” and 1.2 C. demonstrate and apply spelling knowledge, “(vi) spelling words with diphthongs such as /ai/, /au/, and /ie/ as in quiero, na-die, and ra-dio and hiatus such as le-er and río.”
- The materials provide a systematic sequence for introducing Spanish *diptongos*, *hiatos*, and accents. The Lesson objectives progress from less to more complex skills beginning with learning to match sounds and count syllables before diphthongs and hiatuses. For example, in Unit 1, Lesson 4, students blend the sounds and syllables of the decodable high-frequency word

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también. In Unit 3, Lesson 2, students blend the sounds and syllables of the decodable high-frequency word *familia*, and the teacher points out that the other words have two syllables, except *familia*. Hiatuses and diphthongs are formally introduced, taught, and developed in Unit 5. In Lessons 1–4, the teachers use a systematic sequence to introduce hiatuses and diphthongs by explaining, modeling, guiding practice, and providing various opportunities to practice independently.

- Materials do not provide a systematic sequence for introducing Spanish word types and rules of accents because it is not a grade 1 TEKS. The materials do introduce accent marks; for example, in Unit 2, Lesson 4, the students spell words with diphthongs, and the teacher points out that the word *ahí* has an *h* and an accent. Then, in Unit 3, Lesson 2, during Word Work, students learn that the suffix *-ería* always takes a “special mark” on the letter *i*.

Materials provide scripted direct (explicit) instruction about Spanish diptongos, hiatos, and word types including how the rules of accent marks apply to each.

- Materials provide scripted direct (explicit) instruction about Spanish *diptongos* and *hiatos*. For example, Unit 5, Lesson 2, during the phonics activity, the teacher models: “Recuerde a los niños que algunas sílabas tienen una sola vocal, y otras tienen dos. Cuando las vocales fuertes (a, e, o) se combinan con las débiles (i, u) en una misma sílaba, forman un diptongo. Escriba *baila* y subraye el diptongo *ai*. Explique que, en la palabra *baila*, la vocal fuerte *a* se combina con la débil *i* para formar el diptongo *ai*. Diga a los niños que aprenderán a leer y a escribir palabras con los diptongos *ai*, *ay*, *au*, *ei*, *ey*, *eu*, *oi*, *oy*.” The teacher guides practice: “Pida a los niños que los copien. Diga un diptongo y pídeles que lo señalen. Dé ejemplos de palabras con esos diptongos.” During the structural analysis activity, the teacher introduces hiatuses: “Explíqueles que algunas palabras tienen una vocal fuerte junto a otra vocal fuerte. Escuchen: *leer*. La palabra *leer* tiene dos vocales fuertes juntas: *e* y *e*. Explique que en estos casos no se forma diptongo, sino hiato, y las vocales pertenecen a distintas sílabas. Diga: La palabra *leer* tiene dos sílabas: *le* y *er*. Las vocales *e* y *e* se encuentran en distintas sílabas.” In Unit 5, Lesson 3, during the phonological awareness activity, the teacher script instructs the teacher to say, “Escuchen esta palabra: *piano*. La palabra *piano* tiene dos sílabas: *pia* y *no*. Todas las sílabas deben tener, al menos, el sonido de una vocal. Algunas sílabas tienen más de una vocal. La sílaba *pia* tiene la vocal *i* y la vocal *a*. Cuando dos vocales se pronuncian en una misma sílaba, forman un diptongo. La sílaba *pia* tiene el diptongo *ia*. Hay otros diptongos: *ie*, *io*, *iu*, *ua*, *ue*, *ui*, *uy*.” Then, students review *hiatos*; the teacher writes the word *creer* and reads it aloud. The teacher says, “La palabra *creer* tiene dos vocales juntas: *ee*. Las dos vocales son fuertes, por lo tanto, están en distintas sílabas. Voy a separar *creer* en sílabas: *cre*-*er*.” The teacher repeats with *río*, pointing out “una vocal es fuerte y la otra es débil, pero está acentuada.”
- Direct instruction can be found in the instructional routines handbook for the *Rutina para identificar la sílaba tónica* during phonological awareness lessons. The teacher models saying the word slowly, repeating the word, and clapping the syllables to find out which syllable is stressed. The teacher repeats the routine with the students using different words from the lessons. In the Smart Start, Unit 0, Lesson 3, students identify and practice the stressed syllable in words on the Practice Book page and the online activity. In Unit 2, Lesson 1, the teacher points out the letter *i* in the word *aquí*. The teacher explains that some words have a mark and that they should not forget to write it. The teacher adds that the accent is a mark that follows

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spelling rules, and it always goes above a vowel and indicates which syllable has stronger stress. Also, in Unit 3, Lesson 4, with the suffix *-ería*, the teacher writes the words *pan*, *panadería* and explains, “Se llama panadería al lugar donde trabaja el panadero.” Then the teacher says “la terminación *-ería* se escribe una marca especial sobre la letra i.”

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 in Spanish for students to develop, practice, and reinforce skills with Spanish *diptongos*. In Unit 5, Lesson 2, students develop and practice identification and recognition of the diphthongs *ai*, *au*, *ei*, *eu*, *oi* in words during the phonological awareness lesson. The teacher models and guides practice for breaking words into syllables and identifying the *diptongo* using *Tarjetas de Fotos*. Students practice the skills during the phonics lesson by writing diphthongs *ai*, *ay*, *au*, *ei*, *ey*, *eu*, *oi*, *oy* and pointing when they hear the corresponding sound. Students have additional practice in the Practice Book or the online activity. Students reinforce skills during Spelling practice with diphthongs words in sentences. Ongoing practice and reinforcement of skills continue throughout the week with a variety of similar activities during *The Taller de Palabras*. Cumulative review happens on the last day of the lesson, with students using the Spelling Word Cards to sort the weekly words according to what diphthong they have. Students review and apply previously learned phonics skills (diphthongs, etc.) in the Decodable Readers each week. The pages at the end of the unit's Decodable Reader list all skills taught previously. The Teacher's Guide offers instruction on the use of Decodable Readers. More practice is offered during Differentiated Instruction and in the Practice Book.
- The materials also include interactive digital lessons where students *forman palabras con diptongos ai, ie, io, iu, ua, ue, ui, uy* and *palabras con diptongos ai, au, ay, ei, eu, ey, oi, oy*. The materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce spelling words with Spanish *hiatos*. In Unit 5, Lesson 2, students develop and practice *hiatos* during the structural analysis activity. The teacher models and explains that some words have two strong vowels together and that, when this happens, there is a hiatus, not a diphthong, and vowels belong to different syllables. In Lesson 4, students reinforce skills through cumulative review, working in pairs to underline and identify vowels that are together on the hiatus words *poseer*, *brío*, *baldío*, *releer*. Then, they break the words into syllables and put an X in that box. The materials offer online activities to practice and assess the skill of *hiatos* and *diptongos* in the *Mochila de datos*.
- The materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills with word types and accent rules because it is not a grade 1 TEKS. For example, the instructional routines handbook includes *Rutina para identificar la sílaba tónica* during phonological awareness lessons. The teacher models saying the word slowly, repeating the word, and clapping the syllables to find out which syllable is stressed. The teacher repeats the routine with the students using different words from the lessons. In the Smart Start, Unit 0, Lesson 3, students identify and practice the stressed syllable in words, the Practice Book page, and the online activity. In Unit 3, Lesson 4, students learn that the suffix *-ería* is used to name places where work is done. The teacher writes the words *pan*, *panadería*,

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and explains “Se llama panadería al lugar donde trabaja el panadero.” Then the teacher says “la terminación *-ería* se escribe una marca especial sobre la letra *i*.”

Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish diptongos, hiatos, and word types in isolation (e.g., word lists) and in decodable connected text (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish *diptongos* and *hiatos* in isolation. For example, in Unit 5, Lessons 2–4, during the *Taller de palabras*, phonemic awareness, phonics, spelling, and structural analysis activities, students learn to recognize, read, and write diphthongs and hiatuses through teacher modeling and guided practice, often using *Tarjetas de fotos*, *Tarjetas armaplabras*, and *Cuaderno de Practica*. In Lesson 3, students use the Response Boards to encode words. The board has a Diphthong possible combinations page, where students can encode syllables, words, or sentences. The week’s resources in the student’s Practice Book offer several activities for sorting words like *lluvia*, *pie*, *patio*, *ciudad*, and *lengua*. The High-Frequency Cards also include words that students can decode with the diphthong skills like *ciudad*, *iguales*, and *pues*. Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish *diptongos* and *hiatos* in context. In Unit 4, students can practice decoding *diptongos* and *hiatos*, such as *cuerpo*, *escuela*, *soy*, *escribían*, *increíbles*, and *río*, in the decodable text “Animales por todas partes.” Students can practice reading and writing sentences with *hiatos* and *diptongos* using *Tarjetas de ortografía* with words like *aula*, *baile*, *boina*, *deuda*, *hay*. Unit 5 includes decodable readers “Un paisaje maravilloso” and “Ciencia en Casa” that focus on reading words with *diptongos*. The materials do not incorporate a variety of activities and resources in Spanish for students to recognize, read, and write word types and accent rules in isolation and in decodable connected text because it is not a grade 1 TEKS.

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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 introducing grade-level syllable types and syllable division principles, as outlined in the Spanish TEKS. The grade 1 TEKS related to phonics syllabication skills are (ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound-spelling patterns such as c, k, and q and s, z, soft c, and x; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/; (v) decoding contractions such as al and del; (vi) decoding three- to four-syllable words; and (viii) decoding words with common prefixes and suffixes. The materials' scope and sequence for syllabication

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skills progresses in complexity according to the letter combination. All the units include the following syllabication skills: build syllables, segment words, add and take away syllables, and change syllables. Other syllabication skills that can be found in the units are Smart Start, syllable segmentation, words with *ga, go, gu, gue, gui, ge, gi*; Unit 1, syllable segmentation, combine syllables, words with *m, p, t, l, s*, words with *-ito, -ita*; Unit 2, words with *d, n, v, b, f*; Units 3, divide syllables, words with *rr, r, h, j, c, q, k, y, ñ*, and words with *-ar, -er, -ir, -ón, -ona, -ero, -era, -ería, -al*; Unit 4, divide syllables, words with *ch, ll, w, cl, cr, g*, and words with *re, des, -oso, -osa, -ote, -ota, -ista*; Unit 5, syllable identity, contraction *del*, and words with *-z, z, c, x, ai, au, ay, ei, eu, ey, oi, oy, ia, ie, io, iu, ua, ue, ui, uy, tr, güe, güi*; Unit 6, words with *bl, br, pl, gl, pr, gr, x*.

- The progression of syllabic pattern instruction is aligned to research-based practices for Spanish literacy development. For example, in Unit 1, Lesson 1, the materials begin by introducing the letter *m* and the sound /m/ on Day 1. On Days 2 and 3, students blend the letter *m* with vowels to form syllables *ma, me, mi, mo*, and *mu*, and they proceed to form two-syllable words like *mimo, amo*, and *mamá*. On Day 4, students keep forming words with *m*, and they read the decodable reader “La mañana de Ema” to practice reading words with *m* in connected text. Day 5 is devoted to reviewing the skills of the week by forming words.
- The materials begin with simple skills before continuing to the more complex ones across the units. For example, in Unit 3, the students learn syllables with *rr, r, h, j, c, q, k, y, ñ*. In Unit 4, the students learn more difficult syllable types *ch, ll, w, cl, cr, g*. In Unit 5, Lesson 1, the students build the syllable *za* and build and read words like *zapato*. In Lesson 2, students combine the /p/ sound with diphthong *ai* to make the syllable *pai*. In Unit 6, Lesson 3, students are introduced to the *p/* and *g/* blends and then manipulate syllables with *pl* and *gl*.

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

- The materials include principles of explicit instruction for applying knowledge of syllable type and syllable division principles to decode and encode multisyllabic words. For example, in Unit 2, Lesson 3, the teacher models using the *Tarjeta de Fónica* for *v* with the word *volcán* to explain that *v* represents the /b/ sound. Then, for the Guided Practice phase, students practice connecting the letter *v* to the /b/ sound by writing the letter five times while pronouncing it. Students brainstorm other words that start with /b/. For Independent Practice, students work in their *Cuaderno de Práctica* to write the letter *v* under the pictures of the objects that start with the sound.
- The lesson plans include specific and precise terms, phrasing, and statements that teachers should use while modeling and demonstrating. In Unit 3, Lesson 2, the teacher models, “Demuestre cómo combinar los sonidos para formar sílabas y las sílabas para leer la palabra. La *m* y la *a* forman *ma*. La *d* y la *e* forman *de*. La *r* y la *a*, cuando no están al principio de una palabra, forman *ra*. Voy a combinar las sílabas: *ma, de, ra*. La palabra es *madera*.” Then, the teacher repeats the words *arete, mariposa, tablero, partido, arder, firma*. In the guided practice, the teacher reads words, blending the sounds to build syllables and the syllables to form words, and guides them to read the connected text, sounding out the decodable words and providing corrective feedback as needed.
- The materials provide teachers with important points that should be made about syllables. In Unit 5, Lesson 2, the teacher reminds children that some syllables have only one vowel and

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others can have two and says, “When strong vowels (a, e, o) combine with weak vowels (i, u) on the same syllable, they form a diphthong.” On Day 2 of the lesson, during guided practice, the teacher points out the diphthongs and encourages children to read them aloud, blending the sounds. On Day 4, the teacher reminds the students that when a strong vowel and a soft vowel appear together, they form a diphthong and are part of the same syllable. The teacher uses the Word-Building Cards to build sentences with diphthongs. In Unit 6, Lesson 4, the teacher’s script states, “Esta palabra empieza con *pr*. Tiene dos sílabas: *pre-cio*; *precio*. Agregue las tarjetas *s* y *o* para formar *precioso*. Esta es la sílaba *so*. ¿Qué palabra se forma si agregamos la sílaba *so* a *precio*? ¡Precioso! Repita la actividad con las palabras *grumo/grumoso*.”

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 for students to develop, practice, and reinforce (through cumulative review). The Instructional Routines Handbook provides a variety of phonics syllabication activities through routines such as Identifying and Blending Syllables, Building Words, and Reading Words. All lessons use the GRR model of teacher explains, models, guides practice, and provides independent practice. Materials include resources to use during the Word Work routines, such as posters to combine letters and form syllables in the *Actividades de Práctica de Fonética*; *Tarjetas Armapalabras* to practice building syllables and putting together syllables to make words; *Cuaderno de Práctica* to match pictures to letters, syllables, or words; *Tableros de fonética y ortografía* to write syllables or words that the teacher dictates; and the digital application to reinforce syllabication skills through game-like activities.
- All the weekly phonics Word Work routines allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review by following a sequence. For example, on Day 1, students are introduced to a letter sound; on Day 2, students review the sound, form syllables, and sort; on Day 3, students build words with the letter sound; on Day 4, students encode and decode to read words with the letter sound; on Day 5, students review words and write syllables with the letter sound.
- All the monthly phonics Word Work lessons allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review. For example, in Unit 1, Lesson 2, on Day 2, to introduce syllables with *p*, the teacher shows the poster in *Actividad de práctica de fonética* to form syllables *pa*, *pe*, *pi*, *po*, *pu*. On Day 3, students read the words with *p* like *puma*, *pipo*, *mopa*. On Day 4, students form words with *p* using their *Tarjetas Armapalabras*. They also read the decodable reader “El mapa de Mimí” to practice reading previously taught words with *m* and *p*. Day 5 is devoted to reviewing current and previously taught skills by writing words on their *Tablero de fonética y ortografía*. Students reinforce skills using the digital application to form words with the syllables they hear. In Unit 3, Lesson 3, students decode and encode their spelling words on Practice Book pages according to the syllable pattern and complete sorts with words with *h* and *r*, such as *nadar*, *mar*, *hora*, *humo*, and *hilera*. Students also read decodable book “La jirafa,” with *silabas con /j/: g y j*. In Unit 6, Lesson 3, the students use the *Tarjeta armapalabras* to blend and identify syllables with *pl* and *gl*.

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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).

- All the weekly phonics Word Work lessons follow routines that allow ongoing encoding and decoding using previously learned syllabication skills in isolation and connected text. For example, on Day 1, students are introduced to a letter sound using words in connected text; on Day 2, students review sound, form syllables, and sort words in isolation; on Day 3, students build words in isolation; on Day 4, students encode and decode to read words in connected text; and on Day 5, students review words and write syllables using connected text.
- All the monthly phonics Word Work lessons allow for ongoing encoding and decoding using previously learned syllabication skills in isolation. For example, in Unit 1, Lesson 2, students practice decoding syllables with *p* in words such as *puma*, *pipo*, *mapa* using the *Actividad de Práctica de Fonética*. Students also encode by building words using *Tarjetas Armapalabras* and decode two-syllable words using the digital application. In Unit 5, Lesson 4, students use the number *tres* Photo Card to identify syllables with the sound /tr/ and use the Word-Building Cards to build syllables with *tr* and the words *tren* and *trenza*. In Unit 6, Lesson 4, students read and write words with *pr* and *gr*, such as *princesa*, *pradera*, *grande*, and *granja*.
- All the monthly phonics Word Work lessons allow for ongoing encoding and decoding using previously learned syllabication skills in connected text. For example, in Unit 1, Lesson 2, after learning words with *p*, students read the decodable reader “El mapa de Mimí.” In Unit 5, Lesson 4, students read decodable text “Nuestros oídos” to practice decoding words with *tr*. In Unit 6, Lesson 4, students read the decodable reader “El mate de Prudencio” to practice decoding and encoding multisyllabic words with *pr* and *gr*.

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Indicator 3.C.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the Spanish TEKS. According to the scope and sequence, the lessons are taught in logical order across the grade levels. As identified in TEKS 1.2.B.viii *decodificar palabras con prefijos y sufijos comunes* and 1.2.C.vii spelling words with common prefixes and suffixes; grade 1 students identify the meaning of words with suffixes like -s and -es to form plurals and -ería to indicate a

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place where a work is done. As stated in TEKS 2.2.A.vi *decodificar palabras con prefijos y sufijos*, grade 2 students identify words with prefixes, including *des-*, *sub-*, and *multi-*, and suffixes like *-ito/ita*, *-cito/cita*, *-ote/-ota*. As stated in TEKS 3.3.C *Se espera que el estudiante: identifique el significado y use palabras con afijos, incluyendo “in-,” “des-,” “ex-,” “-mente,” “-dad,” “-oso,” “-eza,” y “-ura,” y sepa cómo el afijo cambia el significado de la palabra*, grade 3 students identify the meaning of and use words with prefixes like *in-*, *des-*, *ex-*, and suffixes like *-mente*, *-dad*, *-oso*, *-eza*, and *-ura* and know how the affix changes the meaning of the word.

- The grade 1 units progress from less complex morphology lessons to more complex. For example, grade 1 scope and sequence is as follows: Unit 1, Words with *-ito*, *-ita*, Plural with *-s*, *-es*; Unit 3, Words with *-ar*, *-er*, *-ir*, *-ón*, *-ona*, *-ero*, *-era*, *-ería*, *-al*; Unit 4, Words with *re*, *des*, *-oso*, *-osa*, *-ote*, *-ota*, *-ista*; and Unit 5, Words with *super*.
- The lesson delivery follows a systematic sequence that builds upon prior knowledge. For example, in Unit 1, Lesson 3, the teacher models writing the words *pato/patito* and *tapa/tapita*, reads them aloud, and underlines the endings *-ito* and *-ita*. The teacher explains that these endings mean something is small, as in *patito es un pato pequeño*. In Unit 3, Lesson 2, the teacher models writing the words *dormilón* and *dormilona* and reads them aloud, underlining the endings *-ón* and *-ona*. The teacher explains that these endings usually tell us that something is very big, very intense, or is done a lot, as in *dormilón* is a person who sleeps a lot. The teacher also explains that *-ón* is the masculine ending and *-ona* is the feminine ending. In Unit 4, Lesson 4, the teacher says the word *lindo* and *relindo*, pronouncing each syllable clearly. As the teacher points out, *relindo* begins with *re*. The teacher instructs that the prefix *re* is added to the beginning of some words to highlight or stress a quality. In Unit 5, Lesson 4, the teacher reviews a more complex word, *nuevamente*. The teacher indicates that this word contains a suffix *-mente*, which shows how something happens or how it is done. Then, the teacher works with the group and instructs how *-mente* can be used to form new words, such as *facilmente* o *alegremente*.

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

- Materials provide direct (explicit) instruction in Spanish for supporting recognition of common morphemes. The program intertwines decoding and encoding of common morphemes to build automaticity and accuracy. For example, in Unit 1, Lesson 4, during Word Work, students learn about the suffixes *-s* and *-es* to make plurals. The materials tell the teacher to write the words *puma* and *pumas*, read them aloud, underline the ending *-s*, and explain that this letter has the /s/ sound. Then the teacher tells students that we can add *-s* to many naming words to say that there is more than one: *La letra s al final de la palabra pumas indica que hay más de un puma*. Then the teacher writes the words *pato*, *lima*, *lupa*, *ala* and invites volunteers to add *-s* or *-es* to make the plurals; students then work on their *Cuaderno de Práctica*. In Unit 3, Lesson 2, the teacher writes the words *dormilón* and *dormilona* and reads them aloud, underlining the endings *-ón* and *-ona*. The teacher explains that these endings usually tell us that something is very big, very intense, or is done a lot, as in *dormilón* is a person that sleeps a lot. The teacher then explains that *-ón* is the masculine ending and *-ona* is the feminine ending.
- The materials suggest a variety of practice activities with opportunities to provide purposeful feedback. In Unit 5, Lesson 4, the teacher reads “Los sonidos de la noche” and asks students to

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find words with suffixes, such as *-s*, *-es*, and *-or*. The teacher explains that “un sufijo es una letra o un grupo de letras que se pueden agregar al final de una palabra para formar otra. Diga: En este texto, la palabra *noche* tiene el sufijo *-s*.” Then the teacher asks, “¿Qué otras palabras del texto tienen sufijos?”

- Lessons employ the gradual release of the responsibility model. For example, the *Intervención de Vocabulario Edición del Maestro, Sección 12, Partes de palabras* guides teachers to introduce prefijos *in-* y *des-*. The teacher writes *in-* on the board and explains that *in-* is a prefix that can mean *not*. Then, the teacher writes the word *seguro* on the board, adds *in-* to make *inseguro*, draws a line between *in* and *seguro*, and explains that adding the prefix *in-* to the base word *seguro* makes a word that means “not safe.” The teacher repeats with *capaz* and *incapaz*, *activo* and *inactivo*, and repeats the instruction with *des-* using the base word *acuerdo* to form *desacuerdo*.

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

- Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. The materials provide clear lessons on morphemes with scripted language that emphasizes word meaning and connects meaning to affixes to form new words. For example, in Unit 1, Lesson 4, during Word Work, students learn about the suffixes *-s* and *-es* to make plurals. The materials specifically tell the teacher to write the words *puma* and *pumas*. The teacher reads them aloud and then underlines the ending *-s*. The teacher explains that this letter has the /s/ sound and tells students that we can add *-s* to many naming words to say that there is more than one. The teacher says, “La letra *s* al final de la palabra *pumas* indica que hay más de un puma.” Students work in their *Cuaderno de Práctica* to decode words with plurals and then build words by adding *-s* or *-es* to the singular of words provided. In Unit 3, Lesson 2, the teacher writes the words *gritón* y *gritona*, reads them aloud, and underlines the endings *-ón* and *-ona*. The teacher reminds students, “Estas terminaciones se usan para indicar que algo es muy grande, o muy intenso, o que se hace mucho. Un gritón o una gritona es una persona que grita mucho.” In Unit 5, Lesson 4, the teacher reviews the meaning of the base word *nervios* and explains that *nervios* applies to a person who is feeling nervous and uses the following example: “Laura siente nervios por el examen.” Then the teacher explains that “sentir nervios significa sentirse intranquilo. Podemos usar el sufijo *-osa* en nervios: *nerviosa*. Laura está nerviosa por el examen. Los sufijos *-oso/-osa* transforman un sustantivo o un verbo en una palabra que describe.” Later in the week, the teacher engages students in activities that focus on the application of base words and affixes. For example, the teacher asks students to draw pictures showing the meaning of the word *intensidad* so they can think of known words to morph with the prefix *in*.

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

- Materials incorporate a variety of activities and resources in Spanish for students to develop and practice skills. For example, during the Structural Analysis activity, the teacher develops the affix skills through modeling and guided practice at the beginning of every related lesson from the

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Taller de Palabras. Throughout the rest of the week, students continue to develop and practice these skills with similar lessons that build on previous instruction using a variety of resources and activities. For example, in Unit 1, Lesson 4, during Word Work, students learn about the suffixes -s and -es to make plurals. To develop the skill, the materials tell the teacher to write the words *puma* and *pumas*, read them aloud, and underline the ending -s. The teacher explains that this letter has the /s/ sound. The teacher tells students that we can add -s to many naming words to say that there is more than one, writes the words *pato*, *lima*, *lupa*, *ala*, and invites volunteers to add -s or -es to make the plurals. Developing the skill of suffixes -s and -es to make plurals continues during Word Work the rest of the week. Students practice in their *Cuaderno de Práctica* to identify and decode plurals and build plural words from the singular words provided. Students continue to practice in another activity in the *Cuaderno de Práctica*, where they identify the correct word, either singular or plural, that completes a sentence. Then, students write their own sentences with the words they used before.

- Materials incorporate a variety of activities and resources in Spanish for students to reinforce skills through cumulative review. In Unit 3, Lesson 2, the teacher reinforces affix skills through modeling and guided practice. Then the students play an online game matching the sentence *A Fabio le gusta pelear. Él es un*, to the word that completes it, *peleón*. Students continue to decode words with a variety of prefixes and suffixes previously taught. In Unit 5, Lesson 4, during a cloze reading, the teacher asks students to take notes from the Differentiated Genre Passage *Los sonidos de la noche*. The teacher asks students to look for words with suffixes like -s, -es, and -or. The teacher reminds students that a suffix is a word part that can be added to the end of a word to make a new word and points out that the word *noche* has the suffix -s. Then students look for other words with these suffixes. In the Teacher's Edition, *Intervención Fonética, Lección 76*, the teacher guides children to use Word-Building Cards to build plural nouns that end with s. The teacher models blending words like *rosa*, *día*, *mano* y *elefante* to create plurales: *rosas*, *días*, *manos*, y *elefantes*. Students use the *hoja* reproducible to identify and write plural words.

Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in isolation that builds on previous instruction. For example, in every related lesson, the teacher introduces affix skills through modeling and guided practice using words in isolation at the beginning of a lesson from the *Taller de Palabras* during the Structural Analysis activity. Throughout the week, similar lessons build on previous instruction using a variety of resources and activities. In Unit 1, Lesson 4, after students learn about the suffixes -s and -es to make plurals, students practice the skill in the *Cuaderno de Práctica* by identifying and decoding plural words and building plurals of the singular words provided. In the Teacher's Edition *Intervención Fonética, Lección 78*, the teacher writes the word *lavar* on the board and asks, "What does *lavar* mean?" Students' answers must address the fact that it is an action. Now, the teacher deletes the letter *r*, adds *able* at the end of the word, points out the new word, and asks about its meaning. The teacher continues modeling the use and meaning of the following common suffixes: *-ista* as in someone who does something, *-ote* as in

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augmentative, *-ito/ita* as in diminutive, *-ble* as in able to or susceptible of, *-ero* as in a profession, *-mente* as in manner, and *-ción* as in action and effect.

- Materials provide a variety of activities and resources in Spanish for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. For example, in Unit 1, Lesson 3, the teacher models and guides practice with *-ito* and *-ita* words. Then students use the online activity to read a sentence and underline the word that means something is small, as in *El monito me gusta*. In Unit 3, Lesson 2, the teacher models and guides practice, and students complete a Practice Book page to match sentences to a definition, as in “Le gusta dormir,” which is matched to *dormilón*. In Lesson 4, students work in the *Cuaderno de Práctica* to identify the correct word, either singular or plural, that completes a sentence. Then, students write their own sentences with the words they used before. In Unit 5, Lesson 4, the teacher models and guides practice with the words *aburrido* and *superaburrido*. The teacher underlines the prefix *super-* and reminds students that adding *super-* to some adjectives emphasizes them. Then the students complete a Practice Book page to read the sentence “La mascota de Diego es linda,” add the prefix *super-* to the word *linda*, and then write and read the new word that is formed. The students use a digital interactive game to morph the *prefijo super* with base words in sentences, such as “La ballena es SUPER-grande” and “La hormiga es SUPER-chiquita.” Then they underline *el prefijo super* in the words from sentences, such as “La raqueta es super-cara” and “Las canicas son super-baratas.”

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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 connected 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 words in isolation and in decodable connected texts with accuracy and automaticity.

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

- Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and Spanish decodable connected texts in the lesson. There is explicit modeling and demonstration of skills in the Instructional Routines Handbook. For example, an “Identifying Sounds Routine” says, “This routine helps students identify and match sounds to individual letters. It is used in K–2 as students develop phonological awareness.” This routine follows a gradual release model of explain, model, guided practice, and independent practice using word lists and decodable connected texts. Unit 1, Week 1, Day 1, Small Group, On Level Differentiated Instruction, the teacher models how to build words with *m* /m/ using a Response Board, writes *m* next to *i*, points, and says, “Estas son las letras *m* e *i*, y forman la sílaba *mi*.” The teacher writes *m* next to *o* and says, “Estas son las letras *m* y *o*, y forman la sílaba *mo*; *mimo*.” Together they practice using the word list *mamá*, *mima*, or *mami*. Then, students write a Word Builder with the syllables *me*, *mi*, *mo*, and *mu*. The teacher guides the students to read the decodable reader “La mañana de Ema” and points out words that have the /m/ sound. Week 4, Day 1, the teacher shows a phonics card with the letter *l*. The teacher models how to use the word *limon* to explain the sound the letter *l* makes. The lesson plans include guided practice

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- with word lists, decodable phrases/sentences, and decodable texts.
- Unit 4, Week 1, Day 1, during the Phonics lesson, the teacher models how to decode syllables with *ch*. “Muestre la Tarjeta de fonética de la *ch*. Use la palabra *chaleco* para explicar que cuando las letras *c* y *h* están juntas representan el sonido /ch/. La palabra *chaleco* comienza con /ch/. Para escribir el sonido /ch/, usamos las letras *c* y *h*. Digan el sonido conmigo: /ch/. Es el sonido que escuchamos al comienzo de la palabra *chaleco*. Escuchen: /ch/, *chaleco*.” Students then practice writing the letters *c* and *h* together and repeating the sound /ch/ to make words: *chaleco*, *chisme*. On Day 3, during the Phonics lesson, after having reviewed sound /ch/ *ch*, students practice combining sounds to make syllables and syllables to make words. “Muestre las Tarjetas armapalabras *c*, *h*, *e*, *l*, *o*. Muestre cómo combinar sonidos para formar sílabas y sílabas para leer palabras. El grupo *ch* y la letra *e* forman la sílaba *che*. Escuchen: /ch/ /e/, *che*. La letra *l* y la *o* forman la sílaba *lo*: /l/ /o/, *lo*. Combinaré estas sílabas: *che-lo*; *chelo*. Repita la actividad con *champú* y *poncho*.”
 - In Unit 6, Week 1, Day 1, Whole Group, the teacher reviews *bl* blend and syllables *bla*, *ble*, *bli*, *blo*, and *blu* during shared reading “Todo es posible con ganas” and has students take notes by writing words with *bl* and read aloud the words they found.

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 practice activities for word reading fluency in a variety of settings. The teacher’s digital resource, “Set Up The Classroom,” gives a graphic visual of various settings for students. For example, Classroom Library: “A Cozy reading nook provides a place for independent reading”; Carpet Space: “...allows young readers an opportunity to engage and collaborate during whole group...”; Teacher Table: “set up your small-group teacher table in a quiet corner of the room where you can see children who are working independently”; Digital Access: “Computer stations, laptop carts, or hand-held devices provide children with access to the online student workspace where they can engage in interactive reading, writing, and word study practice”; Independent Workstation: “When you are with a small group, the rest of the class works at independent stations to complete Workstation Activity Cards or read and write independently or with partners.”
- The Instructional Routines Handbook daily phonics routines allow students to learn and practice in whole group and independently. For example, in the “Syllable Blending Routine,” Explain, Model, and Guided Practice activities are done in the whole group and conclude with independent practice. “Students can practice independently by completing related pages from the *Cuaderno de práctica* or doing phonological awareness activities.”
- The phonological awareness and phonics lessons begin in whole group activities. For example, in Unit 2, Week 2, Day 1, during the *Taller de Palabras*, the teacher models showing a phonics card to the whole class and saying the sound together with students for words with *j*, and then guides practice with *cuaderno de practica*. Unit 3, Week 1, Day 2, the teacher first models syllable blending the sounds /rr/ /a/, *ra*. In the guided practice, the teacher points out syllables and encourages children to read them aloud, blending the sounds and guiding them to say the words that begin with those syllables. The teacher moves on to model the *r* and *rr* syllables with the Word-Building Cards. Phonological awareness and phonics lessons guide teachers to provide practice with word reading fluency in small groups and partnered differentiated instruction. For

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example, in Unit 2, Week 2, Day 1, the teacher uses a model and guided practice process using *tarjetas de fonética* for On-level students to *formar palabras con /j/ j, g*.

- Unit 4, Week 1, Day 1, for students On-level, the teacher models how *c* and *h* together sound /ch/, and students practice together. The teacher writes the words *mancha*, *pecho*, and *chato* and invites volunteers to underline the letters *ch* and say the sound that corresponds. Students then use their *Tableros de Fonética y Ortografía* to write *ch* on their boards. Then, the teacher and students brainstorm words with the sound /ch/, and students draw one of those words. Day 5, Approaching-level students practice reading the decodable text “Cachorros” in pairs with fluency. All lessons provide opportunities for students to work independently. For example, in Unit 3, Week 1, Day 2, on the online digital resources, students listen to and combine syllables to build words with the /r/ sound; this is independent practice that is recorded in the *Mochila de datos*. Week 5, Day 3, students practice forming words with *y* and *ñ* in their *Cuaderno de práctica* or the activity online. Students can read “Comer con carino,” a decodable reader, to practice reading words with *y* or *ñ*. Unit 4, Week 1, Day 3, students work independently in their *Cuaderno de Práctica*, matching pictures to their names and putting together syllables to make words.

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

- Materials provide a variety of grade-level authentic Spanish decodable connected texts that are aligned to the phonics scope and sequence. The *Plan General del curso: Fonética* includes the order for Phonics/Spelling Word Work connected to the order of the lessons in the Teacher’s Guide. For example, in Unit 1, Week 4, Day 1, Whole Group, the teacher reviews the sound /l/ during the shared reading “¿Te gusta jugar?” and students circle words with the *l*. Unit 2, Week 1, Day 1, the decodable text “Tedi en el lodo” is provided for students to practice identifying syllables with the letter /d/. In Unit 3, Week 2, Day 5, Whole Group Word Work, students use weekly Spelling Word Cards to sort words with *r* and *h* and then use the words in connected text sentences. Week 3, for words with *j*, the lessons include *cuento folclórico* “Las tres abejas y el girasol” for shared reading, “El conejo miedoso” for *lectura interactiva en voz alta*, and the decodable reader “La jirafa.” Students also read the decodable text “Una vieja contenta” to practice reading words with /c/ and /j/. Week 5, students read the decodable text “La piña” to practice reading words with /ñ/. In Unit 6, Week 5, Day 1, Whole Group shared read “¡Gracias por la cosecha!”

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Indicator 4.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include a variety of diagnostic tools for measuring Spanish phonological awareness and Spanish phonics skills. For example, the resource *Evaluación del nivel y diagnóstico* includes the following assessment tools: the K–3 phonemic awareness and phonics screening tests DIBELS (Dynamic Indicators of Basic Early Literacy Skills) with these grade 1 assessments: First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (DORF); and the TPRI (Texas Primary Reading Inventory) with these grade 1 assessments: Blending Onset-Rimes and Phonemes, the Graphophonemic Knowledge Reading Inventory, and Word Reading. It also includes the placement and diagnostic tests *Reconocimiento fonológico y fonético*, *Nombre de las letras y visualización de palabras*, and *Fonética y decodificación* each with assessments that can be administered to students in grades K–6.
- The materials address the continuum of phonological awareness Spanish phonics skills as explained in the grade-level TEKS. The evaluation for *Reconocimiento Fonológico y Fonético* includes these grade 1 diagnostic tools aligned with TEKS: the K–1 Phonological Awareness provides *Identificación de rimas*, *Segmentación y conteo de sílabas*, *Combinación de sílabas*, and *Combinación y segmentación de sonidos iniciales y rimas*; and the K–3 Phonemic Awareness provides *Separación y pronunciación de fonemas*, *Segmentación de palabras en fonemas*, and CORE Phoneme Deletion for initial sound and final sound, which align with 1.2.A (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with

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- the same simple syllable or initial sound; and (vii) manipulating syllables within words.
- The materials include diagnostic tools for Spanish phonics skills, as explained in the grade-level TEKS. For example, evaluation for *Fonética y decodificación* includes the K–2 Hasbrouck’s Phonics Survey diagnostic tool with 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes. The grade 1 tasks include identification of letter names and sounds and reading these words with different syllable patterns in isolation and in text words with x (/ks/ sound), words with *gue, gui, que, qui* (/k/ and /g/ sounds), and diphthongs and hiatus, which align with 1.2.B (i) identifying and matching the common sounds that letters represent; (iii) decoding words with silent h and words that use the syllables *que-, qui-, gue-, gui-, güe-, and güi-*; and (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/.

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

- The materials provide clear guidance for the teacher to accurately administer the diagnostic assessments. For example, the resource *Evaluación del nivel y diagnóstico* includes the instructions for the *Reconocimiento fonológico y fonético* tests. The Phonemic awareness subtests are administered individually and “should be given to kindergarten students mid-to late-year...” The subtests can also be given every two months to monitor progress. The directions state that “some of the subtests have multiple sections, and these sections are also sequenced by difficulty. If a student is unable to complete the first section of a subtest, do not go on to the second section. If a student is unable to complete two subtests, it is best to stop the assessment at that point.” The materials provide instructions for the *Fonética y decodificación* Hasbrouck’s Phonics Survey that state, “For beginning readers (K–1 level), start with sounds or letter names.” For Task 1, Letter Names, the student says the letter name first and then the letter sound, not the digraph name (they say *Q*, not *qu* digraph), and for Sounds, students say the letter sound only. The materials provide instructions for the *Nombres de las letras y visualización de palabras* tests. Part of the script states, “1. Dé al estudiante una copia de la hoja de registro de fluidez al nombrar letras. Utilice esta hoja para registrar las respuestas orales del estudiante. 2. Diga estas instrucciones al estudiante: Esta tabla contiene letras. Deberás decirme el nombre de la mayor cantidad de letras posible. Cuando diga “Comienza,” empieza a leer aquí (indique la primera letra) y continúa. Señala con el dedo cada letra y dime qué letra es. Si no recuerdas el nombre de alguna letra, yo te lo diré. Señala la primera letra. ¿Listo? ¡Comienza!”
- The materials include detailed information that supports teachers’ understanding of the diagnostic tools provided in the curriculum and the scoring procedures. For example, the resource *Evaluación del nivel y diagnóstico* includes scoring information for the *Reconocimiento fonológico y fonético*. Most subtests are conducted orally, with the teacher recording the student’s responses on a record sheet. A few have a student page on which students indicate their answers by circling pictures or writing letters. To score the section *Identificación de rimas*, the materials instruct the teacher to “give 1 point for each correct response. The highest score is 5,” and it provides the answer key to each question.” The materials provide scoring information for the *Fonética y decodificación* Hasbrouck’s Phonics Survey. The teacher scores each individual task and records the ratio of correct responses over the total number possible (e.g., 15/20 or 8/10 for each task). A chart format can be helpful for reporting results. The materials provide scoring information for the *Nombres de las letras y visualización de palabras* tests. To

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score, teachers use this formula: $\text{Cantidad total de palabras leídas} - \text{Cantidad de errores} / \text{Cantidad total de palabras leídas} \times 100$.

- The materials include recommendations to support informal, observational, and anecdotal notes during the administration of the diagnostic screener. For example, the resource *Evaluación del nivel y diagnóstico* includes recommendations for the *Reconocimiento fonológico y fonético*. For the test *Creación de rimas*, the materials tell the teacher to accept nonsense words that rhyme with the target word. The materials provide recommendations for Hasbrouck's Phonics Survey tests. The teacher's copy is written in syllables to facilitate marking and recording of errors within a word. They state, "Mark errors and make notes or comments to help you remember how the student responded." The materials provide recommendations for *Nombres de las letras y visualización de palabras* tests. They state, "Si el estudiante pronuncia el sonido de la letra, pero no dice el nombre, dígame: Recuerda que debes decirme el nombre de la letra y no el sonido. Si el estudiante continúa pronunciando los sonidos, marque cada letra como incorrecta y tome nota del comportamiento al pie de la página."

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

- The materials include data-management tools to enable teachers to document individual and whole group progress. On the teacher portal, under the *Evaluar y datos* tab, there is a *libreta de calificaciones* where the teacher tracks the scores of student's individual assessments and the Data Dashboard to see the whole class scores organized by weekly skills or by TEKS. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data management resources. For example, hard copy data management recording sheets for organizing information throughout the year as students are evaluated. These recording tools can be used to "compare the findings across a student's scores to determine whether the results are comparable and tell a similar story about the student. Compare results across students to plan small, differentiated skill groups in areas that appear to need additional instruction." It also includes the Quick Checks Observations Forms for the whole class with sections for Phonological Awareness, Phonics, and Fluency. The Assessment Record Sheet tracks individual students' assessments, scores, observations, and next steps.
- The program provides support to help teachers understand the data on individual and whole-class progress. For example, under Professional Development, there is a video and a printable guide that shows the teacher how to navigate the Data Dashboard and how to interpret the results. There are reports that can be generated in the Data Dashboard, such as the recommendations report to group students based on their proficiency level and assign specific activities to each group, the Activity report to track the activities completed online by students, a Skills report to see the skills mastered by students, a Progress Report, and a Grade Card Report. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data Information on using assessments to place K–3 students into the program, such as 80% correct or higher on the Phonological Awareness Subtests and at or above the appropriate benchmark for the Letter Naming Fluency Assessment places the student On Level or Beyond Level.

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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.

- Materials include routine and systematic progress monitoring tools to measure student acquisition of grade-level skills. The resource *Evaluaciones de la Unidad* provides Unit assessments with questions to monitor student progress in phonics skills. These assessments are given throughout the year on the last week of each unit or every two units. They follow the materials' scope and sequence with increasing complexity of syllabication and decoding skills and letter combinations as follows: Start Smart, identify and blend sounds of letters *a, e, i, o, u*, and consonants; Unit 1, words with *m, p, t, l, s*; Unit 2, words with *d, n, v, b, f*; Units 3, words with *rr, r, h, j, c, q, k, y, ñ*; Unit 4, words with *ch, ll, w, cl, cr, g*; Unit 5, words with *z, c, x*; Unit 6, words with *bl, br, pl, gl, pr, gr, x*.
- Materials' progress monitoring opportunities accurately measure and track student Spanish phonics progress. The *Evaluaciones de la Unidad* includes the chart *Clave de respuestas* that aligns each assessment question to grade 1 TEKS. For example, Unit 2, questions 6–7, Unit 4, questions 14–15, and Unit 6, questions 19–20, align with 1.2 B (vi) decoding three-to four-syllable words.
- The materials include multiple forms of assessment to track individual students' progress in a scientifically reliable way that informs instruction. The diagnostic tool *Evaluaciones del nivel y de diagnóstico* explains using multiple measures: "The assessment process is about making instructional decisions based on assessment information. To the greatest extent possible, all instructional decisions should be based on multiple sources of valid and reliable information." The ongoing process starts with measuring and scoring, then comparing and interpreting the information. The third step is to make instructional decisions based on conclusions. Some of the

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measures included are the Phonological and Phonemic Awareness Assessments and their subtests, *Evaluaciones de la unidad*, and formal and informal teacher observations. They also recommend state screenings, such as DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) and TPRI (Texas Primary Reading Inventory), as progress monitoring tools. There is information to align both state assessments to specific evaluation components of the program. The Assessment Administration Guide includes information about the *Pautas de Calificación* found on the teacher's dashboard under *Evaluar y datos*. These observational rubrics quantify and record observations of student proficiency on key weekly skills and strategies. The observational data entered into the rubric populates the Recommendations Report to determine students' proficiency levels with specific skills and gives recommendations for reteaching lessons and extension activities to help inform instructional decisions.

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

- The materials include an appropriate frequency of assessment that reflects the variable rate of student learning at this age. For example, the resource *Evaluaciones de la Unidad* assessments are given throughout the year on the last week of each unit or every two units. The phonemic awareness subtests from the resource *Evaluación de nivel y diagnóstico* are administered in grade 1 beginning, middle, and end of year and/or every two months to monitor progress. Some of the subtests have multiple sections that are sequenced by difficulty, and it recommends that if a student is unable to complete the first section of a subtest, do not go on to the second section, and if a student is unable to complete two subtests, it is best to stop the assessment at that point. The DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) can be administered beginning, middle, and end of the year for screening. For progress monitoring of students with scores below benchmark norms, it recommends testing every two weeks for students identified as some risk and every six weeks for students at low risk. The Assessment Administration Guide includes information about the ELA Interactive Observations Rubric found on the teacher's dashboard under *Evaluar y datos*. It recommends completing the rubric on days 1, 2, or 3 of the week or genre study.
- The materials provide options for progress monitoring that are appropriate for the age and the skills being assessed. For example, in Unit 1, during the *Evaluación de la Unidad*, the TEKS 1.2.B. (i) identifying and matching sounds to individual letters is assessed for the identification of the phoneme /m/. First, the students see three pictures of objects, then the teacher says a word that begins with the same syllable as one of the objects, and the students circle the object that starts with the same syllable as the word they heard. The evaluation for *Fonética y decodificación* includes the K–3 Hasbrouck's Phonics Survey diagnostic tool with 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes. Some of the grade 1 tasks are identification of letter names and sounds and reading these words with different syllable patterns in isolation and in text: words with x (/ks/ sound), words with gue, gui, que, qui (/k/ and /g/ sounds), and diphthongs and hiatus, which align with 1.2.B (i) identifying and matching the common sounds that letters represent; (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-; and (iv) decoding words with diphthongs such as /ai/, /au/, and /ei/.

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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. Diagnostic tools 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.

- The materials include guidance to support teachers in analyzing the assessment data. In the Professional Development resource, Assessment and Data, there are videos and printable guides that show teachers how to navigate resources from the teacher's platform. For example, the Data Dashboard tool from the *Evaluar y datos* tab is a responsive "Reporting/Differentiated Instruction Tool" that translates data from insights to personalized instruction, with reports that enable grouping, re-teaching, and tracking of standard progress. There is also a video that guides teachers on how to analyze student work in the Gradebook with options to filter data by points or percentage, whole class, or by individual students. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data management resources. For example, hard copy data management recording sheets for organizing information throughout the year as students are evaluated.
- The materials support the teacher's interpretation of the data. The evaluation dashboard reports display the data collected from online assessments, online games, and observational rubrics using colorful charts, tables, and graphs based on performance percentages. The teacher can view these reports at the class or individual level based on students' strengths and needs and use the filters to drill down data by skills covered that week, month, three months, or by customizing the date range. For example, the Recommendation Reports measure students' mastery of skills and standards, access resources aligned to learning needs, and plan differentiated support. The Activity Report provides detailed information about each activity

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that produces data. The Skills Report looks at the skills and standards assessed online and monitors class and student progress toward achieving learning goals. The Progress Report charts overall student progress by tracking scores for each assessed skill and standard in graph form. The Grade Card report tracks total student scores for each grading period by listing each assessed skill and standard that makes up the grade, including highest and lowest performance. The *Evaluación del nivel y diagnóstico* includes the Quick Checks Observations Forms for the whole class with sections for Phonological Awareness, Phonics, and Fluency. The Assessment Record Sheet tracks individual students' assessments, scores, observations, and next steps.

- The materials guide the teacher in using the data to inform future Spanish phonics instruction. The Data Dashboard analysis reports guides teachers' future instruction in order to plan, guide, and differentiate for whole group and small group activities. For example, the Recommendations Report shows students' achievement level for key skills taught in the current week of instruction and places students into these leveled groups: Tier 2, Approaching, On Level, and Beyond. It also recommends program resources that align to each level. Inputting the word *data* in the teachers' platform search engine displays a variety of related videos. For example, the video "Collecting Data for Assessment" guides teachers to informally assess students by collecting data and recording observations on mailing labels to group students. The video "Incorporating flexible groups and reassigning group memberships" explains how to group students and move them to different groups as data changes.

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

- The information gathered from the diagnostic tools helps teachers plan their core phonics instruction. For example, on the teachers' dashboard, Professional Development, the resource Know Your Reports states that the Skills report "provides a big picture look at the skills/standards assessed online," and that if the class is doing well, "use this information to prioritize, eliminate or adjust the pacing of the lessons that address this skill/ standard." If the class is not doing well, the teacher should identify the lessons that address this skill/standard and allow more instructional time for teaching and practicing.
- The materials-support teachers in differentiating phonics instruction to meet students' instructional needs based on their assessment results. For example, the Recommendations report will "gauge the students' levels of mastery of key skills and standards, access resources aligned to students' levels, and plan differentiated support." The report color-codes data to differentiate phonics instruction by groups according to assessment results. For example, Tier 2 for less than 70% is red, Approaching level between 70-79% is yellow, On level between 80-93% is blue, and Beyond level 94% or higher is green. When the teacher clicks on each group, except Tier 2, the system provides teaching recommendations for independent assignable resources or small differentiated group instruction teacher resources. For students in Tier 2, there are only teacher resources, such as the *Reconocimiento Fonológico* intervention handbook that provides lessons for explicit, sequential, and systematic instruction of taught standards. The report changes as students complete online tests, the teacher fills out observational rubrics, or students complete online data-collecting games. Then, the teacher can use the data to change group membership to form compatible and flexible groups that build community within the classroom. The *Evaluación del nivel y diagnóstico* diagnostic tool recording tools can also be

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used to “compare the findings across a student’s scores to determine whether the results are comparable and tell a similar story about the student. Compare results across students to plan small, differentiated skill groups in areas that appear to need additional instruction.”

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

- The materials provide an array of student resources to be used as a response to students’ academic performance. For example, in the Unit Teacher’s guide, on the last pages of the lessons, there are a variety of Small Differentiated Group Instruction activities for students Approaching level, On level, and Beyond level based on the data from diagnostic tools and Data Dashboard reports. These lessons cover the phonics skills taught in the core lessons to provide support, practice, and review, utilizing the same materials and GRR model. In Unit 3, Lesson 3, *Nivel Inicial* and selected activities for Tier 2, for phonological awareness, students “Identify The /j/ Sound” as they listen and say words, such as *genial, jungla, juguete*; “Identify Syllables With /j/” as they listen and say words with *ja, je, ji, jo, ju, ge, and gi*; Blend Syllables using their Response Boards 5 to place a marker as the teacher says each syllable in words like *pá-ja-ro* and *jo-ro-ba*; Replace Syllables to build another word, such as *jarrón-Japón* and *juro-julio*. For the *A Nivel* group, Phonics, students Build Words With /j/, j, g using their Response Boards and write the word *giro* on board 3 and build syllables *ja, ji, jo, ju, and gi* to form words. Then they read the Decodable Reader Guide “La jirafa” and reread it with partners. There are no phonics differentiated instruction activities for grade 1 Beyond level students. In Unit 5, Lesson 1, the teacher works with the On Level group on building, reading, and writing words with /s/ c, z, x, such as *parece* and *xenón*. The materials also provide grades K–2 Tier 2 Intervention guides, such as *Reconocimiento Fonológico* and *Fonética y Taller de Palabras*, to support students that are below the Approaching level. Teachers plan differentiated activities to respond to assessment data in the units throughout the year.

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Indicator 5.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include guidance for scaffolding Spanish instruction and differentiating activities based on targeted areas that students have not yet mastered. The professional development resource tab includes the video “La enseñanza de grupos pequeños,” with guidance and resources for differentiated instruction. It lists resources such as the “How-to-Guide Managing Small Groups,” workshops for managing and teaching in small groups, and videos by Dr. Vicky Gibson about small group instruction. The Teacher’s Guide includes Small Group Differentiated Instruction GRR lessons with detailed scripted guidance for students at the Approaching level. For example, in Unit 1, Lesson 4, the script states, “Yo: Muestre la Tarjeta de fotos del león. León empieza con l. Escriba l. Cuando aparece esta letra, decimos el sonido /l/. Digámoslo juntos: /l/. Escriba la palabra lupa, subraye la l y diga /l/. La palabra lupa tiene la letra l y el sonido /l/.” It includes a script for *Juntos* and *Ustedes*. There is also guidance for supporting word-reading fluency using leveled readers.
- The materials ensure that teachers can identify and provide opportunities for students to develop Spanish precursor skills necessary to access grade-level content. For example, in the Teacher’s Guide, Unit 2, Lesson 2, the box *Comprobar el progreso* guides the teacher to assess skill. It states, “¿Pueden los niños descodificar palabras con v? ¿Pueden los niños reconocer y leer las palabras de uso frecuente?” Then, if the answer is no, the teacher should reteach.

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- The materials provide additional Spanish lessons for targeted instruction that include differentiated instructional approaches. For example, in Unit 6, Lesson 1, after whole group phonics, the teacher differentiates instruction for Approaching-level students. The teacher begins by displaying the *llama* Photo Card, tells students that *llama* begins with *ll*, writes the blend, tells students that when this blend appears in a word, we say the /y/, and they say it together. The teacher then displays the kiwi Photo Card to explain that the letter *w* stands for the /u/ sound. The teacher writes the words *relleno*, *Walter*, and *palillo* and calls on volunteers to underline *ll* or *w* and say the sound. Then, students use their Response Boards to say /y/ as they write *ll* on board 1 and draw words. They repeat for the letter *w* and the /u/ sound. There are also additional Spanish lessons for grades K–2 Tier 2 students below the Approaching level, such as *Intervención Reconocimiento Fonológico*, *Intervención de Fluidez*, and *Intervención Fonética y Taller de Palabras*. For example, the resource Tier 2 *Intervención Reconocimiento fonológico* includes strategic intervention materials for phonemic awareness, phonological awareness, phonics and decoding, oral reading fluency, and writing. There are over ninety 15-minute lessons for each phonics skill. The teacher can teach as a discrete lesson or provide sequential and systematic instruction.

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

- The materials include guidance for enrichment activities for students who have mastered grade-level foundational Spanish phonics skills. The Professional Development Resource tab includes the video “La enseñanza de grupos pequeños,” with guidance and resources for differentiated instruction. It lists resources such as the “How-to-Guide Managing Small Groups,” workshops for managing and teaching in small groups, and videos by Dr. Vicky Gibson about small group instruction. The Teacher’s Guide includes Small Group Differentiated Instruction GRR lessons with detailed scripted guidance for students at the Beyond level. For example, in Unit 1, Lesson 3, the teacher does a review of words with /t/, and the script states, “Yo: Escriba en el pizarrón la palabra tome. Léala en voz alta siguiendo el texto con el dedo. Diga: Vamos a pensar cuáles son las sílabas, es decir, las partes que forman esta palabra. Si la digo en voz alta, me doy cuenta de que la palabra tiene dos sílabas: to y me. Trace una línea para separar las sílabas. La primera sílaba de la palabra tome es to. La segunda sílaba es me.” It includes a script for *Juntos* and *Ustedes*. There is also guidance for supporting word-reading fluency using leveled readers.
- The lessons include recommendations for Spanish upward scaffolds to support extension and application of learning. For example, in the Teacher’s Guide, Unit 2, Lesson 2, the box *Comprobar el progreso* guides the teacher to assess skill. It states, “¿Pueden los niños descodificar palabras con v? ¿Pueden los niños reconocer y leer las palabras de uso frecuente?” Then, if the answer is yes, the teacher can do a review for On-level students or extend the skill for Advanced-level students.
- The lessons provide additional Spanish activities and resources to support student choice and to extend and explore new learning in collaborative groups or independently. The *Tarjetas de Actividades del Taller de Palabras* include independent activities with instruction in green for *nivel avanzado*. The *actividades digitales* on the student’s dashboard include a variety of phonological awareness and phonics activities aligned to the weekly lessons.

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Materials provide enrichment activities for all levels of learners.

- The materials include Spanish enrichment activities for all levels of learners that provide students with opportunities to explore and apply new learning in a variety of ways. The professional development *Aprenda a Usar Maravillas* includes the video “La enseñanza de grupos pequeños,” where all the resources for differentiated and enrichment activities are listed. For example, the Teacher’s Guide includes differentiated lessons, suggestions, activities, and resources. The *Tarjetas de Actividades del Taller de Palabras* include independent activities with instruction in blue for *a nivel*, orange for *nivel inicial*, and green for *nivel avanzado*. The *actividades digitales* on the student’s dashboard include a variety of phonological awareness and phonics activities aligned to the weekly lessons. The grades K–2 Tier 2 Intervention books include activities that can be printed and assigned to students who need a major level of intervention. The *Cuaderno de practica* includes pages for the teacher to assign that students can complete and submit interactively. The resource *Aprender con juegos* includes ideas and templates for games students can play with a partner or a small group.

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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.

- The materials engage students in mastery of the Spanish content through a variety of instructional approaches. The Instructional Routines Handbook includes the routines used daily to introduce and review phonics skills during the *Taller de Palabras*. For example, the phonological awareness routines: Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable; the phonics routines: Introducing Sounds, Identifying and Blending Syllables, Building Words, and Reading Words; and the spelling routines: Written Accent, Dictation, and Orthographic Rules. All these routines use the GRR model to deliver instruction and a variety of visual, oral, and kinesthetic approaches. For example, Photo Cards to orally introduce letter sounds in words; *Tarjetas de Fonética* with printed letters, their sound, pictures, syllables, and words; Response Boards with counters for counting, blending, and segmenting syllables; *Tarjetas armapalabras* to build, segment, and manipulate sounds and syllables. The routines also use kinesthetic motions, such as clapping sounds, syllables, or words, placing the hand under the jaw when saying a word to count how many syllables are in a word, and tracing letters in the air while saying the letter sound.
- The materials engage students in mastery of the Spanish content through developmentally appropriate instructional approaches. The *Tarjetas de fonética* used in all phonics lessons to introduce a phoneme include the section *Articulacion*, with details about the position of the lips, tongue, teeth, and the use of breath and vocal cords are provided in kid-friendly language. The letter *ch* script states, “¿Cómo se articula el sonido? El fonema /ch/ es palatal africado. En una primera fase, la lengua se levanta tocando el paladar por ambos lados (oclusión); después se

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separa levemente, permitiendo que el aire escape de forma súbita por un estrecho canal (fricción). No hay vibración de las cuerdas vocales. Este sonido compuesto recibe el nombre de africado (parcialmente fricativo).” The lesson delivery includes developmentally appropriate instruction. For example, in Unit 4, Lesson 1, the teacher uses Sound-Spelling Card *chaleco* and explains that the letters *c* and *h* represent the sound /ch/, then tells students that the word *chaleco* starts with *ch* and that to write the sound /ch/, we use the letters *ch*. Then the teacher asks students to say the sound, to write the letter *ch* five times, and identify words that begin with /ch/. Students continue to write and identify the /ch/ sound with pictures using the Practice Book.

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

- The Spanish materials support a variety of instructional settings. The teacher's digital resource, “Set Up The Classroom,” gives a graphic visual of various settings for grades K–1 students. For example, Classroom Library: “A Cozy reading nook provides a place for independent reading”; Carpet Space: “...allows young readers an opportunity to engage and collaborate during whole group...”; Teacher Table: “set up your small-group teacher table in a quiet corner of the room where you can see children who are working independently”; Digital Access: “Computer stations, laptop carts, or hand-held devices provide children with access to the online student workspace where they can engage in interactive reading, writing, and word study practice”; Independent Workstation: “When you are with a small group, the rest of the class works at independent stations to complete Workstation Activity Cards or read and write independently or with partners.” All phonics core instruction of the Model and Guided Practice phases are done whole-group. The Practice phase, where students use the *Cuaderno de Práctica* and the digital application, is individual. The materials also provide suggestions for Differentiated Instruction, done in small groups of Approaching-level, On-level, and Beyond-level students. Other activities that take place with partners or in small groups are the *Tarjetas de Actividades del Taller de Palabras*, which include suggestions for stations, such as illustrating words that start with a given phoneme or using the *Tarjetas Armapalabras* to build words. The lessons for grades K–2 Tier 2 students below the approaching level, such as *Intervención Reconocimiento Fonológico*, *Intervención de Fluidez*, and *Intervención Fonética y Taller de Palabras*, are for small group or one-on-one instruction.

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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.

- On the Teacher's Dashboard, the search phrase "dual language" provides a variety of resources. For example, the video "Dual Language Versus English Learning Instruction" explains that dual language is an additive model and home language is maintained. The goal of the program is for students to become proficient in two languages. Whole group instructions are limited to 7–10 minute chunks, depending on grade level. Then, the students work with bilingual pairs or their table group of four. The ultimate decision for the program implementation depends on the school district and school population. Ideally, dual language one-way is used, where the school has a large group of students predominantly from one language, all ELs. When a school implements the dual language two-way, one-third of the students are monolingual Spanish speakers, one-third are monolingual English speakers, and one-third are bilingual students. The Texas Maravillas User's Guide quotes Maria Campanario: "Dual language learners not only have the opportunity to become biliterate and bicultural, they will have a pathway into a future of true democratic global citizenship."
- In the Teacher's Guide, Units 1–2 Overview, the materials state that "since dual language or two-way immersion is a late exit program, lasting from four to seven years, it can best be served by Maravillas, a K–5 reading series." There are a variety of resources to support bilingual programs. For example, the resource "Oral Language Sentence Frames" allows English learners to hold structured conversations in English using linguistic support. Each unit also contains a Bridge to English section with suggestions and lesson ideas to help students transfer knowledge from Spanish to English. There are also a variety of resources to support dual language programs. For example, the Dual Language Planners present side-by-side outlines of both English and Spanish. It highlights lessons that include transferable skills that can be taught in either language and lessons with non-transferable skills that have to be taught in both languages. The *Guía de Transferencias Lingüísticas* provides information about the Spanish language skills that transfer to English. The Language Transfers Handbook provides information about the English language skills that can transfer to Spanish.

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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 for how they can help support student progress and achievement. For example, at the beginning of the year, parents receive a handout to sign up to *Acceso del estudiante a los recursos en línea*. In this form, parents are informed about the materials their children will use in school and their access to online resources at home. The letter includes information about the *Página de acceso* link my.mheducation.com/login and provides parents with a username and password. The second page explains how to navigate the students' work space, *Pestañas de navegación*, *De la escuela al hogar*, and *Iconos de inicio rápido*. It also gives a brief description of the resources available and what they do. The online section School to Home offers parents a Family Letter, Spelling List, and other resources. The teacher resource tab, *De la escuela al hogar*, includes a weekly English and Spanish letter to families with *mis objetivos*, *ejercicios con palabras*, *palabras de uso frecuente*, *clases de palabras*, *fonética*, y *comprensión*. In this letter, parents get information and suggestions about working with their children on the skills of the week. For example, the first week of Unit 3 includes this prompt to parents: "Pida a su niño o niña que marque los casilleros de los objetivos que haya completado." The word *objective* is a hyperlink to a checklist of the week's learning goals. For *Taller de palabras*, the goals are *comprender los sonidos de las palabras*; *leer y escribir palabras con rr y r*; *leer pronto*, *cerca*, *vez*, *después*, *hoy*, *cuando*; *leer palabras con -ar, -er, -ir*; and *escribir letras: Rr*. In the letter, parents also get suggestions on ways to support their children; for example, the Word Workout section for spelling/phonics: rr, r says, "You will help your child make crossword puzzles using pairs of spelling words. This week's

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phonics skill is for the *rr* sound and the initial *r* sound, found in words such as *burro* and *rulo*.” The first week of Unit 5, the phonic skill is to support the *s* sound of letters *c*, *z*, and *x* in words such as *cine*, *zorry*, and *xilofono*. The parents are instructed to say a word out loud with the week’s phonics and help their child sound it out and spell the words. In Unit 6, Week 5, parents are given the following instructions regarding *r*-controlled vowels: “Your child should use the words in a sentence, making sure to spell them correctly. This week’s phonics skill is the /ks/ and /j/ sounds of the letter *x*, as in *examen* and *mexicano*.” The section *De la escuela al hogar* also has a Messages tab for teachers to send direct messages to parents.

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

- The materials include information, in English and Spanish, about specific strategies and activities for families to use at home to support students’ learning and development. For example, in Unit 2, Lesson 3, the parent letter includes specific strategies on how to review the spelling/phonics that their children have learned. It says, “Ayude a su niño o niña a buscar las palabras de ortografía en una sopa de letras. El sonido enseñado en Fonética esta semana es el sonido /b/ de la v, como en uva, vaso y visita.” In Unit 3, Lesson 1, in the *Ejercicios de palabras*, the student activity with *Palabras para aprender* gives parents these instructions on the page: “Leamos juntos las palabras. Luego usa una de las palabras para hacerme una pregunta; yo usaré la misma palabra en mi respuesta. Repetiremos la actividad con todas las palabras.” The words in the list are *cerca*, *después*, *pronto*, *cuando*, *hoy*, and *vez*. In Unit 5, Lesson 1, parents are given the diphthongs *ia*, *ie*, *io*, *iu*, *ua*, *ue*, *ui* and *uy*. They are asked to assist their child with filling in grids with word pairs that cross at one letter, as in the words *lluvia*, *pie*, *pato*, *ciudad*, *lengua*, *nueve*, *ruido*, and *muy*. In Unit 6, Lesson 1, the *Listas de ortografía* prompts parents to “Have your child write down the letters as you say them aloud. This week’s phonics skill is the consonant *bl*-blend in words such as *tabla* and *blusa*.”

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

- The materials provide phonics instruction videos in the Professional Development tab under Resources to help teachers communicate with families in an ongoing manner regarding student’s progress. There is also a video, “Top 5 Resources to Enhance Learning at Home (Students/Parents),” that provides ideas to teachers of some of the resources that can be assigned at home for parents to work with their children, like the digital activities to practice phonics or the paired leveled readers for reading comprehension.
- The materials have tools to diagnose and assess students’ progress, such as the grade 1 Foundational Skills Assessment. The Online Assessment Center offers reports, such as Phonics Skills and Progress, Phonological and Phonemic Awareness, Structural Analysis, Fluency, and High-Frequency Words. In the last pages of every Teacher’s Guide, there is an *Evaluación del progreso* with skills that are assessed formally and informally. The Family Letter has a checklist of the Learning Goals and activities related to student outcomes. Students take the Placement and Diagnostic Assessment, which identifies them as On, Approaching, or Beyond level. The teacher selects a designation in each student’s profile, and the online course Dashboards auto-

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populate with relevant level reads and activities. Teachers can share student progress in a quick message in the “My Messages” tab of the Home/School section on the Teacher’s Dashboard or download and print the report to send home with the students.

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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 support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

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

- The digital materials are accessible and compatible with multiple operating systems and devices. The materials have a web-based teacher and student platform with digital materials that students can access from any device that has internet. Some of the materials are downloadable and later accessible without access to the internet. Under the Professional Development tab, the materials include a video called “Plataforma digital para los estudiantes” that guides parents and teachers on how to navigate the student portal step by step and includes information on how to request technical assistance if needed. For the teacher, there is also a video called “Aprenda a usar Maravillas” that guides the teacher on how to navigate the resources and all the program features. In the Digital Technical Support page at the bottom of both the teacher and student platforms, families and teachers can find information about Getting Started and Product Navigation, Login and Password Help, Tech and Mobile FAQs, and Quick Links. For example, the digital materials are accessible and compatible with multiple operating systems and devices, such as Chromebooks, iPads, PCs, Apple computers, and/or smartphones, online through any device with a strong internet connection. The information about system requirements is also available in the letter *Acceso del estudiante a los recursos en línea*. The letter guides parents/tutors to log in to my.mheducation.com/login. After logging in, they can check the link *Requisitos mínimos* at the bottom of the page. The digital materials support the following web browser and versions: Google Chrome 86+, Mozilla Firefox 86+, Apple Safari 12+, and Microsoft Edge 90+. The program needs a screen resolution of at least 1366 x 768 and dimensions of at least 9.5 inches. The minimum requirements for the program materials to work and be displayed correctly are Windows 8.1+, Mac OS X 10.11, Chrome OS v80 with 4 GB RAM, Tablets and Mobile Devices with iOS 14+ or Android 9+. The materials require enabling/allowing browser cookies, Javascript, MP3, and pop-up windows to work properly. If these standards are not supported by a student’s device, the student “may experience a completely acceptable

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experience using” the program/materials. The *Requisitos mínimos* page also has links to other resources, such as “Platform Status Center” and “Check Your System Setup.”

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

- Digital materials support and enhance virtual and in-person instruction. For example, in the *Desarrollo Profesional* tab, under *Aprenda a Usar Maravillas*, the materials provide videos with clear instructions and guidance for teachers on how to navigate the digital resources, which include *Espacio de trabajo del maestro*, *Plataforma digital para los estudiantes*, and *Asignar y revisar tareas*.
- On the Teacher Platform, across the top, teachers have access to all the materials of the program by clicking on each tab. These tabs are the “Plan” tab, where teachers can read the TEKS standards, organize weekly lessons, and use a digital calendar; the “Recursos” tab, which includes all of the program’s digital and downloadable materials, access to professional development, a glossary, and *De la Escuela al Hogar* resources; the *Evaluar y Datos* tab, which provides access to all assessment features of the program; the *Escritura e investigación* tab, which allows teachers to create classroom discussions, projects, and access to writing materials; the *Administrar y asignar* tab, where the teacher can assign homework and activities to students; and the *Carpeta* tab, where the teacher can view their own work as well as the student’s work.
- On the Student Platform, students can access the class materials, additional resources to extend their learning, and home-based assignments. On the main screen, the students can choose from the following five icons: *Por hacer*, the assignments students are working on; *Palabras por aprender*, the vocabulary words of the week; *Escritura*, the writing assignments; *Juegos*, the digital application with games where students can review phonics, spelling, and grammar skills; and *Lectura*, the digital readers and text passages of the week. On the upper menu, there are other buttons that students will use in class: *Mi carpeta*, which stores the assignments that students turn in; *Colaborar*, a discussion forum for students and teachers; *Recursos*, which provides direct access to all resources available for the program; and *De la escuela al hogar*, where parents find the week’s reading objectives, suggestions on how to support learning with vocabulary, and phonics activities.
- The materials’ resources from each of the units support and enhance virtual and in-person instruction. For example, in Unit 5, Lesson 4, the lesson to decode words with *tr* is taught using a video presentation, downloadable worksheets, and interactive games. In Unit 6, Lesson 1, teachers can assign the digital activities *Practica de fonética* and *Reconocimiento fonológico* to students to practice the combination of the *bl* and the sound it makes.

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

- Digital materials enhance student learning without being distracting or chaotic. For example, the design of the digital Student Dashboard is pleasant to the sight, with appropriate use of white space and visuals to make content easy to navigate, read, and comprehend. The contrasting colors and the size of the fonts in icons, headings, subheadings, and interactive digital tools make content access clear. This design is consistent throughout the materials. The Student Dashboard includes the Weekly Concept and the Essential Question at the bottom of the page.

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Across the top is the navigation bar with the *Maravillas* image that navigates students back to the homepage; *Mi carpeta*, with assignments and assessments; *Colaborar*, with discussion forums and projects; *Recursos*, with all of the program's materials; *De la escuela al hogar*, with the family letter and home resources; an icon for notes or messages; *ABC*, which is a glossary; and the search bar. The main page also has a big circle in the middle with color-coded audio icons with the same images from the student textbook. The green, *Por hacer*, is for pending assignments; the red, *Palabras por aprender*, shows the vocabulary words of the week; the purple, *Escritura*, is for the writing assignments; the orange, *Juegos*, is for the digital application games; and the blue, *Lectura*, is for the digital readers and text passages of the week. Each time a student clicks on an icon, a well-spaced window pops up with labeled resources and activities and a blue banner with a navigation bar with all the icons from the main page for easy access. The grade-appropriate digital resources are interactive tools or PDFs that students can read or print.

- The digital materials from each of the units enhance student learning without being distracting or chaotic. For example, in Unit 5, Lesson 4, the students learn to decode words with *tr* using a video presentation, downloadable worksheets, and interactive games in which the students practice phonetic knowledge. In Unit 6, Lesson 2, students can complete the digital activity, *Reconocimiento fonológico, sonido br*, with clear instructions and objectives.