

McGraw Hill Grade 3

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 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.

- 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.ii decodificar palabras con múltiples patrones de ortografía y de sonidos, como la ‘c,’ ‘k,’ ‘q’; la ‘s,’ ‘z’ y la ‘c’ suave, y la ‘x’”; “2.B.viii escribir palabras que tienen el mismo sonido, pero se escriben con letras diferentes, incluyendo la ll/y; la c/k/q; la ‘c’ suave; la ‘x,’ la ‘s’ y la ‘z’ suaves; y la g/j/x suaves”; “2.A.iii decodificar palabras con la letra ‘h’ que es silenciosa y palabras que usan las sílabas ‘que,’ ‘qui,’ ‘gue,’ ‘gui,’ ‘güe’ y ‘güi’”; “2.B.vii escribir palabras con la letra ‘h’ que es silenciosa y palabras que usan las sílabas ‘que,’ ‘qui,’ ‘gue,’ ‘gui,’ ‘güe’ y ‘güi,’”; and “2.B.ii escribir palabras esdrújulas (palabras con énfasis en la antepenúltima sílaba) que tienen un acento ortográfico” for four lessons. In Unit 1, Unit Overview, Genre Study 1, Word Work, Phonics, students demonstrate and apply phonetic knowledge by decoding words with multiple sound-spelling patterns, such as *c*, *k*, *q*, *s*, *z*, soft *c*, and *x*. In Genre Study 2, they study words with *b* and *v* and words with *nv* and *v*. In Genre Study 3, they study words with *mb* and *mp*. In Week 6, students do a review, extend, and assess. In this grade level, phonological awareness is not covered in the core curriculum, although the materials do provide a supplementary intervention book, *Práctica de las Destrezas Fundamentales*, to support students in this matter.

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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 2 and beginning, middle, and end of year for grade 3. 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. Then beginning of grade 3, Unit 1, Phonics and Spelling: Words with *c*, *s*, *z*, *x*, *b*, *v*, *nv*, *mb*, *mp*. Middle of year grade 3, Unit 3, Phonics and Spelling: Words with *x*, *x* as *j*, *cc* and the ending *-cción*, *ll*, *y*, *h* and *hue-*, *hui-*, *hosp-*, *hum-*, *hidr-*, *hipo-*, *ch*, Words that start with *ch*, Prefixes *in-*, *des-*, *ex*. Then end of year, grade 3, Unit 6, Phonics and Spelling: Proparoxytone Words, Diacritic Accent, Words with *br*, *bl*, *cr*, *cl*, *dr*, *fr*, *pr*, *tr*, *gr*, Accent in Words Used in Questions and Exclamations, Hiatus, Division into Syllables and identify the tonic syllable, Oxytone, Paroxytone, and Proparoxytone, Oxytone Words with or without Written Accent, Paroxytone Words with and without Written Accent.

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

- Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts. The scope and sequence follows this progression of simple skills from the end of the year in 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. Beginning of the year, grade 3: Unit 1, Phonics and Spelling: Words with *c*, *s*, *z*, *x*, *b*, *v*, *nv*, *mb*, *mp*. Then, in the middle of the year in grade 3, Unit 3, Phonics and Spelling: Words with *x*, *x* as *j*, *cc* and the ending *-cción*, *ll*, *y*, *h* and *hue-*, *hui-*, *hosp-*, *hum-*, *hidr-*, *hipo-*, *ch*, Words that start with *ch*, Prefixes *in-*, *des-*, *ex*. Then at the end of the year in grade 3, Unit 6, Phonics and Spelling: Proparoxytone Words, Diacritic Accent, Words with *br*, *bl*, *cr*, *cl*, *dr*, *fr*, *pr*, *tr*, *gr*, Accent in Words Used in Questions and Exclamations, Hiatus, Division into Syllables and identify the tonic syllable, Oxytone, Paroxytone, and Proparoxytone, Oxytone Words with or without Written Accent, Paroxytone Words with and without Written Accent. Phonics instruction also follows a systematic progression for teaching skills within each lesson. For example, Unit 1, Genre Study 1 covers words with *c* and *z*. The teacher writes and spells the word *cebra* and the word *zapato*. The teacher explains about the soft *c* sound in *cebra* when *c* is followed by the vowels *e* or *i*. The teacher explains the soft sound the *z* makes when it is before vowels *a*, *o*, or *u* or at the end of some words. The teacher writes the syllables *za*, *ce*, *ci*, *zo*, and *zu*. The teacher shows the word *empezar* and *empecé*. The teacher explains that these multisyllabic words belong to the same family and explains that *z* replaces *c* in the syllables *ce* and *ci*.

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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. The Teacher's Guide includes detailed guidance for modeling skills, including how to introduce and explain skills to students in the *Fonética y Fluidez* lessons. For example, in Unit 1, Lesson 5, during the *Explicación* phase of the lesson, the teacher explains to the students that this week they will see words with *mb* and *mp*. The teacher then displays the week's Spelling Cards, and students identify the *mb* and *mp* in each card. Then, students mention other words with *mb* and *mp*. During the *Demostración* phase of the lesson, the teacher writes the word *cambio* on the board, and students read it aloud and copy it into their writer's notebooks. Students point out the letters *mb*. The teacher asks students what other words with *mb* they can mention and writes their answers on the board. The teacher repeats the same process with the word *comparar* and the combination *mp*. The Teacher's Guide includes detailed guidance for modeling skills, including how to introduce and explain skills to students in the spelling lessons.
- The materials assist teachers in using the gradual release of responsibility by including blue subtitles in the phonics fluency and spelling lessons for each phase of the lesson. The Teacher's Guide includes detailed guidance for guided practice of skills in the *Fonética y Fluidez* lessons. For example, after explaining and demonstrating the skills, the teacher writes the following list of words on the board: *bambú, trombón, hamburguesa, compartir, lámpara, relámpago*. Students read aloud the words and make sentences using them. The Teacher's Guide includes detailed guidance for guided practice of skills in the spelling lessons. In Unit 3, Lesson 1, after presenting and demonstrating the skill on Day 1, the teacher guides practice on Day 3 by having students work on finding the meaning of words with *sílabas con x, x como j, cc y la terminación –cción*. Then on Day 4, the teacher writes sentences on the board with spelling errors on different words with *sílabas con x, x como j, cc y la terminación –cción* and has students circle and correct

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each misspelled word and reminds them that they can use print or electronic resources to check and correct spelling. The teacher also provides feedback during Error Correction by reminding students that the letter *x* usually represents a /ks/ sound and only sometimes represents a /j/ sound. Students then correct a piece of their own writing from 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 spelling routines such as Written Accent, Dictation, and Orthographic Rules. The instructions for the Written Accent Routine include embedded annotations. For example, “Explain to children that there is one accented syllable...;” “point out that they will see a mark written on some vowels...;” and “repeat the words and ask children to clap when they hear the word with an accent mark.”
- 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, under Transition to Multisyllabic Words, the materials suggest that the teacher writes a two-column table on the board, one column for words with syllables with *mb* and the other for words with syllables with *mp* and to write the longer spelling words of the week. In Unit 3, Week 1, the annotations are embedded in the instructions during the *Fonética/Fluidez* lesson, *palabras con ll e y*. During modeling it tells the teacher to, “Muestre la tarjeta con la palabra yerba. Pida que la lean en voz alta y señalen la letra y.”

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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. Grade 3 materials still include the K–2 *Tarjetas de fonética* with 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 Instructional Routines Handbook includes the Written Accent Routine to teach that there is one accented syllable, or a syllable that is pronounced more strongly, in every word. That mark is called tilde, or accent mark, and it tells readers what syllable must be said with greater emphasis. Grade 3 materials still include the K–2 *Tarjetas de fonética* with 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.” The K–2 Spanish Phonics program focuses on Spanish syllabication skills before grade 3. For example, in Unit 1, Lessons 1–2, students with K–2 foundation skills learn to read and spell with /s/ sound represented by *s*, *x*, *c*, or *z* and learn that “la letra *x* generalmente tiene el sonido /ks/, pero cuando está al inicio de la palabra se pronuncia como *s*.” In Unit 4, Lesson 1, students learn that the prefixes *in-* and *im-* mean not or opposite of, and *des-* means not or lacking. In Lesson 3, students learn that the suffixes *-mente* means a certain way, *-dad*, *-eza*, and *-ura* mean possessing the quality of, and *-oso/-osa* mean full of or acting with.

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*.” In grade 3, the Spelling lessons follow the GRR model and a very specific and consistent sequence throughout the week. For example, on Day 1, the teacher reads the word lists emphasizing syllabication skills, and students write the words; then, the teacher assesses prior knowledge using dictation sentences from upcoming Day 5. On Day 2, during spiral review, the teacher writes sentences, and students write the words. On Day 3, students copy written sentences with the words into their writer’s notebook and find the definition. On Day 4, students check and correct spelling by proofreading misspelled words in sentences. On Day 5, the teacher assesses using the dictation sentences from the pretest on Day 1 and has students list misspelled words in their writer’s notebook.
- 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

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Edition. For example, in Unit 3, Lesson 5, the spelling routine for words with the syllables *gue*, *gui*, *güe*, *güi* begins with the teacher introducing the spelling words. The script states, “Read them aloud emphasizing the syllables *gue*, *gui*, *güe*, *güi*. First, point out the strong sound of *ge*, *gi*, *j*, and *x* in the words *gitano* and *ejemplo*. Then point out the syllables *gue*, *gui*, *güe*, *güi*.” Then the teacher explains the sound difference of *g* according to the vowel that follows. The teacher guides practice, and the script states, “Ask them to practice. Give examples. In order to show them the sound of *g*, start with the syllables *ga*, *go*, and *gu*. Then, show the difference between the syllables *ge*, *gi*, *gue*, *gui*, *güe*, *güi*.” The lesson concludes with a pretest using the dictation sentences from an upcoming lesson, Day 5.

- 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 Spelling section explains, “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.” The Written Accent Routine comes with complete instructions, such as “1. Explain to children that there is one accented syllable, or a syllable which is pronounced more strongly, in every word. Point out that they will see a mark written on some vowels. That mark is called tilde or accent mark, and tells readers what syllable must be said with greater emphasis. Escuchen: mamá. Digo la segunda sílaba con más énfasis: mamá. 2. Model: Write on the board these words: *sala*, *carro* and *bebé*. Then, point to and read the words aloud. Explain that all the words have a syllable that is pronounced more strongly, but there is one that has an accent mark. Repeat the words and ask children to clap when they hear the word with an accent mark.”

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 information about the spelling routines; it states, “These routines help the kids to know how and when to use problematic letters such as *i*, *y*, *c/k/q*, *b* and *v*. The written accent is also a specific issue in Spanish spelling. The correct writing of the written accent is organized by specific rules.”
- The materials provide guidance for how teachers should provide students with immediate, corrective feedback in the lessons. All the spelling lessons in grade 3 include suggestions for corrective feedback. For example, in Unit 2, Lessons 3–4, during Spiral Review, the script states, “Pida a los estudiantes que intercambien lo que escribieron y que corrijan si hay errores.” Then, for difficult words, it states, “Repase las palabras cicatrices y jueces. Señale la terminación *-ces*. Lea cada oración, pronuncie bien las palabras subrayadas y pida que las escriban.” During Proofread and write for error corrections, the script states, “Es posible que los estudiantes tengan dudas sobre la ortografía en ciertas palabras. Sugiera que verifiquen en sus listas de ortografía o en diccionarios o que consulten con un compañero.” Then during Assess, the script states, “Use las oraciones de dictado para una prueba posterior. Hagan una lista de las palabras

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con errores de ortografía en sus cuadernos de escritura. Compruebe cómo usan esas palabras en sus escritos.”

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 3 spelling routines include a review of previously learned syllables and words that connect to new learning. For example, in Unit 2, Lesson 3, on Day 2, there is a spiral review of Lesson 2 syllables and words; the script states, “Repase los sonidos de la *ca, co, cu, que* y *qui* en las palabras *buque, manteca* y *cuenco*.”
- There are general references to previously learned skills in the lessons. For example, in Unit 5, Lesson 2, the teacher assesses prior knowledge using previously learned words. The script states, “Primero señale la sílaba tónica en las palabras de repaso *recreo* y *oído*.”
- The materials provide sufficient opportunity to review previously taught phonics skills before learning new skills. The spelling lessons provide various activities for four days to learn and review new words and one day to review skills from the previous lesson. For example, in Unit 6, Lesson 2, the teacher covers words with a diacritic accent 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 60, 90, and 120-minute pacing charts with a specific length of time for grade 3 lessons. For example, for spelling lessons, all three charts suggest: on Day 1, 5 minutes; on Days 2–10, it provides the option to teach in small groups for 10 minutes. For the optional phonics lesson, it allots 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, in Unit 1, Lesson 3, there is an optional Phonics/Fluency lesson for prefixes *in-*, *des-* and *-ex* with a clock that suggests 10 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 amount of minutes varies according to the allotted time.
- 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 resources for the phrase “lesson pacing.” In the video “Full Phonics Lesson,” the teacher models a lesson with older students. The teacher begins with reviewing previously learned syllables for 1 minute, modeling a new skill for 1 minute, guiding practice for 5 minutes, supporting independent practice for 2 minutes, and extending the lesson through guided practice with more difficult words for 2.5 minutes.

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Indicator 2.4

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

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

Meets | Score 4/4

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

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate some 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 in which they are introduced but not the year. All the spelling lessons follow a systematic routine that allows students to practice and review phonics skills. For example, on Day 1, the teacher assesses prior knowledge using the dictation sentences from the previous lesson. Then the teacher introduces and explains the skill by displaying the spelling words, reading them aloud, emphasizing sound-spelling patterns, guiding student practice orally, and having students write the words. On Day 2, during spiral review, the teacher uses dictation sentences with the words and has students write the words and check the spellings with partners. On Day 3, students copy the words into their writer's notebook and find the definition. On Day 4, students check and correct spelling by proofreading misspelled words in sentences using print or electronic references such as their spelling lists, dictionaries, or asking a partner. On Day 5, the teacher assesses using the dictation sentences from the posttest on Day 1 and has students list misspelled words in their writer's notebook. Students utilize the same resources for practice and review during the spelling routines, such as differentiated spelling lists and dictation sentences, pre-tests and post-tests, writing words in isolation according to spelling patterns in the Practice Book, independent word sorts, and anchor charts.
- Routines for introducing new phonics skills and reviewing previously taught skills are consistently practiced throughout the materials. The Instructional Routines Handbook includes the routines used daily to introduce and review phonics skills during Spelling lessons. For example, the spelling routines: Written Accent, Dictation, and Orthographic Rules. In Unit 1,

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Lesson 2, on Day 1, the teacher introduces words with *b* and *v* and follows this script: “Presente las palabras de ortografía. Léalas en voz alta haciendo énfasis en las sílabas con *b* y *v*.” On Day 2, the teacher reviews the letters *c*, *s*, *x*, and *z* in the words *seto*, *ciudad*, and *zócalo* from the previous unit and follows this script: “Repase palabras con *c*, *s*, *z*, *x*, como *seto*, *ciudad* y *zócalo*. Lea las oraciones, repita las palabras de repaso y pida que las escriban. Pídale que verifiquen la ortografía.” Similar scripts are used every week in all spelling lessons throughout the year with different words. There is also 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 spelling 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, on Day 1, the teacher introduces and assesses prior knowledge with words with *b* and *v*. On Day 2, the teacher reviews the letters *c*, *s*, *x*, and *z* in the words *seto*, *ciudad*, and *zócalo* from the previous unit. On Day 3, students categorize words such as *nueve* and *abeja* into word lists based on meaning and copy the words into their writer’s notebook. On Day 4, students circle and correct misspelled words, such as *vuzon-buson* and *pebio-previo*, in sentences written on the board. On Day 5, the teacher assesses and reviews using dictation sentences, such as “¿Podrías preparar el biberón para Billy?” and “El día previo habíamos ido a correr.”
- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. In Unit 3, Lesson 1, the teacher guides practice on Day 3 by having students work on finding the meaning of words with *sílabas con x*, *x como j*, *cc* y *la terminación –cción*. Then on Day 4, the teacher guides practice by writing sentences on the board with spelling errors on different words with *sílabas con x*, *x como j*, *cc* y *la terminación –cción* and has students circle and correct each misspelled word, reminding them that they can use print or electronic resources to check and correct spelling. Students practice independently by correcting a piece of their own writing from the Practice Book. The spelling lessons also include *juegos de Ortografía* for independent practice.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. All spelling lessons include daily cumulative review of phonics skills using decodable sentences. The scope and sequence includes the spelling words’ beginning sounds or spelling pattern that increases in complexity. For example, Unit 1, Lesson 1, students review words with *c*, *z* in sentences such as “Hay una sola cebra en el zoológico,” and “Mañana voy a comprar zapatos.” In Unit 2, Lesson 1, students review *c*, *q*, or *k* words in sentences such as “Caminaremos un kilómetro,” and “Iré a la fiesta aunque llueva.” In Unit 3, Lesson 3, students review words with *h* in sentences such as “Este pan está echo con arina integral.” The spelling lessons include *juegos de Ortografía* with activities, such as completing /h/ words in sentences such as “Mi papá es doctor y trabaja en el ...tal” with the choices *ospi*, *hospi*, *opi*.

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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. The objectives are aligned to the SLAR grade level TEKS sound-spelling patterns: TEKS 3.2 A (iii) decoding words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*; 3.2 B (vii) spelling words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*; (viii) spelling words that have the same sounds represented by different letters, including *ll* and *y*; *c*, *k*, and *q*; soft *c*, soft *x*, *s*, and *z*; and soft *g*, *j*, and *x*; and (ix) spelling words with hard and soft *r*.
- According to *Plan General del Curso de Fonética*, digraphs are taught in this order: Unit 2, *que*, *qui*, *gue*, *gui*, *güe*, *güi*, *que*, *qui*, *ch*; Unit 3, *ll*, *ch*; Unit 4, *rr*. The materials also provide a lesson

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sequence for the phonics program for students who need intervention; it is found in the Teacher's Edition for *Fonética y Taller de Palabras*. Unit 3, Week 2, Day 6, the lesson for *palabras con ll* follows a systematic sequence that begins with introducing a skill in the spelling activity *dictado*, where the teacher explains, demonstrates, and provides practice. In Unit 4, Week 2, Day 6, the lesson for *palabras con rr* follows the previous systematic sequence that begins with introducing a skill in the spelling activity *dictado*, where the teacher explains, demonstrates, and provides practice.

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

- Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. The Maravillas Instructional Routine Handbook provides explicit instruction for Dictation that begins with explaining: "Tell students you will read a text and they will write what they hear." Then, practice: "Dictate the paragraph at a slow pace so that children write it down on the template. When they finish, ask them to compare their writing with the original paragraph." For example, Unit 2, Weeks 2, Day 6, the teacher teaches *palabras con ca, co, cu, que, qui* during spelling lesson *dictado* with these sentences: "Te aplicaron la vacuna contra la gripe" and "Usaré este barro para hacer un cuenco." The teacher is prompted to teach following a systematic set of instructions that begin with "Presente las palabras de ortografía. Léalas en voz alta haciendo énfasis en las sílabas con *ca, co, cu, que, qui*." Then, the teacher explains, "Explique que el sonido es el mismo en todos los casos." Then, assess skills: "Use la página 78 del Cuaderno de práctica para realizar una prueba preliminar." The teacher provides practice during the word sort activity: "Pida a los estudiantes que recorten las Tarjetas de ortografía disponibles en línea y escriban sus iniciales en el reverso."

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 and resources in Spanish for students to develop, practice, and reinforce skills. For example, Unit 3, Week 2, Day 6 begins by assessing prior knowledge for *palabras con ll*: "Use la página 138 del Cuaderno de práctica para una prueba preliminar." Day 7, there is a spiral review: "Repase las palabras con *ll e y* con *yugular y caballero*." Day 8, students find meaning to *ll* words: "Pídales que busquen la palabra de ortografía que corresponde a la definición." Day 9, students correct errors and write words: "Pídales que busquen la palabra de ortografía que corresponde a la definición." Day 10 ends the lesson with an evaluation: "Observe cómo usan esas palabras en sus trabajos escritos." In Week 3, Days 6–10, the lesson follows the same process to develop, practice, and reinforce skills for letters with *ch* digraph. The Grades 2–3 *Práctica de aprendizaje del lenguaje* book provides opportunities to practice and review sound-spelling skills.

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

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that include taught common syllable correlations and syllable combinations in isolation. For example, the ortografía lessons in Unit 2, Weeks 1–2 focus on teaching the spelling patterns *ca*, *co*, *cu*, *que*, *qui* through teacher modeling, student practice, writing, and identifying words using a list of decodable sentences in context: “El buque tiene muchos tripulantes” and “Me quedaré quieto porque estoy cansado.” Students also use the digital tool *ortografía con c q* to practice identifying sound-spelling patterns in decodable connected sentences. Students use the cards *Taller de Palabras* to practice skills with a peer by writing, sorting, and classifying words in isolation with letters *c*, *qu*, and *k*.

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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 introducing Spanish *diptongos, hiatos*, and word types, including how the rules of accent marks apply to each. Grade 3 Spanish TEKS are 3.3 (A) demonstrate and apply phonetic knowledge by, (i) decoding words with a prosodic or orthographic accent; (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and 3.3 (B) demonstrate and apply spelling knowledge by, (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable); (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent; (iii) spelling words with the

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concept of diphthongs and hiatus and their implications for orthographic accents; (iv) using accents on words commonly used in questions and exclamations; (v) spelling words based on the diacritical accent such as *se/sé*, *el/él*, and *mas/más*; (vi) marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.

- The materials' scope and sequence is as follows: Unit 4, Phonics and Spelling, Diphthongs *au*, *eu*, *ia*, *ie*, *io*, *ua*, *ue* and their implications for orthographic accents, Words with Diphthongs *ai(ay)*, *ei(ey)*, *iu*, *oi(oy)*, *ui(uy)* and their implications for orthographic accents; Unit 5, Phonics and Spelling: Hiatus, Division into Syllables and identify the tonic syllable Oxytone, Paroxytone, and Proparoxytone, Oxytone Words with or without Written Accent, Paroxytone Words with and without Written Accent; Unit 6, Phonics and Spelling: Proparoxytone Words, Diacritic Accent, Accent in Words Used in Questions and Exclamations, Hiatus, Division into Syllables and identify the tonic syllable, Oxytone, Paroxytone, and Proparoxytone, Oxytone Words with or without Written Accent, Paroxytone Words with and without Written Accent.
- The lessons include objectives about Spanish *diptongos*, *hiatos*, word types, and the rules of accent marks. For example, in Unit 3, Week 3, students learn about marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses in the grammar lessons when conjugating verbs; the teacher explains that some conjugations are distinguished by orthographic accent. In Unit 4, Lesson 3, the lesson includes words with diphthongs; the teacher displays the spelling words, reads them aloud, and emphasizes the *r* and *rr* sounds. The teacher uses the Dictation Sentences from Day 10 to give a pretest. In this list, there are several words with an orthographic accent. The Teacher's Guide prompts the teacher to remind students that *el acento ortográfico se coloca en la vocal abierta*. Some of the words with diphthongs that have an accent on the open syllable are *camión*, *canción*, and *murciélagos*. In Unit 5, Lesson 1, during the spelling activity, students learn the difference between a diphthong and a hiatus in words like *albahaca*, *canoas*, and *héroe*. In Unit 6, Lesson 1, the teacher reviews *palabras esdrújulas*. Students decode the words *fotográfico*, *matemática*, *simbólico* and *fanático*. They have to read these words and identify *la sílaba tónica*. The teacher shows that *la sílaba tónica lleva acento ortográfico*. In Lesson 2, the teacher displays the spelling words, reads them aloud, emphasizes the different sounds between words with and without a written accent, and explains that a diacritic accent is used to distinguish different meanings of the same word, usually monosyllabic. The teacher uses the Dictation Sentences from Day 10 to give the pretest with sentences such as "Quiero que me dé una solución," and "Lucía quería saber cuándo llegó." Later in the lesson, the teacher does an error correction spelling activity with words with the diacritic accent. In Lesson 5, students learn the rules of accents on question words: *que vs. qué*, *cuando vs. cuándo*.

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*, *hiatos*, and word types, including how the rules of accent marks apply to each. For example, in Unit 3, Lesson 4, the materials provide teachers with explicit teaching points about orthographic and diacritical accent marks. The teacher says, "El verbo en futuro indica que la acción sucederá más adelante. El verbo debe concordar con el sujeto de la oración. Los verbos regulares se conjugan agregando a la raíz del verbo la misma terminación. Por ejemplo, hablar: yo hablaré, tú hablarás, él hablará,

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nosotros hablaremos, ustedes hablarán, ellos hablarán.” Then, the teacher reminds students that *los verbos ser y estar son regulares en futuro*. The teacher also says, “La acentuación, o tilde, indica tiempos verbales distintos. Por ejemplo: Mi tía viajará (futuro); Si yo viajara (forma subjuntiva).” In Unit 4, Lesson 1, the teacher says, “El modo condicional se usa para indicar incertidumbre. Suele usarse para invitaciones, sugerencias, recomendaciones y consejos, para expresar o describir estados de ánimo, grados de certeza, deseo, hipótesis, probabilidades o dudas: Me gustaría viajar a la playa.” The teacher explains, “El condicional tiene la misma raíz que los verbos en futuro pero se le añade la terminación del imperfecto, por ejemplo el futuro de salir es saldrá y el condicional es saldría.” The teacher also says, “Los verbos en condicional, llevan acento ortográfico, por ejemplo: sería, vería, comería.”

- Materials provide scripted direct (explicit) instruction about Spanish word types, including how the rules of accent marks apply to each. In Unit 4, Lesson 3, the teacher displays the spelling words and reads them aloud, slowly enunciating the syllables with the diphthongs *au, eu, ia, ie, io, ua, ue*. The teacher reminds students: *el acento ortográfico se coloca en la vocal abierta*. The students take a pretest with the Dictation Sentences from Day 5, with sentences such as “Luisa cantó una canción hermosa en el festival,” and “Los murciélagos son mamíferos.” In Unit 5, Lesson 4, during the spelling lesson, students learn about the rules of accent marks in *palabras agudas*: “Las palabras agudas se acentúan en la última sílaba. Además, llevan acento ortográfico solamente cuando terminan en *n, s*, o vocal. Demuestre con las palabras *vagón, mantel y bongó*.” Then, in Unit 5, Lesson 5, students learn about rules of accent marks in *palabras graves*: “Señale las palabras de ortografía *néctar y fértil*. Explique que son palabras graves y que llevan acento ortográfico. Explique que las palabras graves llevan acento ortográfico cuando no terminan ni en vocal, ni en *n*, ni en *s*.”

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, practice, and reinforce skills.. The materials include activities and resources for developing and practicing Spanish word types and the correct use of accent marks. In Unit 3, Lesson 4, students complete a Practice Book activity, *El futuro de verbos regulares terminados en -ar*. In this activity, students circle the verb in each sentence and then write whether the verb is conjugated in the present or future tense. In the online activity, students read sentences, such as “Mi hermano Luis pasea con mis abuelitos todas las tardes” and use the ruler to underline the present tense of the verbs ending with *-ar*. In Unit 4, Lesson 1, students complete a Practice Book activity, where students circle the conditional mood verb in a sentence and write it on the line next to it. This activity has a writing prompt: “En tu *Cuaderno de escritura*, describe cómo usarías tu talento para organizar un festival para recaudar fondos. Cuando termines, revisa tu trabajo para asegurarte de que hayas incluido oraciones en el condicional, incluyendo los verbos *ser y estar*.” The materials include activities and resources that support students’ development of Spanish word types and rules of accent marks. For example, in Unit 5, Lesson 5, during the spelling lesson, students learn about *palabras agudas* and *graves*. The teacher models the spelling words on the board and then models how to identify the *sílabas tónicas* in the words *néctar* and *fértil*. The teacher explains they are *palabras graves* and that the written accent mark falls on *palabras graves* when they do not end in *n, s*, or a vowel.

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- The materials include activities and resources for practicing Spanish word types and correct use of accent marks. For example, in Unit 5, Week 5, during the Spelling lesson, after students learn about *palabras agudas* and *graves*, they practice writing accents on words and identifying word types in their *Cuaderno de Práctica* by classifying words into *agudas* or *graves*. The materials include activities and resources that reinforce decoding and encoding of Spanish word types through cumulative review. For example, after practicing with the *Cuaderno de Práctica*, the materials also provide the digital application for *Ortografía*, where students sort out words based on the stressed syllable and the *Tarjetas de Ortografía* that students use to sort out words..

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*, *hiatos*, and word types in isolation. For example, the *Cuaderno de Práctica* contains exercises for students to identify words with hiatuses, diphthongs, and words with written accent marks. The digital application for *Ortografía* provides additional exercises for students to practice filling in the blanks with *hiatos*, *diptongos*, *palabras agudas*, or *llanas* and sorting out word types based on accent rules. In all spelling lessons, students complete a spelling pretest in the Practice Book and self-check. Students can also cut apart the Spelling Word Cards, initial the backs of each card, read the words aloud with a partner, do an open sort, and record it in their writer's notebook.
- Materials provide a variety of activities and resources in Spanish for students to recognize, read, and write Spanish *diptongos*, *hiatos*, and word types in decodable connected text. For example, in Unit 3, Lesson 3, students learn to recognize *el pretérito de los verbos regulares* in the digital resource *Gramática* by selecting the correct accented word for the sentence "El bebe lloró, y su hermanita se acercó para jugar con él." In Unit 3, Lesson 4, in the Practice Book, students rewrite sentences such as "Mis tíos visitan a mis abuelos y me llevan con ellos" in future tense and make sure to put the accent in the right place. In Unit 4, Lesson 1, the students have the writing prompt from the Practice Book: "En tu *Cuaderno de escritura*, describe cómo usarías tu talento para organizar un festival para recaudar fondos. Cuando termines, revisa tu trabajo para asegurarte de que hayas incluido oraciones en el condicional, incluyendo los verbos ser y estar." The materials do not intentionally include decodable books, leveled readers, or other forms of connected text throughout the school year that contain words with diphthongs, hiatuses, and accents.

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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 3 TEKS related to phonics syllabication skills are (i) decoding words with a prosodic or orthographic accent; (iii) decoding words with silent *h* and words that use the syllables *que-*, *qui-*, *gue-*, *gui-*, *güe-*, and *güi-*; (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; (v) decoding and differentiating meaning of a word based on a diacritical accent; and (vi) decoding words with prefixes and suffixes.

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- 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 Vocabulary Strategy. Unit 1: words with *c, s, z, x, b, v, nv, mb, mp*, prefixes; Unit 2: words with *c, q, k, ca, co, cu, que, qui, ge, gi, j, x, gue, gui, güe, güi*, change of *z* to *c* in the Plural, suffixes; Unit 3: words with *x, x as j, cc* and the ending *-cción, ll, y, h* and *hue-, hui-, hosp-, hum-, hidr-, hipo-, ch*, words that start with *ch*, prefixes *in-, des-, ex-*, words with triphthongs, prefixes. Unit 4: words with suffixes *-mente, -dad, -oso, -eza*, and *-ura*, words with *r, rr*, diphthongs *au, eu, ia, ie, io, ua, ue* and their implications for orthographic accents, words with diphthongs *ai(ay), ei(ey), iu, oi(oy), ui(uy)* and their implications for orthographic accents, prefixes, and suffixes; Unit 5: hiatus, division into syllables and identify the tonic syllable oxytone, paroxytone, and proparoxytone, oxytone words with or without written accent, paroxytone words with and without a written accent; Unit 6: proparoxytone words, diacritic accent, words with *br, bl, cr, cl, dr, fr, pr, tr, gr*, accent in words used in questions and exclamations, hiatus, division into syllables and identify the tonic syllable, oxytone, paroxytone, and proparoxytone, oxytone words with or without a written accent, paroxytone words with and without a written accent.
- The progression of syllabic pattern instruction is aligned to research-based practices for Spanish literacy development. For example, in Unit 1, Lesson 1, on Day 1, students learn the sound /s/ as represented with a *z* or a *c*. On Days 2 and 3, during Small Group Differentiated Instruction, students practice reading words like *lazo, pez*, and *receta* and identify the sound /s/. On Day 5, students take a spelling dictation with previously taught letters. The materials begin with simple skills before continuing to the more complex ones across the units. In Unit 3, students decode words with *x, x as j, cc*, and the ending *-cción* and decode words with *ll, y*. Students also work decoding and encoding *sílabas esdrújulas* in words like *depósito, pólvora, fotográfico, mínimo* and their accent rules. In Unit 4, Lessons 1–2, students identify proparoxytone words and identify and use diacritic accents. In Lessons 3–4, the students identify and use words with *br, bl, cr*, and *cl* and identify and use words with *dr, fr, pr, tr*, and *gr*. In Lesson 5, students identify and use written accents on words commonly used in questions and exclamations. In Unit 5, Lesson 2, students learn hiatus with two open syllables together and those with an open vowel followed by a stressed closed vowel. In Unit 6, Lesson 3, students read *sílabas trabadas* words with syllables with *br, bl, cr*, and *cl* in sentences.

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

- Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words. For example, in Unit 2, Lesson 1, the teacher explains the use of *m* before *b* and *p* and says, “Primero señale el uso de *m* antes de *b* y *p* en las palabras de repaso *ambulancia* y *lámpara*. Luego, señale la palabra de repaso *compartir*. Además del uso de *mp*, comente que la *c* tiene un sonido fuerte como *k* antes de las vocales *a, o, u*. Escriba en el pizarrón la palabra *cuchara* y pida que la repitan en voz alta. Dé otros ejemplos.” The lesson plans include specific and precise terms, phrasing, and statements that teachers should use while modeling and demonstrating. In Unit 3, Lesson 2, the teacher assesses previous knowledge of spelling with *ll* and *y*. The teacher points out the sound of *ll* and *y* at the beginning and the middle of a word and then points out

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the sound of *y* at the end of words. The teacher shows the plural forms and reminds students how the sound changes when in the middle of the word: *ley*, *leyes*.

- The materials provide teachers with important points that should be made about syllables. In Unit 5, Lesson 1, the teacher explains that there is a hiatus when we have two open vowels *a*, *e*, and *o*, as in /*le/ /er/*, and where there is an open vowel, *i* or *u*, that is accentuated, as in /*ri/ /o/*, *río*. On Day 3 of the lesson, the teacher draws a chart on the board and classifies the words in which there is a hiatus with two open syllables together and the ones that have an open vowel followed by a stressed closed vowel and writes the words *poema*, *oído*, *real*, *canoá*, *búho*, *recreo*. Then, the teacher asks students to divide them into syllables and identify the hiatus. The teacher models with words such as *púa*, *peleen*, and *aéreo*. In Unit 6, Lesson 4, the teacher reads the *palabras de ortografía haciendo énfasis en las sílabas con dr, fr, pr, tr, gr*, emphasizing the consonant clusters. The teacher explains that, “si separan en sílabas una palabra con *dr, fr, pr, tr* o *gr* el grupo consonántico queda en la misma sílaba” and says, “que estos grupos pueden estar al principio o en el medio de una palabra.” Then, the teacher models with *ladrillo* y *cofre*.

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials include resources such as differentiated spelling lists and dictation sentences, pre-tests and post-tests, writing words in isolation according to spelling pattern in the Practice Book, independent word sorts, and anchor charts. The weekly spelling routines allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review by following a sequence. For example, on Day 1, the teacher assesses prior knowledge using the dictation sentences from upcoming Day 5. Then, the teacher introduces and explains the skill by displaying the spelling words, reading them aloud, emphasizing sound-spelling patterns, guiding student practice orally, and having students write the words. On Day 2, during spiral review, the teacher uses dictation sentences with the words and has students write the words and check the spellings with partners. On Day 3, students copy the words into their writer’s notebook and find the definitions. On Day 4, students check and correct spelling by proofreading misspelled words in sentences using print or electronic references, such as their spelling lists, dictionaries, or asking a partner. On Day 5, the teacher assesses using the dictation sentences from the posttest on Day 1 and has students list misspelled words in their writer’s notebook.
- All the monthly spelling lessons allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review. For example, in Unit 1, Lesson 2, on Day 1, the teacher introduces and assesses prior knowledge with words with *b* and *v*. On Day 2, the teacher reviews the letters *c*, *s*, *x*, and *z* in the words *seto*, *ciudad*, and *zócalo*. On Day 3, students categorize words such as *nueve* and *abeja* into word lists based on meaning and copy the words into their writer’s notebook. On Day 4, students circle and correct misspelled words, such as *vuzon-buson* and *pebio-previo*, in sentences written on the board. On Day 5, the teacher assesses students using dictation sentences, such as “¿Podrías preparar el biberón para Billy?” and “El día previo habíamos ido a correr.” The small group differentiated instruction phonics lessons that align with the spelling lessons allow for ongoing development, practice, and reinforcement of syllabication skills through cumulative review. For example, in Unit 2, Lesson 1,

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on Day 1, the teacher presents the Spelling words and reads them with the students to introduce words with *c*, *q*, and *k*. Then on Day 2, during Small Group Differentiated Instruction, students read words and identify the syllables that include the /k/ sound. To practice the skill, students work in their *Cuaderno de Práctica* to identify the words with /k/ syllables and sort words using *Tarjetas de Ortografía*. To reinforce the skill, students work on the digital application using sentences with misspelled words and correcting them. Unit 5, Tier 2 *Intervención* contains specific phonics lessons based on the needs of each child. For example, in Lesson 3, the teacher draws a chart and classifies two sets of words as hiatus: words with two open syllables and words with an open vowel followed by a stressed closed vowel. Then the teacher guides practice by having students add more words to the chart and read the words aloud.

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 spelling lessons follow routines that allow ongoing encoding and decoding using previously learned syllabication skills both in isolation and in connected text. For example, on Day 1, the teacher assesses prior knowledge using connected text dictation sentences from upcoming Day 5. Then, the teacher reads the word lists in isolation, emphasizing syllabication skills, and students write the words. On Day 2, during spiral review, the teacher uses connected text dictation sentences, and students write the words in isolation. On Day 3, students copy connected text sentences with the words into their writer's notebook and find the definitions. On Day 4, students check and correct spelling by proofreading misspelled words in connected text sentences. On Day 5, the teacher assesses using the connected text dictation sentences from the posttest on Day 1 and has students list misspelled words in isolation in their writer's notebook.
- All the monthly spelling lessons allow for ongoing encoding and decoding using previously learned syllabication skills in isolation. For example, in Unit 2, Lesson 1, Day 1, the teacher introduces words with *c*, *q*, and *k* during the spelling lesson, and students practice sorting words using *Tarjetas de Ortografía*. In Unit 3, Lesson 3, during small-group differentiated instruction, the teacher models and guides practice to identify /h/ in words such as *huevo*, *hospedar*, and *hipocampo*. In Unit 5, Lesson 4, the teacher reads the spelling words, divides them into syllables, and emphasizes the accented syllables. The teacher reminds students that oxytone words ending in *n*, *s*, or a vowel take a written accent and writes words such as *papel*, *adiós*, *dormí*, and *además*.
- All the monthly spelling lessons allow for ongoing encoding and decoding using previously learned syllabication skills in connected text. For example, in Unit 2, Lesson 1, students read and write underlined *c*, *q*, or *k* spelling words in dictation sentences such as "Caminaremos un kilómetro" and "Iré a la fiesta aunque llueva." In Unit 3, Lesson 3, students read and revise spelling words with *h* in sentences such as "Este pan está echo con arina integral." In the digital

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resource, students complete sentences with words missing an *h* syllable, such as “Mi papá es doctor y trabaja en el ...tal” with the choices *ospi*, *hospi*, *opi*. Students take the spelling post-test with dictation sentences, such as “El agua hierve y forma vahos and En el acuario hay hipocampos.”

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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 3 units progress from less complex morphology lessons to more complex. For example, the grade 3 scope and sequence is as follows: Unit 1, Vocabulary Strategy Prefixes; Unit 2, Vocabulary Strategy Suffixes; Unit 3, Phonics and Spelling, Prefixes *in-*, *des-*, *ex* and Vocabulary Strategy Prefixes; Unit 4, Phonics and Spelling Words with Suffixes *-mente*, *-dad*, *-oso*, *-eza*, and *-ura* and Vocabulary Strategy Prefixes and Suffixes, Root Words; Unit 5, Vocabulary Strategy Greek and Latin Roots, Root Words, Idioms. The lesson delivery follows a systematic sequence that builds upon prior knowledge. In Unit 1, Lesson 3, the teacher guides students to generate a list of different target words by adding, changing, or removing inflectional endings. Then, the teacher draws a four-column T-chart and writes *vigilar*, *vigilancia*, *vigilante*, and *vigía* in each column and asks students to share sentences for each form of the word. Students copy the chart into their writer's notebook. In Unit 2, Lesson 3, the teacher displays the spelling words and reads them aloud, emphasizing the ending *-ces*. The teacher points out that the plural of words ending in *z* is formed by adding the ending *-ces*. The teacher guides practice with the word *luces* and gives them a spelling test with the dictation sentences from a previous lesson. In Unit 5, Lesson 2, the teacher discusses the meaning of important academic words and displays *ciudadanía* and *participar*. The teacher guides students to look up and define related words.

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 materials intertwine decoding and encoding of common morphemes to build automaticity and accuracy. For example, in Unit 1, Lesson 3, the teacher guides students to generate a list of different target words by adding, changing, or removing inflectional endings. Then, the teacher draws a four-column T-chart and writes *vigilar*, *vigilancia*, *vigilante*, and *vigía* in each column and asks students to share sentences for each form of the word. Students copy the chart into their writer's notebook. In Unit 2, Lesson 3, the teacher displays the spelling words and reads them aloud, emphasizing the ending *-ces*. The Teacher's Edition prompts the teacher to point out, “El plural de las palabras que terminan con *z* se forma con la terminación –*ces*.” In Unit 2, Lesson 5, during the grammar lesson, students learn about prefixes to form diminutives and augmentatives. The teacher explains, “El sufijo se agrega al final de una palabra y cambia su significado. Los sufijos *-ito/-ita*, *-ico/-ica* e *-illo/-illa* significan pequeño. Se agregan a un sustantivo para formar su diminutivo: Mara tiene una gatita. Los sufijos *-ote*, *-ota*, *-azo*, *-aza*, *-ón* significan muy grande. Se agregan a un sustantivo para forman su aumentativo: Matías tiene un palote.” Then, students work in their *Cuaderno de Práctica* to decode or read sentences, add a prefix to the words given, and write the missing words to complete the sentences. Students receive purposeful feedback using the digital application to identify the diminutive or

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augmentative word in a sentence as the software lets them know if they made a mistake. In Unit 3, Lesson 5, during the spelling activity, the teacher reviews what a prefix is, writes the word *hacer* on the board, reads it aloud with students, adds the prefix *des-* to form *deshacer*, underlines *des*, and reads it chorally with the students. The teacher explains that the prefix *des-* means denial or reversal and discusses that the word *deshacer* means to shed something from its shape, to decompose it. The teacher repeats the word *desatar* and the prefix *des-*. The students practice using *Hoja reproducible* to underline the prefix *des-* in a list of words. The teacher models blending the words in the first row as students repeat and write *des-* before each word before reading the newly formed words.

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

- Materials provide direct (explicit) instruction in Spanish for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. The materials provide clear lessons on morphemes with scripted language that emphasizes word meaning and connects meaning to affixes to form new words. For example, in Unit 2, Week 1, Day 1, in the interactive *Lectura compartida*, the students follow instructions for identifying and applying base words and affixes within the text. In Lesson 5, during the Grammar lesson, students learn about prefixes to form diminutives and augmentatives. The materials guide the teacher to explain the following: “El sufijo se agrega al final de una palabra y cambia su significado. Los sufijos *-ito/-ita*, *-ico/-ica* e *-illo/-illa* significan pequeño. Se agregan a un sustantivo para formar su diminutivo: Mara tiene una gatita. Los sufijos *-ote*, *-ota*, *-azo*, *-aza*, *-ón* significan muy grande. Se agregan a un sustantivo para formar su aumentativo: Matías tiene un palote.” To complete the sentences correctly, students use their *Cuaderno de Práctica* to transform nouns with diminutive or augmentative suffixes. Then, they identify whether words in a list of nouns provided are diminutive or augmentative. In Unit 5, Lesson 6, the teacher displays the words *ciudadania* and *participar*, defines each word, and discusses the meanings with students. The teacher guides practice by telling students to *busquen palabras relacionadas y den una definición*. Then, the teacher writes them on the board and partners students to ask and answer questions using the related words. The teacher repeats the activity with *participar*. In the *Vocabulario Edición del maestro, lección 118*, the teacher writes *condimentoso* and *amarillado*. The teacher tells students these are not real words but rather silly words that were made up and discusses what they might mean with the students’ input. The teacher arranges for partners to use the suffixes *-oso/osa* and *-ado/ada* to make other silly words. The examples above illustrate how the materials provide support for students to connect meaning to affixes and build new words.

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, practice, and reinforce skills (through cumulative review). For example, the teacher develops, provides practice, and reinforces affix skills through cumulative review during the spelling, vocabulary, and grammar activities. The spelling activity begins on Day 1 with *Evaluar el*

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conocimiento previo, in which the teacher presents and demonstrates the skill; on Day 2, it continues with *Repaso en espiral*, in which the teacher reviews words from previous units, including some morpheme-based words; on Day 3, with *Significado de las palabras*, in which students find meaning to words; on Day 4, *Corregir y escribir*, in which the students receive corrective feedback; and Day 5, *Evaluar*, in which the teacher assesses the skill.

- The materials provide a variety of activities and resources to practice phonics skills. For example, in the Vocabulary activities, the teacher explains, demonstrates, and guides practice of the skill on Day 1 and expands the vocabulary throughout the week. The grammar activity begins on Days 1–2 with *Enseñar*, in which the teacher presents and explains the skill; on Day 3, it continues with *Normas del lenguaje*, in which the teacher reinforces the skill and provides practice; on Day 4, *Corregir y escribir*, in which the teacher provides corrective feedback; and Day 5, *Evaluar y volver a enseñar*, in which the teacher assesses and reteaches. For example, in Unit 2, Lesson 1, Vocabulary, the teacher explains that “un prefijo es la parte que se agrega al principio de una palabra y cambia su significado.” Then, the teacher points out that the prefix *in-* means no and explains that the word *feliz* means *que tiene alegría*, but *infeliz* means *no feliz* or *que no tiene alegría*. The teacher asks students to say words that begin with the prefix *in-* and add them to the prefix anchor chart. The teacher demonstrates by using *El prefijo re- significa “otra vez,”* then guides practice using *Mi libro de lectura y escritura* to find prefixes in context in the text “Enseñar a votar a los niños.” Then, during the optional activity “Expand vocabulary,” students practice through a variety of activities that include some related words with prefixes.

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).

- The materials provide a variety of activities and resources that involve decoding and encoding of morphemes in isolation. For example, in Unit 2, Week 5, Day 1, during the Grammar lesson, students learn about prefixes to form diminutives and augmentatives. The teacher explains that the suffixes *-ito/-ita*, *-ico/-ica* e *-illo/-illa* mean “little,” and the suffixes *-ote*, *-ota*, *-azo*, *-aza*, *-ón* mean “very big.” Some exercises in the *Cuaderno de Práctica* involve identifying and circling nouns that are either augmentative or diminutive. In Unit 3, Lesson 5, during the spelling activity, the teacher reviews what a prefix is with the word *hacer*, adds the prefix *des-* to form *deshacer*, and reads it chorally with the students. The teacher explains that the prefix *des-* means denial or reversal and discusses that the word *deshacer* means to shed something from its shape, to decompose it. The teacher repeats with the word *desatar* and the prefix *des-*. The students practice using *Hoja reproducible* to underline the prefix *des-* in a list of words. The teacher models blending the words in the first row as students repeat and write *des-* before each word before reading the newly formed words. 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*.
- The materials provide a variety of activities and resources that involve decoding and encoding of morphemes in connected text. For example, in Unit 1, Lesson 2, students play an online game using their knowledge of morphemes to find the meaning of a word with a prefix or a suffix. For example, they fill in the blank of the sentence “Los desafíos son buenos para aprender y nos

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hacen más...” with the words *débiles, miedosos, fuertes*. In Unit 2, Lesson 1, the teacher reads aloud the first paragraph of “Exprésate” in the Beyond Level online Differentiated Genre Passages. Students think aloud to understand the word *inusual*. The teacher and students read paragraph 4 and figure out the meaning of *desacuerdo*. In pairs, students read the rest of the passage and use prefixes to determine the meaning of the following words: *inseguro, desprotegido, independientes, and redefinir*. In the resource *juegos y actividades interactivos*, the students use their foundational skills to develop word structure by decoding words using suffixes. For example, the activity provides the sentence “Cuando era chico, mi padre nos contaba historias...creíbles,” and students choose a prefix from the list *in, re, and des*. In Lesson 5, during the Grammar lesson, students learn about prefixes to form diminutives and augmentatives and then practice in their *Cuaderno de Práctica* by transforming nouns with an appropriate suffix to make them diminutives or augmentatives and complete the sentences correctly. Students also practice with the digital application to identify if the words in the sentence are diminutive or augmentative, and the software lets them know if they made a mistake.

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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 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 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 “Dictation” routine says, “*Maravillas* include specific routines to teach spelling patterns. These routines help the kids to know how and when to use problematic letters such as *i*, *y*, *c/k/q*, *b* and *v*.” In this routine, the teacher models and explains, “Tell students you will read a text and they will write what they hear.” Then students practice: “Dictate the paragraph at a slow pace so that children write it down on the template. When they finish, ask them to compare their writing with the original paragraph.”
- Unit 1, Week 1, Day 1, Whole Group, Spelling Practice Book, the teacher models and introduces the spelling words list aloud, emphasizing the syllables with *c* and *z*. The teacher first points out the /s/ sound in the syllables *ce* and *ci* and explains the sound difference of *c* according to the vowel it follows. The students practice orally with the examples the teacher gives them. The teacher models the sound of *z* starting with syllables *za*, *zo*, and *zu*, then the words that end in *z*,

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such as *pez* and *perdiz*, and then mentions their plural form. Unit 2, Week 2 begins with *dictado* in the spelling lesson “*Palabras con ca, co, cu, que, qui.*” Teacher models with a list of decodable connected text sentences that include the phonics sounds in words that students are working on: “Te aplicaron la vacuna contra la gripe?” and “Usaré este barro para hacer un cuenco.”

Week 4, Day 1, during the Spelling lesson, the teacher models by displaying the spelling words and reading them aloud. Then the teacher segments the words sound by sound, emphasizing the syllables with *ge, gi, j,* and *x*. The teacher points out the sounds *ge, gi, j,* and *x* in the spelling words *recoger, gitano, ejemplo,* and *texana*. During guided practice, the teacher uses the decodable Dictation Sentences: “Pronuncie cada palabra subrayada, lea la oración y repita la palabra. Pida a los estudiantes que escriban las palabras. Luego indíqueles que verifiquen sus respuestas.” Students practice by cutting apart the *Tarjetas de Ortografía*; they read the decodable words aloud with a partner and then record the sort in their writer’s notebook.

- In Unit 4, Week 2, Day 6, Whole Group, Spelling Practice, the teacher models by displaying the spelling words and reading them aloud, emphasizing the *r* and *rr* sounds. The teacher models the sounds with *risa, carreta,* and *caradura*. The students practice by identifying the strong and soft sounds of the letter *r*. The students do a pretest in the Practice Book. In Unit 6, Week 1, Day 1, Whole Group, Spelling Practice, the teacher models Proparoxytone Words by displaying the spelling words and reading them aloud, emphasizing the separation in syllables. The teacher explains that in proparoxytone words, the stressed syllable is the antepenultimate syllable, and they always have a written accent. The teacher uses the Dictation Sentences from Day 5 to give the pretest. Students use the Practice Book for a pretest.

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 spelling lessons begin in whole-group activities. For example, in Unit 1, Week 1, Day 2, Whole Group Spelling, Words with *c* and *z*, the teacher models and guides students to read the words and write sentences. In Unit 2 Week 4, Day 1, the teacher models and guides students to read the words and write sentences with *silabas con ge, gi, j, x*. In Unit 6, Week 2, Day 10, Whole Group, the teacher uses the Dictation Sentences to assess students for the spelling posttest and has them list misspelled words in their writer’s notebook. The teacher also looks for students’ use of the words in their writings. The teacher uses the Practice Book for the spelling posttest and a review.
- The Spelling lessons guide teachers to provide practice with word reading fluency in small groups and partnered differentiated instruction. For example, in Unit 3, Week 5, Day 1, On level,

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the teacher shows the *Tarjetas de Vocabulario* visual one word at a time, following this routine: display the word, read the word, then spell the word. The teacher asks students to state the word and spell the word with them. “Dé una oración de ejemplo (usando la palabra) y pida que la repitan.” Students get the opportunity to use words in their own sentences and write them down. Day 3, Approaching Level, the teacher reads the first paragraph of “Los barcos de vapor del Misisipi” and has students repeat each sentence. Then, students practice reading in pairs. “Pida que se turnen con un compañero para leer oraciones del pasaje. Escuche y brinde sugerencias cuando sea necesario mostrando la fluidez adecuada.” During the Expand Vocabulary lesson, students work in pairs, generating words with the suffixes *-oso* and *-ble*.

- In Unit 4, Week 3, Day 2, Approaching Level, the teacher models and guides practice of diphthongs *au, eu, ia, io, ua*, with the words *nuevo* and *pedra*. Then the teacher points to the words in random order for students to read chorally. All lessons provide opportunities for students to work independently. For example, in Unit 1, Week 1, Day 2, students practice independently in the Practice Book or the online activities. Unit 2 Week 4, Day 1, students can work independently using the digital resource *juegos Ortografía: palabras con x, cc*. Unit 3, Week 5, Day 1, students practice independently in their *Cuaderno de Práctica*. Independent practice is 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.

- The online component *Lecturas breves* provides a variety of grade-level authentic Spanish decodable connected texts aligned to the phonics scope and sequence. The scope and sequence in the *Plan General del curso* includes phonics/spelling Word Work, although the connection to the phonics curriculum and connected text is not as evident as in grades K–2. For example, in Unit 2, Week 2, students work during their Spelling lesson on words with /c/ represented by *ca, co, cu, que, and qui*, but the leveled reader “*Exprésate*” is not aligned to the phonics/spelling skills covered in that unit; it covers the literary genre reading skills *características del texto expositivo*. Additional reading of this lesson includes “*A Votar*,” which covers reading strategies, comprehension skills, and vocabulary.
- Connected text can be found in Day 1, Spelling Lesson 6, with dictation sentences “*Usaré este barro para hacer un cuenco*” and “*El buque tiene muchos tripulantes.*” The digital resource *Ortografía: palabras con ca, co, cu, que, qui* includes additional sentences in context. In the Response to Writing lesson activity, students read “*¡A Votar!*,” a text that includes and highlights some words in the text with *co, ca*. In Unit 3, Week 5, during their Phonics/Spelling lesson, students review words with the prefixes *in-, des-, and ex-*, but the leveled reader “*De ruedas a alas: Cómo Wilbur y Orville Wright cambiaron la forma en que nos movemos*” is aligned to comprehension, vocabulary, and social studies skills.
- Connected text can also be found in Unit 6, Week 2, Day 9, Small Group Differentiated Instruction, “*Approaching-Level Phonics Practice Words With Diacritic Accent.*” The teacher writes, “*Me preparé té. ¿Quieres que te haga uno?*” and reminds students that the diacritic accent is used to distinguish the different meanings of a word. Then, students write *si, sí, mas y más* and write sentences with these words.

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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 3 assessments: Oral Reading Fluency (DORF) and Oral Reading and Retell Fluency; and the TPRI (Texas Primary Reading Inventory) with grade 3 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 3 diagnostic tools aligned with TEKS. For example, the K–3 Phonemic Awareness provides tests such as *CORE Phoneme Deletion Test for Embedded Sound of a Consonant Blend*, *Agrupamiento de fonemas para crear palabras nuevas*, and *Sustitución de fonemas para crear palabras nuevas*, which align with 3.2.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–3 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 3 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 3.2 (i) decoding words with a prosodic or orthographic accent; (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents; 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 materials emphasize administering the subtests on an individual basis. They also state that in the case of students in grades 2 and 3, “give these tests only to second graders or third graders who are not yet reading.” The materials also recommend continuing to administer the phonemic awareness subtests every two months throughout the year to monitor progress in these key skills. The directions clearly specify 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 resource *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.”

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- 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 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 student’s individual assessments and the Data Dashboard to see the whole class scores organized by weekly skills or by TEKS. The *Evaluación del nivel y diagnóstico* diagnostic tool provides data management resources. For example, 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, words with c, s, z, x, b, v, nv, mb, mp; Unit 2, words with c, q, k, ca, co, cu, que, qui, ge, gi, j, x, gue, gui, güe, güi, plurals; Unit 3, words with x, x as j, cc, ll, y, h, ch, words with triphthongs; Unit 4, words with r, rr, diphthongs and their implications for orthographic accents; Unit 5, hiatus, tonic syllable; Unit 6, words with br, bl, cr, cl, dr, fr, pr, tr, gr, hiatus.
- The materials’ progress monitoring opportunities accurately measure and track students’ Spanish phonics progress. The *Evaluaciones de la Unidad* include the chart *Clave de respuestas* with assessment questions that align to grade 3 TEKS. For example, Unit 2 questions 7 and 9, Unit 3 questions 7–8, and Unit 5 questions 4 and 11 align with 3.2 A (vi) decoding words with prefixes and suffixes.
- 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.”

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The ongoing process starts with measuring and scoring, then comparing and interpreting the information. The third step is to make instructional decisions based on conclusions. Some of the 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 3.2.B (xii) spelling the plural form of words ending in *z* by replacing the *z* with *c* before adding *-es* is assessed during the spelling test for words changing the final *z* for *c* to make their plural. The teacher uses dictation sentences, such as "Los jugadores se hacían pases muy veloces," and students find the *h* words in context. The *Evaluación del nivel y diagnóstico* is recommended to progress monitor students in grade 3 using the subtest Sight Word Fluency.

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

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

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

- The materials provide an array of student resources to be used as a response to students’ academic performance. 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 3, Lessons 1–2, for *Nivel inicial* Tier 2, Phonics/Spelling, students Practice *x*, *x* as *j*, *cc* and *-cción* in words such as *taxista* and *diccionario* by reading chorally and writing words like *acceso* and *oaxaqueño* on the board. They review *x*, *x* as *j*, *cc*, and *-cción* when the teacher says, “Due to the history of the Spanish language, *x* is pronounced as *j* in some names of places, such as México and Oaxaca, as well as other words that derive from them.” Students read words such as *mexicanismo* and *máximo* chorally. In Unit 5, Lesson 2, the teacher works with the Approaching level Tier 2 group to segment syllables during *Práctica Guiada* by having students clap to identify syllables such as *co - lor*, *ti - gre*, and *can - gre - jo* while providing corrective feedback. There are no phonics differentiated instruction activities for grade 3 On-level and Beyond-level students. The materials also provide grades 3–6 Tier 2 Intervention guides, such as *Fonética y Taller de Palabras* and *Intervencion de Fluidez*, 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 optional phonics fluency GRR lessons with detailed scripted guidance for students. For example, in Unit 1, Lesson 3, after Shared reading, the Teacher’s Guide scripts states, “1 Explicación: Explique a los estudiantes que esta semana verán las palabras con *b* y *v*. Diga que el sonido /b/ puede corresponder a las letras *b* y *v*. Muestre las tarjetas de ortografía de la semana. Pida que las lean en voz alta y que identifiquen la *b* o la *v* en cada una. Luego, pida que mencionen otras palabras con *b* y *v*.” It includes a script for *Demostracion* and *Practica*. There is also guidance for supporting fluency using *Lecturas diferenciadas de géneros literarios*.
- 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 *Comprobar el progreso* that guides the teacher to assess the skill. It states, “¿Pueden los estudiantes identificar cuando la *z* cambia por *c*? ¿Pueden leer con la precisión y el fraseo correctos?” Then, if the answer is no, the teacher

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should reteach and refer to pages T460–T464. Also, the Progress Monitoring section includes suggestions for reteaching opportunities. For example, in Unit 5, Lesson 2, if children score 89–96 WCPM in fluency, it guides teachers to reteach a lesson from Sections 2–6 of 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 3, the *nivel inicial* spelling list for *Palabras agudas, graves y esdrújulas* contains words such as *chalé, mensaje, and crío*. The *a nivel* spelling list contains words such as *maullido, delicadeza, and ahumar*. There are also additional Spanish lessons for 3–5 Tier 2 students below the Approaching level, such as *Intervención de Fluidez* and *Intervención Fonética y Taller de Palabras*. For example, the resource *Tier 2 Intervención Reconocimiento fonológico* includes strategic intervention materials for phonics and decoding, oral reading fluency, and writing. These lessons are designed for use in tutorials or small groups and can be administered by a teacher or teacher’s aide, but they are also great for after-school programs and one-on-one tutoring sessions.

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 3, spelling *palabras agudas, graves y esdrújulas* the *nivel avanzado* spelling list includes words such as *ciprés, atlético, and auditorio*. The *a nivel* list includes words such as *chalé, mensaje, and fábrica*.
- 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 3–6 Tier 2 Intervention books include activities that can be printed and assigned to students who need a major level of intervention. The *Cuaderno de practica* allows the teacher to assign pages that students can complete and submit interactively. The resource *Aprender con juegos* includes ideas and templates for games that 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

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. For example, 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, the teacher reads the word lists emphasizing syllabication skills, assesses prior- and post-knowledge through dictation, writes sentences for students to copy in their notebooks, asks students to find definitions, and asks students to proofread misspelled words in sentences.
- The materials engage students in mastery of the Spanish content through developmentally appropriate instructional approaches. The lesson delivery includes developmentally appropriate instruction. For example, in Unit 4, Lesson 1, the teacher displays the spelling words and reads them aloud, emphasizing the syllables with the suffixes *-mente*, *-dad*, *-oso*, *-eza*, and *-ura*. Then, the teacher reads the word *suavemente*, emphasizing the suffix *-mente*. The teacher divides the word into syllables and asks students to repeat it. The teacher tells students that a suffix is a word part that is added to a root to form a new word. Then the teacher uses the dictation sentences from upcoming Day 5 for a pre-test. The teacher says each underlined word, reads the sentence, repeats the word, and has students write the words. Then the teacher tells students to check their answers.

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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 core instruction of the Spelling lesson is provided to the whole group. The Guided Practice, where students sort out words from their *Tarjetas de Ortografía*, is done in pairs. 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 grades 3–6 Tier 2 students below the Approaching level, such as *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 gives a brief description of the resources available and what they do. The online section School to Home offers parents a Family Letter, Spelling List, and other resources. The teacher resource tab, *De la escuela al hogar*, includes a weekly English and Spanish letter to families with *mis objetivos*, *ejercicios con palabras*, *palabras de 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 deletrear palabras con x, x como j, cc y la terminación -cción* and *leer y deletrear palabras con ll, y*. In the letter, parents also get suggestions on ways to support their children. For example, the Word Workout section for *Palabras de ortografía* says, "Palabras con x, x como j, cc y la terminación -cción Lea las palabras de la lista a su niño. Pídale que indique si la palabra se escribe con x o con cc;" and "palabras con ll, y Ayude a su niño a ordenar las letras para formar

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las palabras de ortografía de esta semana. Luego, pídale que deletree las palabras.” In Unit 6, Week 3, the materials provide parents a spelling list with prompts to reinforce the learning at school for words with *br*, *bl*, *cr*. It says, “Allow your child a minute to review the list of words. Then have your child write all the words that he or she was able to remember. Review to see if he or she has spelled all the words correctly. Repeat the activity until your child has been able to recall and write down all words.” 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 prompts parents to review words that change the final *z* to *c* to form the plural. It says, “Parents ask children to spell the plural and singular forms of the spelling words. Then, children say a sentence containing both forms. Repeat the activity; however, this time, parents spell out the words and ask their child to use them to form sentences.” In Unit 3, Lesson 1, the *Objetivos de aprendizaje del estudiante* for *fonética y ortografía* are *palabras con x, x como j; cc y la terminación -cción; lea las palabras de la lista a su niño; and pídale que indique si la palabra se escribe con x o con cc*. The spelling list includes words like *taxista, exagerar, producción, satisfacción, máximo*. In Unit 6, Lesson 5, in the digital student edition, the tab *De la escuela al hogar* provides parents with *Ejercicios con las palabras* to review the *Palabras de ortografía*. The students work on words with *cr, dr, fr, pr, tr, gr*. Parents are prompted to “Read the spelling words with your child and underline the syllables in which the letter *r* appears before a consonant. Then have your child spell the words.”

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 to 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 Vocabulary Strategies, Reading Comprehension Skills, Grammar Recommendations, Activity Report, Skills and Progress, Vocabulary Strategies, Reading Comprehension Skills, and Literary Elements. 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

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Dashboards auto-populate with relevant level reads and activities. Teachers can share student progress in a quick message in the My Messages tab of the Home/School section on the 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 these standards are not supported by a student’s device, 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 materials' resources from each unit support and enhance virtual and in-person instruction. For example, in Unit 5, Lesson 5, the lesson on words with or without accents is taught using downloadable worksheets and interactive games in which the students practice phonetic knowledge. In Unit 6, Lesson 3, students practice words with *dr*, *fr*, *pr*, *tr*, *gr*, online or in person, with the activity *Repaso en espiral*.

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

- Digital materials enhance student learning without being distracting or chaotic. For example, the design of the digital Student Dashboard is pleasant to the sight, with appropriate use of white space and visuals to make content easy to navigate, read, and comprehend. The contrasting colors and the size of the fonts in icons, headings, subheadings, and interactive digital tools 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

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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 the student digital edition, Unit 5, Lesson 1, the *Ortografía* games are academic and focus on one phonics skill and objective, *Identificar el número de sílabas de las palabras con hiatos*. In Lesson 5, the students practice words with or without accents using downloadable worksheets and interactive games.