

McGraw Hill Grade 2

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) 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.
- 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.

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- 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." The *Plan General del Curso de Fonética* outlines the different sections of their *Taller de Palabras* by unit, including Phonics/Spelling skills, Structural Analysis of words (prefixes, suffixes, root words), High-Frequency Words, and Handwriting practice. The *Estandares Semanales* outlines TEKS Spanish phonological awareness and phonics that will be covered each week in the *Taller de Palabras*. For example, some standards found in Units 1–6 are "2.A.i decodificar palabras multisilábicas," "2.B.i escribir palabras multisilábicas," and "2.A.iv decodificar palabras con diptongos y hiatos." In Unit 1, Unit Overview, Genre Study 1, Word Work, Phonics, students study syllables *za*, *ce*, *ci*, *zo*, and *zu*. In Genre Study 2, they study syllables with *b* and syllables with *v*, word syllables *ca*, *que*, *qui*, *co*, *cu*, and syllables with *k*. In Genre Study 3, they study syllables with *ch*. Unit 4, Unit Overview, Genre Study 1, Word Work, Phonics, students study diphthongs *ay*, *ey*, *oy*, *uy* and *hiatos*. In Genre Study 2, they study syllables with *y* and closed syllables with *r*. In Genre Study 3, they study syllables with *ñ*. In Unit 6, Genre Study 1, Word Work, Phonics, students study syllables with *tr* and *dr* and syllables with *cl* and *fl*. In Genre Study 2, they study syllables with *gl* and *gr* and syllables with *x*. In Genre Study 3, they study syllables with *que*, *qui*, *gue*, *gui*, *güe*, and *güi*. In this grade level, phonological awareness is not covered

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in the core curriculum, although the materials do provide a supplementary intervention book, *Práctica de las Destrezas Fundamentales*, to support students in this matter.

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 grade 1; beginning, middle, and end of year for grade 2; and beginning of year for grade 3. 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, beginning of year 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. In the middle of the year in grade 2, Unit 3, Word Work Phonics/Spelling: Syllables with *ll*, Diphthongs *ai, ia, ei, ie, oi, io*, Diphthongs *iu, ui*; Structural Analysis: Recognize Last, Second-Last, and Third-Last Syllables, Oxytone and Paroxytone Words, Proparoxytone and Over-Proparoxytone Words, Homophones. At the end of the year for grade 2, Unit 6, Word Work, Phonics/Spelling: Syllables with *tr* and *dr, gl* and *gr; que, qui, gue, gui, güe, güi que-, qui-, gue-, gui- and güe-, güi*; Structural Analysis: Suffixes (Diminutive), Stress in Proparoxytone and Over-Proparoxytone Words.

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 for the end of the year in grade 1: Unit 6, Phonics/Spelling: Words with *bl, br, pl, gl, pr, gr, x*, Structural Analysis: Contraction *al*. Then, at the beginning of the year in 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. Then in the middle of the year in grade 2, Unit 3, Word Work Phonics/Spelling: Syllables with *ll*, Diphthongs *ai, ia, ei, ie, oi, io*, Diphthongs *iu, ui*; Structural Analysis: Recognize Last, Second-Last, and Third-Last Syllables, Oxytone and Paroxytone Words, Proparoxytone and Over-Proparoxytone Words, Homophones. Then at the end of the year in grade 2, Unit 6, Word Work, Phonics/Spelling: Syllables with *tr* and *dr, gl* and *gr; que, qui, gue, gui, güe, güi que-, qui-, gue-, gui- and güe-, güi*; Structural Analysis: Suffixes (Diminutive), Stress in Proparoxytone and Over-Proparoxytone Words.
- The Teacher's Guide includes a Phonics "Key Skills Trace" horizontal graph of progression: Syllables with *z, c /s/ and /k/, s, b, v, q, k, ch*; Syllables with *h, r, rr, j, g /g/ and /j/, Dieresis; Syllables with ll Diphthongs; Syllables with y, r, ñ Diphthongs, and Hiatus; Closed syllables with m, s, n, l, Consonant Blends; Consonant Blends Review Dieresis. Unit 1 marks progression to Syllables with *z, c /s/ and /k/, s, b, v, q, k, ch*.*
- Phonics instruction also follows a systematic progression for teaching skills within each lesson. For example, in Unit 1, Teacher's Guide, Study Genre 1, Spelling, the teacher reads the words aloud and emphasizes the */s/* sound in each word. The teacher explains that when *c* comes

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before *e* or *i*, the letter *c* makes the /s/ sound. The teacher also adds that the letter *z* always makes the /s/ sound. The teacher makes a T-Chart titled *za, zo, zu* in one column and *ce, ci* in the other column. The On-level spelling words are *tiza, cena, nacio, pozo*, and *cien*. Students practice in the Practice Book.

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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. During the *Taller de Palabras, 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 *ch* and uses the word *chaleco* to explain that when the letters *c* and *h* are side by side, they represent the /ch/ sound. “Esta tarjeta muestra un chaleco. 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*.” In Unit 3, Lesson 1, the teacher is guided to build fluency by “Muestre la Tarjeta armapalabras de *g*. Pida a los niños que repitan el sonido /g/ de *g*.” Then, the teacher models by showing the *Tarjeta de fonética de la ll* and saying, “Miren la llave. La palabra llave comienza con el sonido /y/. Para escribir el sonido /y/, que escuchamos al principio de llave, a veces usamos *ll*.”
- The materials assist teachers in using the gradual release of responsibility by including bold words within the lessons for modeling and guided practice/practice. In the *Taller de Palabras*, after modeling, during the *Práctica guiada* phase, the teacher provides guided practice of skills. For example, in Unit 3, Lesson 1, the teacher is guided to “Escriba *lla, lle, lli, llo y llu*. Diga /y/ mientras señala las sílabas. Pida a los niños que digan /y/ cuando señale esas sílabas. Pídales que escriban *ll*.” In Unit 6, Lesson 2, the teacher writes the words *mamá* and *mesa* and reads them aloud. Then, the teacher asks students to notice *la acentuación de cada palabra* and say *cuál es la palabra aguda y cuál es la palabra grave*. The teacher invites volunteers to underline the accented syllables.

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- In the *Taller de Palabras*, after modeling and guided practice, during the *Práctica* phase, the teacher provides independent practice of skills. For example, in Unit 6, Lesson 2, students practice independently accentuating oxytone and paroxytone words using the Practice Book.

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 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, for the Counting Syllables Routine, the Teaching tip 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 edition contains ample and useful annotations and suggestions on how to present the content in the materials. For example, in Unit 1, Lesson 5, the materials provide a suggestion under the box *Apoyo* that tells the teacher to review the meanings of the words using pantomime, gestures, visual cues, and examples, “ask children to point to the *techo*. Show a picture of a *serrucho*, or draw an *ocho* on the board. Have children repeat the words.” In Unit 3, Week 1, the annotations are embedded in the instructions during the phonics activity, *formar sílabas con ll /y/*. During the *Práctica guiada* it tells the teacher to “Pida a los niños que combinen los sonidos con usted y repita la actividad con el resto de las sílabas. Luego, señale distintas sílabas de la tarjeta y pida a los niños que las lean combinando los sonidos, primero todos juntos y luego en grupos.” Another annotation is “A lo largo de la semana, durante la instrucción de fonética, consulte la Guía de transferencias lingüísticas para ver los elementos transferibles entre español e inglés.”

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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 phonics skills. The Instructional Routines Handbook includes all the daily routines used in the Spanish phonics program during *Taller de Palabras* phonics fluency and spelling lessons. 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, positive transfer /d/ as in dog to *delfin*; approximate transfer /r/ as in rope to *cara*;

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and not equivalent /v/ as in vine. The *Tarjetas de fonética* include the section *Conexión con el inglés* that compares English and Spanish sound relationships. For example, for the letter *m*, it states, “La letra *m* representa el mismo fonema en español y en inglés (man, mile, mother), aunque en esta lengua puede aparecer duplicada sin que varíe sustancialmente la pronunciación (common, simmer, summer). No es infrecuente a final de palabra (madam, modem, ram, Sam).”

- 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 *m*, it states, “La letra *m* representa el fonema /m/ que oímos en palabras como meta o música. Forma con la *n* y la *ñ* el grupo de consonantes nasales, porque, a diferencia de las demás letras, se pronuncia emitiendo el aire por la nariz. En todas ellas hay vibración de las cuerdas vocales. Solo aparece a final de sílaba delante de *b* (ambos), *n* (amnesia) o *p* (imperio), y a final de palabra en términos que aún conservan el sonido de su lengua original (memorándum, islam).” 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 of this is in grade 2, Unit 1, Lesson 2, where students blend syllables with the /s/ sound represented by *c* and *z* in words like *almuerzo*, *cepillo*, and *zapato*. The materials teach sounds unique to Spanish phonics. For example, in Unit 1, Lesson 1, students learn that the suffix *-mente*, *al agregar un sufijo, la palabra base conserva su acentuación*, like in the word *fácilmente*. In Unit 4, Lesson 1, students learn the diphthong formed if we join the sounds /a/, /e/, /o/, /u/ with letter *y* sound /i/, which means the vowels are in the same syllable, *ay*, *ey*, *oy*, *uy* in words like *doy*, *convoy*, and the sentence *en Monterrey hay un convoy*.

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*.” It includes 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. The grade 2 *Taller de Palabras* begins with phonics followed by structural analysis, and the lessons follow the Gradual Release model and a very specific and consistent sequence throughout the week. For example, in the phonics lessons, on Day 1, students are introduced to a sound and blend syllables; on Day 2, students build words; on Day 3, students read words; on Day 4, students read words and sentences; and on Day 5, students review words.
- Materials and lesson plans provide sufficient details 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 3, Lesson 1, the phonics routine to introduce the letter *ll* begins with the teacher modeling and displaying the Sound-Spelling Card *llave* and saying, “Miren la llave. La palabra llave comienza con el sonido /y/. Para escribir el sonido /y/, que escuchamos al principio de llave, a veces usamos *ll*.” The teacher explains that the *ll* has the same sound in

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front of every vowel. The lesson continues with Guided Practice/Practice with the same strategy for the syllables *lla*, *lle*, *lli*, *llo* y *llu*. Then the lesson goes into building syllables using the *Tarjetas Armopalabras* with teacher modeling and guided practice.

- 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 Identifying and Blending Syllables Routine explains, “This routine gives students practice identifying and blending syllables. Use the phonic practice activities and Tarjetas armopalabras available at my.mheducation.com.” The routine also includes complete instructions, such as “1. Explain Start by reminding students that all syllables have at least one vowel. Briefly name and explain the task and its purpose. Hoy vamos a identificar y formar sílabas con las letras y los sonidos que hemos aprendido. 2. Model Display the phonics practice activity of the day. Read the first syllable, blending the sounds. Have children combine sounds with you and repeat the activity with the rest of the syllables. Escuchen cómo voy formando las sílabas con la letra *m* y las vocales. Leamos la sílaba: /m/, /a/: *ma*. Ahora es su turno. Formen las sílabas siguientes. Léanlas.”

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 repeating the error, providing correction, eliciting the correct response, recasting, and asking for clarification. The Instructional Routines Handbook includes Corrective Feedback boxes for some of the daily routines used in the phonics lessons. For example, the Identifying and Blending Syllables Routine, Corrective Feedback states, “If students make mistakes during syllable building, read the syllable that the children had difficulty reading. Ask children to repeat. Remind them of the connection between the sound and the letter.”
- The materials provide guidance for how teachers should provide students with immediate, corrective feedback in the lessons. All phonics units in grade 2 include a drop-down box, *Sugerencias para corregir*, to show teachers how to provide corrective feedback within the lesson. For example, in Unit 1, Lesson 1, during the phonics lesson to introduce the /s/ z the suggestion states, “Errores en la lectura de sílabas Lea la sílaba con la que los niños tuvieron dificultades. Pida a los niños que la repitan. Recuérdeles que la *c* suena como /s/ en las sílabas *ce* y *ci*.” In Unit 5, Lesson 1, during the phonics lesson to introduce the /m/ and /s/ sounds, the suggestion states, “Errores en la lectura de sílabas Lea la sílaba con la que los niños tuvieron dificultades. Pida a los niños que la repitan. Recuérdeles que, para saber si una palabra tiene sílaba cerrada con *m* o *s*, primero hay que separarla en sílabas.”

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 2 phonics and spelling routines include a review of previously learned letter syllables and words that connect to new learning. For example, in Unit 1, Lesson 2, on the last

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day of the phonics lesson, there is a review of sounds and syllables previously covered; the lesson heading is *Presentar s y repasar z y c /s/*. In Unit 3, Lesson 5, on Day 2 in the spelling lesson, there is a spiral review of Lesson 4 diphthongs; the script states, “Repase las palabras con diptongos *ua, ue, au, eu, ou, uo*.” 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 Unit 4, Lesson 2, during the phonics lesson, the teacher reminds students of previously learned skills. The script states, “Recuerde a los niños que las palabras se pronuncian en partes llamadas sílabas y que cada sílaba tiene al menos una vocal.” In Lesson 3, the teacher reminds them again by saying, “Recuerden que todas las sílabas tienen al menos una vocal.” In Unit 5, Lesson 1, the teacher reviews previously learned syllabication skills during the phonics lesson. The script states, “Recuerde a los niños que todas las sílabas tienen al menos una vocal y que las sílabas cerradas son aquellas que terminan en consonante.”
- The materials provide some opportunity to review previously taught phonics skills before learning new skills. The phonics lessons teach the same letter sound or syllables for four days and review on Day 5. The spelling lessons provide various activities for four days to learn and review new words and one day to review skills from the previous week; these words also match the syllables from the current phonics lesson. For example, in Unit 6, Lesson 2, during phonics, the teacher covers the blends *cl* and *fl* by introducing the sound, building syllables, building words, reading words and sentences, and reviewing. During the spelling lesson, the teacher covers words with *fl* and *cl* blend by introducing words, accessing prior knowledge, reviewing last week's skills, defining words, proofreading and writing, and assessing. 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 resource “Professional Development Suggested Lesson Plans and Pacing Guides” includes a 120-minute pacing chart with a specific length of time for grade 2 phonics word work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 10 minutes; on Day 3, 20 minutes; on Day 4, 10 minutes; on Day 5, 5 minutes; on Day 6, 25 minutes; on Day 7, 10 minutes, on Day 8, 20 minutes; on Day 9, 20 minutes; and on Day 10, 20 minutes. For Spelling core lessons, it suggests on Day 1, 5 minutes; on days 2–10, it provides the option to teach in small groups for 10 minutes. Guidance for each component of the gradual release model was not found in the materials.
- 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. In Unit 3, Lesson 3, phonics is 5 minutes, structural analysis is 5 minutes, and handwriting is 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: 10 Minutes, On Level: 15 Minutes, Beyond Level: 10 Minutes.”
- The materials do not include specific time suggestions for each component (stage) of the gradual release of responsibility. On the Teacher’s Dashboard, the search engine provides

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resources for the phrase “lesson pacing.” In the video “Whole-Group Phonics Lesson,” the viewer is prompted to think about “How will you pace the Lesson?” It begins with the teacher modeling using the Sound-Spelling card for 1 minute, then “model blending words and have children practice” for 1.5 minutes. The video suggests, “Follow a perky pace while teaching the lesson.” There are similar videos for phonics word study.

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Indicator 2.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Previously taught phonics skills are intentionally practiced and maintained over the course of the week or unit but not the year. All the *Taller de palabras* lessons follow a systematic routine that allows students to practice and review phonics skills. For phonics lessons, on Day 1, students are introduced to syllables with a letter sound; on Day 2, students build words with syllables; on Day 3, students read words with syllables; on Day 4, students read words and sentences; on Day 5, students review words. Students utilize the same resources for practice and review during the word work routines. For example, *Tarjetas de Fonética* with printed letters, their sounds, pictures, syllables, and words; *Tarjetas armapalabras* to build, segment, and manipulate sounds and syllables; and *Cuaderno de practica* with several activities to practice the phonics concept.
- Routines for introducing new phonics skills and reviewing previously taught skills are consistently practiced throughout the materials. The Instructional Routines Handbook includes daily routines to introduce and review phonics skills during the *Taller de Palabras*. For example, phonological awareness routines: Identifying Sounds, Syllable Blending, Syllable Segmentation, Counting Syllables, Syllable Addition, Syllable Deletion, Syllable Substitution, and Identifying the Stressed Syllable; phonics routines: Introducing Sounds, Identifying and Blending Syllables, Building Words, and Reading Words; and spelling routines: Written Accent, Dictation, and Orthographic Rules. In Unit 2, Lesson 1, during Day 1 of the phonics lesson, the teacher introduces the letter *h* following this script: “Muestre la tarjeta de fonética de la *h*. Diga: Miren el hipopótamo. Explique que, en español, la letra *h* no tiene sonido y puede aparecer al

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comienzo de una palabra. Diga: La palabra hipopótamo comienza con la letra *h*.” Then on Day 5, the teacher reviews words following this script: “Recuerde a los niños que todas las sílabas tienen al menos una vocal y que la letra *h* no tiene sonido. Forme las sílabas *ha, he, hi, ho, hu* con las *Tarjetas armapalabras*. Muestre las tarjetas *h, i, p, o*. Combine los sonidos con la letra *h* para formar las sílabas y las sílabas para formar la palabra: *hipo*. Lea la palabra y pida a los niños que la lean en coro.” Similar scripts are used every week in all phonics lessons throughout the year with different letters and syllables. There is a review at the end of every unit 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 the phonics lesson, the teacher introduces the /s/ sound on Day 1; on Day 2, students use the poster from the *Actividad de práctica de fonética* to form syllables *za, ce, ci, zo, zu*; on Day 3, students use *Tarjetas Armapalabras* to read and make words with /s/, such as *sala, zorro, cera*; on Day 4, students again read and make words with /s/ using their *Tarjetas Armapalabras*. Then they use *Actividad de Práctica de Fonética* to read words and sentences, such as *sola, manzana, celeste, Los zapatos están sucios*; and on Day 5, students review words using the *Tarjetas armapalabras*.
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. For example, in Unit 3, Lesson 1, the teacher guides practice using this script: “Escriba *lla, lle, lli, llo y llu* y Diga /y/ mientras señala las sílabas. Pida a los niños que digan /y/ cuando señale esas sílabas. Pídale que escriban *ll*.” In unit 4, Lesson 1, the teacher guides practice using the Sound-Spelling Cards *a, e, o, u, y* and says, “Si unimos el sonido de /a/, /e/, /o/, /u/ con la letra *y*, que tiene el sonido /i/, se forma diptongo. Eso quiere decir que las vocales se pronuncian en la misma sílaba: *ay, ey, oy, uy*.” In Unit 6, Lesson 2, the teacher guides practice by writing the words *mamá* and *mesa* and reading them aloud. Then, the teacher asks students to notice *la acentuación de cada palabra* and say *cuál es la palabra aguda y cuál es la palabra grave*. The teacher invites volunteers to underline the accented syllables. Students practice independently, accentuating oxytone and paroxytone words using the Practice Book. Students 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. All the phonics lessons include a cumulative review of phonics skills on Day 4 using decodable sentences. The scope and sequence includes the spelling words’ beginning sounds or spelling pattern that increases in complexity. For example, in Unit 1, Lesson 2, students review the /s/ sound in words and sentences, such as *sola, manzana, celeste*, “Los zapatos están sucios,” and “La taza está en la mesa.” In Unit 3, Lesson 1, students review sound /y/ *ll* in words and sentences such as *llegar, llano, camello, pasillo*, “Cuando llueve,” “La calle está mojada,” and “La gallina llama a sus pollitos.” All the spelling lessons include a cumulative review of phonics skills daily using decodable sentences. For example, in Unit 4, Lesson 3,

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student review words with /y/ in sentences such as “Cuando acerqué mi mano, la mosca huyó,” and “¿Sabes qué son las leyes?” In Unit 6, Lesson 4, students review words with /x/ in sentences such as “Mi tía visitó México” and “Hay vida en nuestra galaxia.”

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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 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 2 students learn to decode words with *sílabas simples*, then digraphs, and later, *sílabas trabadas* and *güe, güi*. The objectives are aligned to the SLAR grade-level TEKS sound-spelling patterns: TEKS 2.2.A (iii) decoding words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*; and 2.3.B (i) spelling multisyllabic words; and (v) spelling words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*. For example, in the Maravillas Teacher's Edition, the scope and sequence includes the following standard: "2.B.v escribir palabras con la letra 'h' que es silenciosa y palabras que usan las sílabas 'que,' 'qui,' 'gue,' 'gui,' 'güe,' y 'güi.'" According to *Plan General del Curso de Fonética*, digraphs are taught in

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this order: Unit 1, *que, qui, ch*; Unit 2, *rr, gue, gui*; Unit 3 *ll*; Unit 6, a review of *que, qui, gue, gui, güe, güi*. 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, in Unit 1, they start reviewing *silabas simples*, and in Unit 2, digraphs; by Unit 3, they are reviewing diphthongs, and in Unit 5, they review *silabas trabadas*.

- In Unit 3, Week 1, Lesson 2, the teacher models and reminds students, “que todas las sílabas tienen al menos una vocal.” The teacher forms the *silabas lla, lle, lli, llo, y llu con las Tarjetas armapalabras*. In the Guided Practice, students decode words with *silabas con /y/, el dígrafo ll*.

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

- Materials provide scripted direct (explicit) Spanish instruction in the Instructional Routines Handbook for “Syllable Substitution Routine.” The teacher introduces the concept: “Briefly explain the routine and its purpose. Hoy vamos a cambiar las sílabas en una palabra para crear una nueva palabra.” Then the teacher models: “Provide several models for students. You can use the *Tableros de fonética y ortografía* to help children locate which syllable to change.” The teacher guides students: “Ahora vamos a hacerlo juntos. La palabra que vamos a transformar es pata. ¿Qué sílabas tiene esta palabra?” “Students can practice independently by completing related pages from the *Cuaderno de práctica* or doing phonological awareness activities online.” For example, in Unit 2, Weeks 3–4, Day 6, the teacher is prompted to “Dibuje una tabla de cinco columnas, con los encabezados Palabras con *ga*, Palabras con *gu*, Palabras con *gua*, Palabras con *go* y Palabras con *gue, gui*. Muestre cómo clasificar dos palabras en las columnas correspondientes.” The teacher is given a list of sentences to use in *dictado*, such as “El águila pasó volando,” and “El guepardo corría libremente.” The teacher then provides guided practice: “Use las oraciones de dictado del Día 10 para dar el examen preliminar. Diga la palabra subrayada, lea la oración y repita la palabra. Pida a los niños que escriban las palabras. Luego, pida a los niños que comprueben su trabajo.” Then teacher is given instructions to assess skills: “Use la página 135 del Cuaderno de práctica para un examen preliminar.”

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 review of phonics skills for digraphs starting with previously learned skills in first grade. For example, Unit 1, *que, qui, ch*; Unit 2, *rr, gue, gui*; Unit 3 *ll*; Unit 6, a review of *que, qui, gue, gui, güe, güi*. At the end of all units, there is a Review, Extend, and Assess component. Unit 1, Week 5, the teacher uses the activity *dictado* to introduce words with *ch*: “Me gusta chatear con mis amigos,” and “Chabela canta y toca la guitarra.” The teacher develops the skill, emphasizing the sound of *ch* in words: “Lea las palabras de ortografía en voz alta remarcando el sonido /ch/.” The teacher reinforces the skill by explaining to students, “que hay palabras que comienzan con *ch*, como *choque*, y otras contienen el sonido en alguna sílaba intermedia, como *dichoso*. Agregue que en español existen muy pocas palabras terminadas en *ch*, por ejemplo: *sándwich*.” Then, the teacher provides guided practice to students: “Haga una tabla con dos columnas con los encabezados *Palabras con ch* al comienzo y *Palabras con ch*

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intermedia.” Then, additional activities for independent practice are provided: “Ver la página 71 del Cuaderno de práctica o la actividad en línea.”

- 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 in isolation and decodable text. For example, in Unit 2, Week 2, Day 6, students practice decoding and encoding *ch* words in context during *Dictado*. The sentences used in the lesson include sound-spelling patterns of digraphs *rr*: “Mamá cocinó arroz con pollo,” and “Carlos borró el dibujo que había hecho.” On Day 8, during word work guided practice, students use a list of *rr* words: “Práctica guiada / Práctica Muestre las palabras de la siguiente práctica de fonética. Léalas en coro con los niños. Luego, pídale que las separen en sílabas.” Students practice previously taught skills in isolation using *actividad de práctica de fonética*. On Week 3, Day 1, building on previous instruction, students listen to *Lectura interactiva en voz alta* “El zorro y la Cigüeña.” The students decode words in context during *lectura compartida* “La Cigarra y las hormigas.” 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 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 a variety of 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 materials' scope and sequence aligns to the grade-level Spanish TEKS for hiatos and diptongos. Grade 2 Spanish TEKS are 2.2 "(A) demonstrate and apply phonetic knowledge by: (iv) decoding words with diphthongs and hiatus; (B) demonstrate and apply spelling knowledge by: (ii) spelling words with diphthongs and hiatus."
- The materials' scope and sequence is as follows: Unit 2, Structural Analysis, Uses of *tan bien*, *también*, *si no* and *sino*, Stressed and Unstressed Syllables, Uses of *porque* and *por qué*. Unit 3, Phonics/Spelling, Diphthongs *ai*, *ia*, *ei*, *ie*, *oi*, *io*, *iu*, *ui*, *ua*, *ue*, *au*, *eu*, *ou*, *uo*, *iu*, *ui*; Structural Analysis: Recognize Last, Second-Last, and Third-Last Syllables, Oxytone and Paroxytone Words, Proparoxytone and Over-Proparoxytone Words. Unit 4, Phonics/Spelling: Diphthongs *ay*, *ey*, *oy*,

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uy, Hiatus; Structural Analysis: Stress in Oxytone Words, Stress in Proparoxytone and Over-Proparoxytone Words. Unit 6, Structural Analysis: Stress in Oxytone and Paroxytone Words, Stress in Proparoxytone and Over-Proparoxytone Words.

- The materials provide a systematic sequence for introducing Spanish *diptongos* and *hiatos*. In Unit 3, Lesson 2, the teacher introduces *diptongos* during the spelling dictation activity by explaining that there are two types of vowels, strong *a, e, o* and weak *i, u*. During the phonics activity, the teacher explains, models, and guides practice using *Tarjetas de fonética*. The teacher explains that a diphthong is formed by two vowels that are pronounced in the same syllable and the different types of diphthongs: a strong vowel next to a weak one, a weak vowel next to a strong one, or two different weak vowels together. Then, students form syllables with diphthongs using *Tarjetas armapalabras*. On the following days, the lessons follow this sequence of activities: students form words with diphthongs, read words and sentences with diphthongs, and review diphthongs.
- The Spanish TEKS introduce *palabras graves* and *esdrújulas*, as well as *acento diacrítico* in grade 3. Therefore, students are being exposed to these concepts before the TEKS expectation is required. The Spanish word types progress from less to more complex skills. For example, in Unit 1, Lesson 3, the teacher explicitly teaches about the meaning of accents in words and explains that when we add a prefix to a word, the word keeps its stressed syllable and accent mark. In Unit 2, Lesson 4, during the Structural Analysis lesson, students learn about *sílabas átonas* and *sílabas tónicas*. The teacher explains that these syllables are stressed because they have a strong pronunciation. Students learn that, in Spanish, all words only have one stressed syllable and that there are no words in which there is more than one stressed syllable. Students then practice separating words in syllables, identifying the *última*, *penúltima*, and *antepenúltima* syllables and indicating whether each syllable is *átona* or *tónica*. In Unit 6, Lesson 2, during the Structural Analysis lesson, students move on to more complex skills, like learning about the types of words based on their stressed syllables: *agudas* and *graves*. In Lesson 3, the teacher models and explains “las palabras esdrújulas tienen al menos tres sílabas y se acentúan en la antepenúltima sílaba. Las palabras sobresdrújulas tienen al menos cuatro sílabas y se acentúan en la sílaba anterior a la antepenúltima.” The teacher writes words like *sábado* and asks the students to identify which is the *última sílaba*, *penúltima sílaba*, and *antepenúltima sílaba*. Students also learn the word type *Esdrújula según su acentuación*. The teacher circles the syllable with a written accent and repeats the exercise with the over-proparoxytone word *dígame*.

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*. In Unit 3, Lesson 2, students decode diphthongs. The teacher displays the *a, e, i, o, u* Sound-Spelling Cards and says, “Estas son las cinco vocales. Los sonidos /a/, /e/ y /o/ son vocales abiertas o fuertes, mientras que /i/ y /u/ son vocales cerradas o débiles. Un diptongo es la unión de dos vocales que se pronuncian en la misma sílaba.” The teacher explains that the different types of diphthongs are *una vocal fuerte al lado de una débil*, *una vocal débil al lado de una fuerte*, o *dos vocales débiles distintas*. The teacher says the word *jaula* and points out that the syllable *jau* has the diphthong, *au*. In Unit 4, Lesson 2, the teacher works on *hiatos* and tells

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students, “copien las siguientes oraciones en sus cuadernos de escritura.” The teacher reads the following sentences aloud and asks students to change the underlined word, using a spelling word that means the opposite of the underlined word: “Ella caminaba por el parque todas las mañanas” (corría) and “Un extremo del árbol es la copa” (raíz). In Unit 6, Lesson 1, the teacher models and demonstrates by pointing out particularities in words, like diphthongs. The teacher displays the High-Frequency Word Cards and follows the Read/Spell/Write routine to teach each word and point out particularities in sound-spelling patterns like accents, hiatuses, and diphthongs with the words *adelantar*, *analizó*, *antes*, *anuncian* y *artículos*.

- Materials provide scripted direct (explicit) instruction about Spanish word types and the rules of accent marks. In Unit 1, Lesson 2, the teacher explains that when adding a suffix, the root word keeps its mark. For example, the word *fácil* has a mark in the *a*, and the word *fácilmente* is also written with a mark in the *a*.
- The lesson plans emphasize teacher modeling and demonstrating how to decode and encode the different types of words. For example, in Unit 6, Lesson 2, students learn about the types of words based on the stressed syllable: *agudas* and *graves*. The teacher writes the words *atún* and *difícil*, reads both words aloud, and tells students to pay attention to the stressed syllable. The teacher then underlines the stressed syllables *tún* y *fí* and says, “Algunas palabras son agudas. Esas palabras están acentuadas en la última sílaba. Además, si termina en *n*, *s*, o vocal, se coloca tilde. Algunas palabras son graves. Esas palabras están acentuadas en la penúltima sílaba y se coloca tilde si no terminan en *n*, *s*, o vocal.” The students practice identifying the stressed syllables on the words *mamá* and *mesa* and then work independently in their *Cuaderno de Práctica* identifying *palabras agudas* and *palabras graves*. The lesson plans include explicit teaching about orthographic and diacritical accent marks. For example, in Unit 5, Week 5, Day 1, students learn about *acento diacrítico*. The teacher explains that a word with one syllable, like *sol*, is a *monosílabo* and that sometimes we pronounce two monosyllables the same way, but they have a different meaning: “Para diferenciarlos, se agrega un *acento diacrítico* a uno de ellos.” The teacher then writes the words *té* and *te* and reads them. The students repeat the words, and the teacher says, “Te es un pronombre personal. Yo te amo. Té, en cambio, es una bebida caliente. Ella quiere una taza de té.” The teacher then circles the word that has the *acento diacrítico*. After practicing with the teacher, students work on their *Cuaderno de Práctica*, where they identify monosyllable words that are pronounced the same within a paragraph and circle the one that carries the *acento diacrítico*.

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*. For example, in Unit 3, Lesson 2, during the spelling activity, students develop and practice reading sentences with diphthong words. They continue to develop and practice this skill during the phonics activity by recognizing *diptongo* sounds and encoding and decoding diphthongs. In the following days, the lessons allow for ongoing practice and reinforcement of skills in this sequence of activities. Students form words with diphthongs, read words and sentences with diphthongs, and end in a cumulative review of diphthongs.

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- The materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills in spelling words with Spanish *hiatos*. In Unit 4, Lesson 2, the students develop and practice *hiatus* during spelling by identifying words depending on the type of hiatus: natural hiatus, as in *o-bo-e*, or hiatus with an accent mark as in *son-rí-e*. They continue to develop and practice these skills during phonics and structural analysis activities by recognizing hiatus sounds and encoding and decoding hiatus. In the following days, the lessons allow for ongoing practice and reinforcement of skills in this sequence of activities: students form words with hiatus, read words and sentences with hiatus, and end in cumulative review of hiatus.
- The materials incorporate a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills in spelling words with Spanish word types and accent marks. For example Unit 2, Lesson 4, the students develop the rules of accent when the teacher introduces that syllables are stressed because they have a strong pronunciation and that in Spanish, all words only have one stressed syllable and that there are no words in which there is more than one stressed syllable. The students practice with words such as *pizarrón*, *lámpara* y *mesa*. Students practice learning high-frequency words like *día* and *rápidamente*. Accent mark rules are formally introduced in Unit 3, Lesson 1, during structural analysis, when students recognize last, second-last, and third-last syllables. The next day, students identify the stressed syllables by recognizing which syllable is pronounced louder. In the following days, the lessons allow for ongoing practice and reinforcement of skills with *palabras agudas* y *palabras graves*. In Unit 6, Lesson 2, during the phonics activity, students continue to reinforce skills of *palabras agudas* and *graves* by identifying the *silaba tónica* in words like *atún* and *delfín*. Students practice writing accents on words and identifying word types in their *Cuaderno de Práctica* by classifying words into *agudas* or *graves*.
- The materials also include activities and resources that reinforce decoding and encoding of Spanish word types. For example, the materials provide the digital application for *Ortografía*, where students drag words into columns to sort them in *graves* or *esdrújulas* after working in their *Cuaderno de Práctica*.

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 3, students learn to recognize, read, and write *diptongo* sounds by encoding and decoding words with diphthongs during spelling and phonics activities using written words lists, *Tarjetas de fonética*, *Tarjetas armapalabras*, and *Cuaderno de Practica*. In Unit 4, students learn to recognize, read, and write hiatus sounds by encoding and decoding words with hiatus during structural analysis and phonics activities using written word lists, *Tarjetas de fonética*, *Tarjetas armapalabras*, and *Cuaderno de Practica*. In the online activity for diphthongs, the students read sentences, such as “Vamos a construir un castillo de arena en la playa,” find a diphthong in the word, and highlight the syllable.
- Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish *diptongos* and *hiatos* in context. For example, in Unit 3, students learn to

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recognize, read, and write words with *diptongos* during spelling activities with sentences in context, such as “Tu reloj es muy antiguo” and “Leemos el diario en la escuela.” In Lesson 2, students practice reading words with accents, diphthongs and hiatuses in *Lecturas diferenciadas de géneros literarios* “Ayudar a la comunidad” with sentences such as “A los 16 años, emprendió un viaje solitario,” and “El grupo organiza paseos en bicicleta para los chicos de la ciudad.” In Unit 4, students learn to recognize, read, and write words with hiatuses during spelling activities with sentences in context, such as “Ella siempre sonríe and Mi amigo toca el oboe.”

- Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish word types in isolation. In the *Lectura breve*, “La peor tormenta,” students read the passage and circle words with *hiatos*. Then, the student uses some of the *hiatos* to write about the storm. In Unit 3, during structural analysis, students learn to recognize word types and accent rules using word lists and the *Cuaderno de practica*. In Unit 6, students identify *palabras agudas y graves* in the *Cuaderno de Práctica*.
- Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish word types in connected text. For example, in Unit 3, students learn to recognize, read, and write word types with accents during spelling activities with sentences in context, such as “Mi mejor amiga toca el violín” and “Mañana es una buena ocasión para reunirnos.” In Unit 4, Lesson 2, the students practice accent mark rules by replacing words in *el verbo en infinitivo* in sentences with the *verbo en futuro* in their Practice Book with sentences such as “Mañana ensayaré tu canción preferida.”

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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 2 TEKS related to phonics syllabication skills are (i) decoding multisyllabic words; (iii) decoding words with silent h and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*; (iv) decoding words with diphthongs and hiatus; (v) decoding common abbreviations; and (vi) decoding words with prefixes and suffixes. The materials' scope and sequence for syllabication skills progress on complexity according to the letter combination. All the units include syllables word work during Phonics/Spelling and Structural Analysis lessons. Unit 1: *za*, *ce*, *ci*, *zo*, *zu*, *b*, *v*, *ca*, *que*, *qui*, *co*, *cu*,

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k, ch, suffixes, prefixes; Unit 2: *h, j, ge, gi, güe, güi*, abbreviations, dividing words into syllables, stressed and unstressed syllables; Unit 3: *ll*, diphthongs *ai, ia, ei, ie, oi, io, iu, ui, ua, ue, au, eu, ou, uo, iu, ui*; recognize last, second-last, and third-last syllables, oxytone and paroxytone words, proparoxytone and over-proparoxytone words; Unit 4: diphthongs *ay, ey, oy, uy*, hiatus, *y, r, rí*, stress in oxytone words, stress in proparoxytone and over-proparoxytone words, prefixes *des-, sub-, multi-*; Unit 5: closed syllables with *m, s, n, l*, syllables with *br, fr, pl, bl*, suffixes, diacritical accent; Unit 6: syllables with *tr, dr, cl, fl, gl, gr, x, que, qui, gue, gui, güe, güi*, diminutive suffixes, stress in oxytone and paroxytone words, augmentative suffixes, stress in proparoxytone and over-proparoxytone words, words with syllables *que-, qui-, gue-, gui-, and güe-, güi*.

- The progression of syllabic pattern instruction is aligned to research-based practices for Spanish literacy development. For example, in Unit 1, Lesson 1, Day 1, the materials begin with introducing the sound /s/ as represented with a z or a c. On Days 2–3, students blend letters to form words with the /s/ sound like *cin ta*. On Day 4, students identify words that do not have the /s/ sound. Day 5 is devoted to reviewing the skills of the week by forming words with their *Tarjetas Armapalabras* and taking a spelling dictation.
- The materials begin with simple skills before continuing to the more complex ones across the units. In Unit 4, students cover diphthongs *ay, ey, oy, uy*, hiatus, syllables with *y*, closed syllables with *r*, and syllables with *ñ*. In Unit 3, Lesson 1, students form syllables with *ll, /y/*. In Unit 5, Lesson 1, identify the closed syllables with *m* and *s*. In Unit 6, Lesson 1, students read words with syllables that have *tr* and *dr*. In Lesson 4, students decode words with multiple sound-spelling patterns, such as *c, k*, and *q* and *s, z*, soft *c*, and *x*.

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 1, the teacher models using the *Tarjetas Armapalabras* to form the syllables *ja, je, ji, jo, ju, ge, gi*. The teacher tells the students that now they will build a word that begins with *ja*. The teacher displays the cards to form the word *jade* and blends the sounds to form the syllables and the syllables to form the word, /j/ /a/, ja; /d/ /e/, de; jade. The teacher reads the word and has the children read it chorally. They repeat the process with the word *gema*. Then, for the Guided Practice phase, the teacher displays the words on the *Actividad de Práctica de Fonética*, which includes words like *joven, jabón, gelatina, girar*. The teacher reads them aloud and guides the students to identify the syllables with *j* and *g*. If convenient, students can work with a partner of a different level reading the words chorally. For Independent Practice, on Day 3, students work in their *Cuaderno de Práctica* to identify words with the sound /j/, separate words in syllables, and match pictures to words with the sound /j/.
- The lesson plans include specific and precise terms, phrasing, and statements that teachers should use while modeling and demonstrating. In Unit 4, Lesson 2, the teacher introduces the hiatus and models, “Recuerde a los niños que las palabras se pronuncian en partes llamadas sílabas y que cada sílaba tiene al menos una vocal. Diga la palabra *león*, haciendo énfasis en las sílabas, y pida a los niños que la repitan con usted en coro. Diga: ‘En *león*, *le* y *ón* son dos sílabas, la *e* y la *o* quedan separadas. Cuando dos vocales aparecen juntas pero no se pronuncian en la misma sílaba, se produce un hiato.’ Presente las vocales fuertes, o abiertas, con las Tarjetas de

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fonética, y luego escríbalas y enciérrelas en un círculo. Luego presente del mismo modo las vocales débiles, o cerradas. Diga: ‘El hiato se forma cuando las dos vocales son abiertas, como *a*, *e*, *o*, como en *león*, o cuando se unen una vocal abierta y una cerrada con tilde, como en *raíz*.’”

- The materials provide teachers with important points that should be made about syllables. In Unit 5, Lesson 1, on Day 1, the teacher explains to children that when the syllables end in a consonant, they are called closed syllables. Then on Day 4, the teacher reminds students that all syllables have at least one vowel and that closed syllables end in a consonant. The teacher reviews how to know if there is a closed syllable with *m* or *s* and says, “Listen: /a/ /m/, am; /e/ /m/, em; /i/ /m/, im; /o/ /m/, om, and /u/ /m/, um.” On Day 5, the teacher reminds students that when the syllables end in a consonant, they are closed syllables and that to know if there is a closed syllable in *m* or *s*, it is necessary to separate the word into syllables. In Unit 6, Lesson 1, the teacher reviews blending *tr* y *dr* con las vocales para formar sílabas and says, “Escuchen: /t/ /r/ /a/, tra; /t/ /r/ /e/, tre; /t/ /r/ /i/, tri; /t/ /r/ /o/, tro; /t/ /r/ /u/, tru.” On Day 5, the teacher reminds the students, “Recuerden que todas las sílabas tienen al menos una vocal.”

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: the 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; and 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 /s/ represented by *z* and *c*, the teacher uses the *Actividad de práctica de fonética* to form syllables *za*, *ce*, *ci*, *zo*, *zu*. On Day 3, students use *Tarjetas Armapalabras* to read and make words with /s/, such as *sala*, *zorro*, *cera*. On Day 4, students again read and make words with /s/ using their *Tarjetas Armapalabras*. Then they use *Actividad de Práctica de Fonética* to read words and sentences, such as *sola*, *manzana*, *celeste*, and “Los zapatos están sucios.” Day 5 is devoted to reviewing current and previously taught skills by taking a Spelling dictation. For additional practice, students use the digital application to sort words with /s/. In Unit 3, Lesson 4, students use an online digital resource to do a word sort to *identifican palabras con diptongos o con hiatos naturales* with words such as *hielo*, *lee*, *yegua*.

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The Practice Book prompts students to find words with *diptongos* *ua*, *ue*, *au*, *eu* in their reading passages and to make a list in their writer's notebook. In Unit 6, Lesson 2, students orally pronounce words with *cl* and *fl* and write the words. In the same lesson, students form words with the syllables *cle*, *cli*, *clo*, *clu*, *fle*, *fli*, *flo*, *flu*, orally in whole group and then in small groups.

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).

- 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 and spelling 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 the 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. On Day 5, students review words and write syllables using connected text.
- All the monthly phonics and spelling word work lessons allow for ongoing encoding and decoding using previously learned syllabication skills in isolation. For example, in Unit 1, Lesson 2, students use the *Actividad de Práctica de Fonética* to decode words with /s/ syllables, such as *mesa*, *pozo*, and *taza* and encode by building words using *Tarjetas Armapalabras*. Students review dividing words into syllables and identifying the *sílaba tónica* using the *Actividad Práctica de Fonética*. In Unit 5, Lesson 5, students use Word-Building Cards *b*, *l*, *pl*, and *a* to build syllables and use Sound-Spelling Cards to build the syllables in words like *hablar*, *blanco*, and *soplar*. In Unit 6, Lesson 2, students decode and encode words in isolation and connected text with the syllables *cl* and *fl* with word patterns such as *declaro-teclado*, *aclarar-clara*, and *clavar-clavel*.
- 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, students decode /s/ in isolated words and connected text from the *Actividad de Práctica de Fonética* with words *sola*, *manzana*, *celeste* and the sentences “Los zapatos están sucios,” and “La taza está en la mesa.” In Unit 5, Lesson 5, students read decodable text “¿Son necesarias las reglas?” to practice decoding words with *pl* and *bl*. In Unit 6, Lesson 4, students decode words with *x* in connected text using spelling dictation sentences such as “Mi tía visitó México” and “Hay vida en nuestra galaxia.”

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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 a logical order across the grade levels. As identified in TEKS 1.2.B.viii *decodificar palabras con prefijos y sufijos comunes*, grade 1 students identify the meaning of words with suffixes like -s and -es to form plurals and -ería to indicate a place where a work is done. As stated in TEKS 2.2.A.vi *decodificar*

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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*, students in grade 3 identify the meaning of and use words with prefixes such as *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 2 units progress from less complex morphology lessons to more complex. For example, grade 2 scope and sequence is as follows: Unit 1, Suffixes, Root words, Prefixes; Unit 4, Prefixes (*des-*, *sub-*, *multi-*); Unit 5, Suffixes, Plural of words ending in *-z*, *-s*, *-l*, *-r*, *-n*, *-d*, *-j*; Unit 6, Suffixes (Diminutive), Suffixes (Augmentative).

- The lesson delivery follows a systematic sequence that builds upon prior knowledge. For example, in Unit 1, Lesson 1, during the Structural Analysis lesson, students learn what a *familia de palabras* is and how to identify the root word. Then, in Lesson 2, they practice adding suffixes to a root word, such as *-mente* (*fácilmente*) and *-ción* (*evaluación*), and in Lesson 3, they practice adding prefixes to a root word, like *pre-* (*predecir*), *re-* (*recalentar*) or *in-* (*incontable*). In the teacher resource *Intervención Fonética, Lección 77*, the teacher tells students that there are some chunks called affixes and that we can add them to the root of a word to form new words. Affixes have a defined meaning and modify the meaning of the word we add them to. In Unit 4, Lesson 2, the teacher explains that the suffix *-cción* is used to make verbs nouns. The teacher explains, “Los sufijos *-ísimo* e *-ísima* se usan con adjetivos masculinos y femeninos respectivamente para ‘aumentar’ las cualidades que describen.” The teacher has students practice in pairs, finding the verb in *explicación* and the adjective in *grandísimo*.

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 2, during Small Group Differentiated Instruction, the teacher reads aloud the third paragraph of the *Lectura Diferenciada de Género Piñatas de cumpleaños* and reviews that suffixes *-s* and *-es* indicate plural, “Cuando a un sustantivo se le agregan las terminaciones *-s* o *-es* significa que hay más de uno. Vean la palabra *piñatas*. La *-s* nos dice que había más de una piñata.” Then the students read and decode nouns that end in *-s* or *-es* and remove the suffix to make the nouns singular or add it to make them plural. During the Structural Analysis lesson, the teacher provides purposeful feedback when students practice coming up with examples of *familias de palabras* and writes sentences using the different words they found. If students have trouble finding the root word, the materials guide the teacher to provide differentiated instruction: “Si los niños tienen dificultad para identificar las raíces de las palabras. Diga las palabras *perrera* y *perrito*. Pida a los niños que escuchen con atención para identificar la raíz de las palabras. Escriba las palabras *gatuno* y *gatito*. Pida a los niños que identifiquen la raíz de las palabras. Diga las palabras *caminata*, *camino* y *caminar*. Pida a los niños que identifiquen la raíz de las palabras.” Then, students work on their *Cuaderno de Práctica* to identify the pictures of a *sol*, *cepillo*, and *zapato* and write two new words derived from each root word. In Unit 4, Lesson 2, the teacher explains, “el sufijo *-ción* suele usarse con verbos para transformarlos en sustantivos” and “los sufijos *-ísimo* e *-ísima*

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se usan con adjetivos masculinos y femeninos respectivamente para ‘aumentar’ las cualidades que describen.” Students work with partners to spot the verb and adjectives. The teacher repeats with the words *estimación*, *reparación*, and *medición*, and also with *malísima*, *muchísima* and *bellísima* and has students write them in their writer’s notebook.

- In the Teacher’s Edition of *Intervención de Vocabulario*, Lesson 104, the teacher writes *-oso/osa* on the board and explains that *-oso/osa* is a suffix that can mean “full of.” Then the teacher writes *veneno* on the board, adds *-oso* to make *venenoso*, and draws a line between *venen* and *-oso*. The teacher explains that adding the suffix *-oso* to *veneno* makes a word that means “full of poison.” The teacher repeats with *dolor* and *doloroso*, *calor* and *caluroso*. Students use *hoja reproducible V104* to practice reading a passage and completing a word web. In the interactive digital application *Juegos y actividades, estrategias de vocabulario*, students engage in multiple reading and writing activities that focus on applying base words and affixes by separating *prefijos* from given sentences, such as “Pedro es in-capaz de hacer algo así.”

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 Lesson 1, during Small Group Differentiated Instruction, students learn that the suffixes *-s* and *-es* mean “more than one.” The teacher encourages students to find other examples of words ending in *-s* or *-es* in the *Lectura diferenciada de géneros literarios “Piñatas de cumpleaños,”* then tells students that “Cuando a un sustantivo se le agregan las terminaciones *-s* o *-es* significa que hay más de uno. Vean la palabra *piñatas*. La *-s* nos dice que había más de una piñata.” The teacher writes the word *pájaro* and asks students what they can do to mean more than one bird, and after they say to add an *-s*, the teacher writes the plural *pájaros*. Students build new words when they practice turning singular nouns into plural form by adding the corresponding suffix. In Unit 1, Lesson 2, the resource Tier 2 *Intervención Vocabulario Grades K–2* includes several lessons on prefixes and suffixes. For example, in Lesson 100, the teacher models with sentences, such as “María estaba desabrigada y se enfermó.” The teacher does a Thinks Aloud: “Primero, miraré desabrigada. Sé que *des-* puede ser un prefijo, entonces haré una línea después de *des-*. Veo la palabra *abrigada*. Desabrigada quiere decir no abrigada.” Students practice on a reproducible sheet from the book and read a passage and find words with prefixes *in-* and *des-*. Students also play a game with made-up words *incansado* and *deshambriento*. The teacher says what these nonsense words could mean and asks students to work in pairs to make up other nonsense words with prefixes *in-* and *des-*. In Unit 4, Lesson 2, the teacher models and guides practice with suffixes *-ión*, *-ísimo*, and *-ísima*, and students complete a Practice Book page. After writing the word with the suffix and its meaning, students use their writer’s notebook to write two sentences with a word *con el sufijo -ción y una palabra con el sufijo -ísimo* from the previous sentences.

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

- 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 *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. In Unit 1, Lesson 2, on Day 1, during the Structural Analysis lesson, students develop the skill suffixes with the examples *rapidamente* and *sabrosísima*. On the following days of the lesson, students practice with different words and activities. On Day 2, the words are *fácilmente* and *evaluación*, and students identify the root words and suffixes. On Day 3, the words are *tantísimo*, *fuertemente*, *celebración*; on Day 4, the words are *bellamente*, *riquísimo*; and on Day 5, *velozmente*, *tardísimo*, *reparación*. In Unit 4, Lesson 2, the teacher models the use of suffixes *-ción*, *-ísimo*, and *-ísima* and guides practice spotting the verbs and adjectives within words with these suffixes.
- Materials incorporate a variety of activities and resources in Spanish for students to reinforce skills through cumulative review. In Unit 1, Lesson 2, the resource Tier 2 *Intervención Vocabulario Grados K–2* includes several lessons to reinforce prefix and suffix skills. For example, in Lesson 100, the teacher models using sentences such as “María estaba desahogada y se enfermó” and does a Thinks Aloud to reinforce the skill: “*des-* puede ser un prefijo, entonces haré una línea después de *des-*. Veo la palabra *ahogada*. Desahogada quiere decir no ahogada.” Students practice on a reproducible sheet from the book by reading a passage to find words with prefixes *in-* and *des-*. Students also play a game with made-up words *incansado* and *deshambriento* and work in pairs to make up other nonsense words with prefixes *in-* and *des-*. In Unit 3, Lesson 5, during the Expand vocabulary activity, students review the use of prefixes they previously studied in Unit 1, Lesson 3, during the Word Work lessons. In this activity, students find words with prefixes in the *Lectura diferenciada de género literario A nivel “Expresión musical.”* Then, students work in their *Cuaderno de Práctica* to come up with more examples of words with prefixes. In Unit 6, the interactive digital application *Juegos y actividades, estrategias de vocabulario* provides a cumulative review of skills where students engage in multiple reading and writing activities that focus on application of *diminutivos y superlativos*. The students identify and match *sustantivos diminutivos y aumentativos* within sentences and texts such as *Tengo una cucharita de plata = sustantivo femenino, singular diminutivo*. In another activity, *Estrategia de vocabulario, prefijos* worksheet, the students are given sentences in which they identify *prefijo pre-* and *re-* and then create new words and meanings.

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 build on previous instruction. For example, in every related lesson, at the beginning of a lesson during the Structural Analysis activity, the teacher introduces affix skills through modeling and guided practice using words in isolation

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from the *Taller de Palabras*. Throughout the week, similar lessons build on previous instruction using a variety of resources and activities. For example, in Unit 1, Lesson 1, during Word Work, students practice identifying root words with different suffixes using the words *colorante* and *colorido*. Students practice in their *Cuaderno de Práctica* identifying the root word from a picture, *zapato*, and writing two new words using the same root. In Lesson 3, the teacher models using prefixes *re-*, *pre-*, and *in-* and explains their meaning. The students work in partners during guided practice finding the prefixes in the words *reelección*, *prededir*, and *incontable*. In Unit 4, Week 2, Lesson 7, the teacher models the suffixes *-ción*, *-ísimo*, and *-ísima* and their meanings. The teacher guides practice while pairs of students find the verb in *explicación* and the adjective in *grandísimo*. The students practice independently finding the verb in the words *estimación*, *reparación* and *medición*; finding the adjective with the words *malísima*, *muchísima*, and *bellísima*; and writing all the words in their Writer's notebook. In Unit 3, Lesson 5, the teacher reads *Lectura de generos literarios "Expresion musical"* and asks the students to find a word with a prefix. In this activity, the teacher uses the word *extraordinaria*, asks the students to identify the prefix *extra-*, and encourages students to figure out the meaning of *extra-* and use the prefix in different words and sentences. The resource *Práctica de aprendizaje del lenguaje, Grados 2–3*, offers the following practice page titles: *Raíces de palabras*, *El prefijo I: in-, im-, des-*, *El prefijo II: sub-, re-, aero-, extra-*, *El sufijo I: -mente, -ado/-ada, -dor/-dora, -able*, and *El sufijo II: -oso/-osa, -ito/-ita, -ote/-ota, -ción*.

- 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. In Unit 1, Lesson 1, during Small Group Differentiated Instruction, students learn about root words and then practice identifying words with the suffixes *-s* and *-es* to make plurals in the *Lectura diferenciada de géneros literarios "Piñatas de cumpleaños."* Students also practice in the digital application identifying words with prefixes in sentences and separating root words from their prefixes using a "saw." In Lesson 3, students work in their Practice Book to read sentences, such as "Voy a utilizar este juguete de nuevo," and match it to a word with the same meaning, like *reutilizar*. In Lesson 4, the teacher displays the *Lectura diferenciada de género literario "Las travesuras de Mimi"* and shows students how to know the meaning of a word by separating the root word from the ending *-o*. In Unit 3, Lesson 5, the teacher reinforces the words with prefixes by having students orally complete sentences such as "Una bailarina tiene gran expresividad corporal" and "Releeré para entender."

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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, the “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. For example, in Unit 1, Week 1, Day 1, Small Group, On-Level Differentiated Instruction, Vocabulary Inflectional Endings, the teacher reminds students that endings -s or -es can be added to the end of root words. The teacher reads aloud the third paragraph of *Piñatas de cumpleaños* in the online Differentiated Genre Passages. In Unit 3, Week 4, Day 4, Phonics lesson, the teacher models how to read words with diphthongs, then guides practice in reading words and sentences: “Forme parejas de buenos lectores con lectores menos avanzados. Pídales que se turnen para leer las oraciones. Guíelos para que identifiquen qué palabras tienen diptongo *ua, ue, au, eu, ou, uo*, y cuáles no.” The teacher reminds students that all syllables contain at least one vowel, then writes the words *pueblo*,

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cualquiera, and *encauzar* on the board. “Lea las palabras y pida a los niños que las lean en coro. Diga: Recuerden que cuando u se une con *a*, *e*, *o*, se forma diptongo, y hay una única sílaba. Separe en sílabas las demás palabras y pida a los niños que repitan en coro.” Students read words and sentences chorally: *agua*, *actuaba*, *cuello*, *monstruo*, “Manuel copia un dinosaurio en su cuaderno” in the *Actividad de Práctica de Fonética*. On Day 2, Week 6, students practice classifying a list of words with diphthongs on the *Fonética/Ortografía* practice worksheets.

- The ortografía lesson in the *Cuaderno de Practica* includes a complete sentence activity, as decodable connected texts practice, with words ending in *r*. In Unit 6, Week 1, Day 1, Whole Group, Spelling Practice Book, Words with *tr* and *dr*, the teacher reads the spelling words, emphasizing syllables with *tr* and *dr*. The teacher models how to build syllables with *tr* and *dr* by writing the individual letters together and adding a vowel. The teacher gives students a preliminary spelling test using the Dictation Sentences and has them trade their papers with a partner to check them.

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 professional development digital resource, “Wonders Basic 2–6 grade 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”; Teacher Table: “When you are with a small group, the rest of the class works in groups to complete the workstation activity cards or on independent reading or partner assignments”; Digital Access: “Computer stations, laptop carts, or hand-held devices provide students with access to the online student workspace where they can engage in interactive reading, writing, and word study practice”; Seating Arrangement: “A seating arrangement that supports collaboration and academic discussion can double as workstation seating during small-group time.”
- The Instructional Routines Handbook daily phonics routines allow students to learn and practice in whole group and independently. For example, 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 1, Week 1, Day 2, the teacher models and guides practice for words with *c* and *z* and asks students to read the words and write sentences. Unit 3, Week 1, Day 1, after modeling how *ll* sounds /y/, the teacher has the children blend the syllables with *ll*; *lla*, *lle*, *lli*, *llo*, *llu*. Then, the teacher points to different syllables on the card, and the children blend the sounds and read them, first chorally and then in groups. “Luego, señale distintas sílabas de la tarjeta y pida a los niños que las lean combinando los sonidos, primero todos juntos y luego en grupos.” In Unit 6, Week 2, Day 10, during whole group Spelling Practice of Diacritic Accent, the teacher uses the Dictation Sentences to assess students for the posttest and has them list misspelled words in their writer’s notebook.
- Phonological awareness and phonics lessons guide teachers to provide practice with word reading fluency in small group differentiated instruction and partnered. For example, in Unit 1, Week 1, Day 2, On level, the teacher reads a paragraph from “Piñatas de cumpleaños” of the

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Lectura diferenciada de géneros literarios en línea to review inflectional endings -s and -es that can be added to the end of root words. In Unit 3, Week 1, Day 4, the teacher pairs students with mixed abilities to practice reading words and sentences that contain diphthongs: “Forme parejas de buenos lectores con lectores menos avanzados. Pídales que se turnen para leer las oraciones. Guíelos para que identifiquen qué palabras tienen diptongo *ua, ue, au, eu, ou, uo*, y cuáles no.” In Unit 5, Week 2, Day 8, the teacher reads a paragraph of “Hiram Revels: el primer senador afroamericano” and pairs students to use prefixes and suffixes to figure out the meanings of other unfamiliar words in the passage.

- All lessons provide opportunities for students to work independently. For example, in Unit 1, Week 1, Day 2, students work independently in the Practice Book or the online activities. In Unit 3, Week 1, Day 3, students work independently in their *Cuaderno de Práctica*, sorting words based on their diphthongs. On Day 5, they work on separating into syllables words that have diphthongs by solving independently in their *Cuaderno de Práctica*. Unit 6, Week 2, Day 10, the teacher uses the Practice Book for the spelling posttest and a review. Independent practice is also available on the digital lesson resources.

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* 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 1, Day 1, On-Level Small Group Differentiated Instruction, the teacher reads aloud the third paragraph of “Piñatas de cumpleaños” in the online Differentiated Genre Passages for the lesson on inflectional endings -s or -es and guides students to find inflectional endings. In Unit 2, Week 3, Day 3, after the teacher models how to decode the sound /j/ represented by *j* and *g*, Approaching-level students read in small groups the leveled text “Un monito muy inteligente.” In Unit 3, Week 2, Day 6, students practice identifying words with diphthongs, using the *Lectura breve* “Gabriela viaja en avión,” and “¡Muchos juegos!” Weeks 3–4, Day 1, the Spelling lesson has dictation sentences with diphthongs *ai, ia, ei, ie, oi, io*: “Este es un hermoso paisaje; Oigo venir el tren,” as grade-level decodable connected texts. During shared reading, they read “Viaje estelar.” The *recursos de la lección* prompts students to “Busca palabras con los diptongos *ai, ia, ei, ie, oi, io*, en las lecturas de esta semana...” in the *Fonética/Ortografía Clasificar palabras* worksheet. In Unit 5, Week 5, Day 1, after students review *sílabas trabadas* with *bl-* and *pl-* for their phonics lesson, the materials in the Spelling section provide a list of sentences for dictation that contain *bl-* and *pl-*. In Unit 6, Week 5, Day 1, Whole Group Word Work Structural Analysis, the teacher models writing the sentence “Leo recibe un paquete.” In the guided practice, the teacher writes *chiquito, parque, raqueta*, and *máquina* and guides students to say sentences with those words. The teacher calls volunteers to write the sentences on the board and encourages them to read the sentences chorally.

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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 2 assessments: Oral Reading Fluency (DORF) and Oral Reading and Retell Fluency; and the TPRI (Texas Primary Reading Inventory) with grade 2 assessment 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 descodificación* 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 grade 2 diagnostic tools aligned with TEKS. For example, the K–3 Phonemic Awareness includes tests such as *Segmentación de palabras en fonemas*, *CORE Phoneme Deletion for First Sound of a Consonant Blend*, and *Sustitución de fonemas para crear palabras nuevas*, which aligns with 2.2.A (ii) decoding words with multiple sound-spelling patterns such as *c*, *k*, and *q* and *s*, *z*, soft *c*, and *x*, and (iii) decoding words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*.
- The materials include diagnostic tools for Spanish phonics skills, as explained in the grade-level TEKS. For example, the evaluation for *Fonética y descodificación* includes the K–2 Phonics Survey

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diagnostic tool with 10 tasks of increasing difficulty ranging from letter names and sounds to prefixes and suffixes. Some of the grade 2 tasks are reading words with different syllable patterns in isolation and in context, diphthongs and hiatus, words with 2, 3, and 4 syllables, and prefixes and suffixes, which align with 2.2 A (i) decoding multisyllabic words; (iv) decoding words with diphthongs and hiatus; and (vi) decoding words with prefixes and suffixes.

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, in the case of students in grades 2 and 3, it says, “give these tests only to second graders or third graders who are not yet reading.” 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 descodificación* Hasbrouck’s Phonics Survey. They state, “On Tasks 2–6: If the student reads all or almost all words correctly on part (a) of the task (reading words), you may want to skip part (b) of the task (reading sentences). If the next task is difficult for the student, you can go back and complete the part of a previous task that was skipped.” The *Manual de la Evaluación* provides instructions for the screening test TPRI Screening Assessment (Texas Primary Reading Inventory). They state how to administer: “The Screening subtests are administered 1:1. The Inventory is administered 1:1 in grades K–1 and can be group-administered for grades 2–3; subtests follow the ‘Branching Rules and Skipping Charts’ provided in the manual.” They also state when to administer: “Administer subtests at the beginning, middle, and end of the year. Administer progress monitoring subtests more frequently for skills that are ‘still developing.’”
- 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*. It states, “Most of the 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 *Sustituir sílabas para formar una palabra nueva*, it states, “Make a copy of this page for each child, and record the child’s oral responses. Give 1 point for each correct response. The highest score for each set of items is 5.” The resource *Evaluación del nivel y diagnóstico* includes scoring information for the screening test TPRI. For placement grades K–5, it states, “Use a combination of the skill-specific tests included in this book to help make decisions about placing students in the Maravillas program. The Placement Decision charts on pages 6–11 provide cut scores and guidelines for decision making.”
- The materials include recommendations to support informal, observational, and anecdotal notes during the administration of the diagnostic screener. For example, the resource *Manual de la Evaluación* provides recommendations for the screening test TPRI. “For the middle- and

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end-of-year Inventory, administer tasks only for concepts that are still developing. You do not need to revisit tasks that a student has developed; this is referred to as jumping in.”

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 students’ 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, it includes 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 assessment 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. The units include weekly spelling tests that are given after students have had plenty of opportunities to develop the skill. They follow the materials' scope and sequence with increasing complexity of syllabication, decoding, affixes, and orthographic accent skills and letter combinations as follows: Unit 1, *za, ce, ci, zo, zu, b, v, ca, que, qui, co, cu, k, ch*; Unit 2, *h, j, ge, gi, güe, güi*; Unit 3, diphthongs; Unit 4, diphthongs, hiatus, *y, r, rí*; Unit 5, closed syllables with *m, s, n, l*, syllables with *br, fr, pl, bl*; Unit 6, syllables with *tr, dr, cl, fl, gl, gr, x, que, qui, gue, gui, güe, güi*, words with syllables *que-, qui-, gue-, gui-* and *güe-, güi*.
- The materials' progress monitoring opportunities accurately measure and track students' Spanish phonics progress. The *Evaluaciones de la Unidad* includes the chart *Clave de respuestas* that aligns each assessment question to grade 2 TEKS. For example, Units 1, 3, and 5 questions 21–25 align with 2.2 B (i) spelling multisyllabic 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* manual 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

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information. The third step is to make instructional decisions based on conclusions. Some of the 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 del nivel y de diagnóstico* evaluations for *Reconocimiento Fonológico y Fonético* recommend giving these tests only to second graders or third graders who are not yet reading. 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 units include weekly spelling tests that are given after students have had plenty of opportunities to develop the skill. The DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) can be administered beginning, middle, and end of the year for screening. It is recommended for progress monitoring students with scores below benchmark norms; 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 2, Lesson 1, the TEKS 2.2.B. (v) spelling words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-* is assessed during the spelling test for words that take an *h*. The teacher uses dictation sentences, such as “Voy a ponerle hielo a mi limonada,” and students find the *h* words in context.
- 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 2 tasks are reading words with different syllable patterns in isolation and in context, diphthongs and hiatus, words with 2, 3, and 4 syllables, and prefixes and suffixes, which align with 2.2 A (i) decoding multisyllabic words; (iv) decoding words with diphthongs and hiatus; and (vi) decoding words with prefixes and suffixes.

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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 five Data 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 guide 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 help 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 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 used to

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“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 respond to students’ academic performance. In the Unit Teacher’s Guide, embedded in the *Taller de Palabras* lessons, there is Differentiated Group Instruction for the skills taught in the core lessons using the GRR model. For example, in Unit 2, Lesson 5, for *Nivel inicial* Tier 2, if children are having difficulty blending sounds *güe*, *güi*, then the teacher explains, “When we read *güe*, we pronounce the sound /u/ because there is a diaeresis. Let’s say the sound together: /u/. Now, if we read the entire syllable, we form /g/, /u/, /e/.” Then students write the syllables and blend the sounds in words such as *agüita* and *desagüe*. In Unit 5, Lesson 2, the teacher works with Tier 2 Approaching level students to blend CVC and VCV words using *Tarjetas armapalabras a, e, i, o, u* and choral reading. The script says, “Recuerde a los niños que estos sonidos se llaman vocales. Explique que en esta lección practicarán cómo combinar palabras de tres letras que tienen sonidos de consonantes y vocales.” There are no phonics differentiated instruction activities for grade 2 On level and Beyond level students. 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.

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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 1, the Teacher’s Guide scripts states, “Si los niños tienen dificultad para leer palabras y oraciones Yo: Forme la palabra taza con Tarjetas armapalabras. Las letras *t* y *a* forman la sílaba *ta*: /t/ /a/. Las letras *z* y *a* forman la sílaba *za*: /s/ /a/. Juntas, estas sílabas forman la palabra taza.” It includes a script for *Juntos* and *Ustedes*.
- The materials ensure that teachers are able to 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 3, there is the box *Instrucción Diferenciada Tier 2* that guides the teacher to provide a mini-lesson for students who are struggling to build words with /j/ *g, j*. Then, during the Structural Analysis lesson, there is another mini-lesson for students who are struggling with dividing words in syllables. Also, the Progress Monitoring section includes

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suggestions for reteaching opportunities. For example, in Unit 5, Lesson 2, if children score 81-89 WCPM in fluency, it guides teachers to assign lessons from Sections 1, 9, or 10 Fluency PDF.

- The materials provide additional Spanish lessons for targeted instruction that include differentiated instructional approaches. The Instructional Routines Handbook includes spelling routines and states, “Some of the following spelling routines can be used each week with the differentiated spelling lists. Students perform the same tasks using their leveled sets of words.” For example, in Unit 5, Lesson 5, the *nivel inicial* spelling list for the *pl, bl* blend includes words such as *plano, cable, and obligar*. The *a nivel* spelling list includes words such as *placentero, impecable, and obligatorio*. 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 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 in comprehension and vocabulary.
- The lessons include recommendations for Spanish upward scaffolds to support extension and application of learning. The Teacher’s Guide includes the Progress Monitoring section with suggestions for enrichment opportunities for gifted and talented students. It states, “Beyond Level small group lessons include suggestions for additional activities in the following areas to extend learning opportunities for gifted and talented children: Leveled Readers, Genre Passages, Comprehension, Vocabulary Strategy, Workstation Activities, Leveled Reader Library Online.”
- 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 Instructional Routines Handbook includes spelling routines and states, “Some of the following spelling routines can be used each week with the differentiated spelling lists. Students perform the same tasks using their leveled sets of words.” For example, in Unit 5, Lesson 5, the *nivel avanzado* for the *pl, bl* blend spelling list includes words such as *libreria, alfombra, and resfriado*. The *a nivel* list includes words such as *bibliotecario, ablandar, and blancura*.
- 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 spelling 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 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 spelling and phonics activities aligned to the weekly lessons. The K–2 Tier 2 Intervention books include activities that can be printed and assigned to students who need a significant level of intervention. The *Cuaderno de practica* allows the teacher to assign pages 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 orally introduce letter sounds in words; *Tarjetas de Fonética* include printed letters, their sounds, pictures, syllables, and words; Response Boards include counters for counting, blending, and segmenting syllables; and *Tarjetas armapalabras* used 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 in kid-friendly language. The letter *y* script states, “¿Cómo se articula el sonido? El fonema /i/ es palatal cerrado. La punta de la lengua se eleva hacia el paladar, dejando un canal más o menos amplio para el paso del aire. Con relación

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a las vocales *a, e, o*, los labios alcanzan la abertura mínima y la lengua se sitúa en el punto más alto.” The lesson delivery includes developmentally appropriate instruction. For example, in Unit 4, Lesson 1, the teacher uses Sound-Spelling Cards for *a, e, o, u, y* and tells students that if we join the sounds /a/, /e/, /o/, /u/ with letter *y*, which has the sound /i/, there is a diphthong, which means the vowels are in the same syllable: *ay, ey, oy, uy*. The teacher writes the diphthongs and reads them aloud. Then the teacher points to the diphthongs and asks students to say the diphthongs first in order and then at random.

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 2–6 students. For example, Classroom Library: A Cozy reading nook provides a place for independent reading; Teacher Table: When you are with a small group, the rest of the class works in groups to complete the workstation activity cards or on independent reading or partner assignments; Digital Access: “Computer stations, laptop carts, or hand-held devices provide students with access to the online student workspace where they can engage in interactive reading, writing, and word study practice; Seating Arrangement: A seating arrangement that supports collaboration and academic discussion can double as workstation seating during small-group time.” All phonics core instruction of the Model and Guided Practice phases are provided to the 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, which is done in small groups of Approaching-level, On-level, and Beyond-level students. Other activities 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 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.

- The materials include information about the bilingual or dual language program models 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 *Guia de Transferencias Lingüísticas* provides information on the Spanish language skills that transfer to

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English. The Language Transfers Handbook provides information on 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 briefly describes 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 ortografía*, y *comprensión*. Parents get information and suggestions for working with their children on the skills of the week. For example, the first two weeks of Unit 3 include 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: *leer y escribir palabras con ll y con diptongos; reconocer las sílabas última, penúltima y antepenúltima y las sílabas graves y agudas; escribir en cursiva las letras h, k, g, q*. In this letter, parents get information and suggestions about working with their children on the skills of the week. It says, "Pida a su niño o niña que deletree y escriba las palabras de la lista. Pídale que se asegure de haber escrito correctamente todas las palabras, y luego pídale que encierre en un círculo el diptongo de cada

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palabra. Las palabras de esta semana tienen diptongos, es decir, dos vocales que se pronuncian juntas en la misma sílaba.” In the first week of Unit 6, the materials provide parents with these instructions for words with *tr*, *dr*: “Give your child two minutes to review the spelling words. Then, hide the list, and ask him or her to spell all the words. Use a timer to track how long it takes him or her to remember and spell all the words. Encourage him or her to take another look at the list and improve his or her time.” 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, “Dígala en voz alta y pida a su niño o niña que deletree la palabra y la escriba. Las palabras de esta semana tienen el sonido /j/, que se escribe con la letra j, como en *jarra* o con la letra g, como en *gelatina*.” In Unit 3, Lessons 1–2, the *Objetivos de aprendizaje del estudiante* for *Taller de palabras* are *leer palabras con ll; y con diptongos; reconocer las sílabas última; penúltima y antepenúltima y las sílabas graves y agudas*; and *Escribir en cursiva las letras h, k, g, q*. The instructions are “Pon una marca al lado de los objetivos que alcanzaste.” In Unit 5, Lesson 3, the parents review words with *br* and *fr* and ask the children to pick the corresponding words from a list, such as *brisa* and *fresa*. In Unit 6, Lesson 4, the spelling list for words with *x* prompts parents to create a three-column table and have their child write the corresponding word in each column based on the sound makes. It says, “the letter *x*, which makes the /s/ sound as in *xilofón*; the /ks/ sound as in *examen*; and the /j/ sound as in *Ximena*.”

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

- Materials contain resources to help teachers communicate with families in an ongoing manner regarding student’s progress. The materials provide phonics instruction videos, found in the Professional Development tab under Resources, to help teachers communicate with families in an ongoing manner regarding the student’s progress. There is also a video, “Top 5 Resources to Enhance Learning at Home (Students/Parents),” that provides ideas for teachers on 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 in the Online Assessment Center, which 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-populate with relevant level reads and activities.

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Teachers can share student progress in a quick message in the My Messages tab of the Home/School section on the Teachers 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 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.
- Digital materials are accessible and compatible with multiple operating systems and devices. For example, Chromebooks, iPads, PCs, Apple computers, and/or smartphones online through any device with a strong internet connection. The information about system requirements is 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 a student’s device does not support these standards, the student “may experience a completely acceptable 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.

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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 navigating the digital resources, including *Espacio de trabajo del maestro*, *Plataforma digital para los estudiantes*, and *Asignar y revisar tareas*.
- On the Teacher Platform, teachers have access to all the program materials by clicking on each tab across the top. 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; *Evaluar y Datos* tab, which provides access to all assessment features of the program; *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, *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 lessons with their corresponding resources are automatically assigned to students as soon as the teacher sets the calendar. The teacher can edit the lesson and add or remove slides and resources. A student working online can open the resources as PDFs or as interactive assignments to be completed with the digital tools and saved. This is how assignments are sent back to the teacher. All the readers, student books, games, anchor charts, songs, videos, and most of the placement and diagnostic tests are available in the student workspace.
- The materials' resources from each of the units support and enhance virtual and in-person instruction. For example, in Unit 5, Lesson 3, the lesson on syllables *fra*, *fre*, *fro*, and *fru* is taught using downloadable worksheets and interactive games in which the students practice phonetic knowledge. In Unit 6, Lesson 2, students learn how to say *cl* and *fl* in person. The teacher can also assign an online activity to practice spelling words with the *cl* and *fl* sounds.

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

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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 makes 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. 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*, with 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 will pop 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 unit enhance student learning without being distracting or chaotic. For example, in Unit 5, Lesson 1, the students practice *sílabas cerradas con m* using their Digital Dashboard. The instructions are, "En esta actividad los niños escuchan y combinan sílabas cerradas con *m*, *s*. Esta es una práctica independiente. El puntaje de esta actividad quedará registrado en la Mochila de datos." In Lesson 3, the students learn syllables *fra*, *fre*, *fro*, and *fru* using downloadable worksheets and interactive games in which the students practice phonetic knowledge.