

# Savvas Learning Grade 1

## Spanish Language Arts and Reading Program Summary

### Section 1. Spanish Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Kindergarten	100.00%	100.00%	N/A	N/A
Grade 1	100.00%	100.00%	N/A	N/A
Grade 2	100.00%	100.00%	N/A	N/A

### Section 2. Texts

- The kindergarten, first-, and second-grade materials include high-quality texts across a variety of text types and genres as required by the TEKS.
- The materials describe their approach to text complexity as a blend of quantitative and qualitative analyses resulting in a grade-band categorization of texts. The kindergarten, first-, and second-grade materials include a variety of text types and genres across content as required by the TEKS. Texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

### Section 3. Literacy Practices and Text Interactions

- The materials provide students the opportunity to analyze and integrate knowledge, ideas, themes, and connections within and across texts using clear and concise information and well-defended text-supported claims through coherently sequenced questions and activities.
- The materials provide students the opportunity to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials include a plan to support and hold students accountable in independent reading.
- The materials provide students the opportunity to develop composition skills across multiple text types for varied purposes and audiences.
- The materials provide opportunities for students to apply composition convention skills in increasingly complex contexts throughout the year.
- The materials include practice for students to write legibly in cursive.
- The materials support students' listening and speaking about texts and engage students in productive teamwork and student-led discussions in a variety of settings.
- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.

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- The materials contain interconnected tasks that build student knowledge and provide opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

### Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide explicit instruction in print concepts and opportunities for student practice (K–1 only).
- Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K–1 only).
- Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context.
- Materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody (Grades 1–2 only).

### Section 5. Progress Monitoring

- The materials include developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- The materials include frequent, embedded opportunities for monitoring progress.

### Section 6. Supports for All Learners

- The materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for English Learners (EL) to meet grade-level learning expectations.

### Section 7. Implementation

- The materials include year-long plans with practice and review opportunities that support instruction.
- The materials include implementation support for teachers and administrators. The implementation includes guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide some guidance on fostering connections between home and school.

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### Section 8. Bilingual Program Model Considerations

- The materials provide clear guidance specific to bilingual program models.
- The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.
- The materials in Spanish are authentic and culturally relevant.

### Section 9. Additional Information

- The publisher submitted the technology, cost, professional learning, and additional language support worksheets.

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### Indicator 2.1

Materials include high-quality texts for SLAR instruction and cover a range of student interests.

- The texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in various disciplines.
- Texts include content that is engaging to K–1–2 students.
- Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts.

### Meets 4/4

The materials include well-crafted texts of publishable quality that are traditional, contemporary, classical, and diverse and represent the quality produced by experts in various disciplines. The texts found in the materials are content-rich. The literary and informational texts are specifically for the program. These materials are of publishable quality and provide adequate content for close reading. Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse passages and excerpts. Texts include content that is engaging and relevant to students in this grade level.

Evidence includes but is not limited to:

The texts are well-crafted and of publishable quality, representing the quality of content, language, and writing produced by experts in various disciplines. The materials contain books specifically written for the program. For example, the Leveled Readers provide text that includes other disciplines such as Mathematics, Science, Music, Social Studies, Health, Literature, and Art. These books are publishable quality and provide adequate content for close reading produced by experts in various disciplines.

The Leveled Books are appropriate readability levels with characters who demonstrate a sense of learning in the course of a story. For example, in *El apagón*, this realistic fiction book depicts a story about a boy that checks on his neighbor during a blackout. Additionally, *Jackie Robinson*, a well-crafted biography book about the first African American to play in the great leagues. A nonfiction book titled *Cada estación* depicts what happens in nature each season. Although the materials present trademarked books, they are copyrighted by the publisher and are not authentic editions.

The materials provided include texts that are at the appropriate readability level for students in this grade level. In the Leveled Readers, many texts are rich in content across disciplines and provide the adequate knowledge needed to expose students to a variety of content. For example, in the Leveled Reader L book titled *Los medios de la comunicación*, the text provides the student with the necessary background knowledge of key vocabulary words by defining each word. The resource identifies different forms of media communication, how long they

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have existed, and how they are helpful. Additionally, the “Libro del estudiante interactivo” provides an infographic appropriate to the grade level. This infographic is titled “Tipos de vecindarios” and grows knowledge about rural, urban, and suburban areas. This text explains the meaning of each context word and provides visuals for the student to understand and connect the text to the visual.

In the story *Maneras de Aprender* by David Bouchard, the well-crafted and content-rich material provides text that grows knowledge about how other people around the world learn. The pictures and illustrations depict people from different parts of the world, which exposes students to different ethnicities. In an informational text titled *Como te Comunicas* by Clair Mckay-Barry, the author exposes students to different ways that people can communicate with one another.

Texts include content engaging to this grade level of students and consider a range of student interest in their Leveled Readers. These materials include authentically rich plot lines with diverse characters to which students can relate. The students can identify themselves and others in the readings with rich, diverse, and aesthetic pictures or photographs. The leveled readers included in the materials are relevant to children's linguistic and cultural backgrounds, including stories and information about cultures, traditions, and traditional folktales. The resources include but are not limited to the following titles: *Días festivos en cada estación*, *El cuatro de Julio*, *Las olimpiadas*, *Pinturas rupestres*, and *Sopa de piedras*. Even though the materials represent a diverse cultural background, they are not representative of students with disabilities.

The materials include engaging texts with which students can identify. For example, in a Leveled Reader titled *El día de la mudanza*, a boy named Raúl moves to a new city with his family. The text states, “Sam es el amigo de Raúl. Viene a despedirse. Raúl está triste. Extrañara a Sam.” That is, the text helps students see themselves and their own family structures reflected in the story about Sam. The resource titled *Superlibro de canciones y poemas* provides engaging text in the form of songs or poems. For example, the poem titled “¡Aserrín! ¡Aserrín!” describes the actions of three types of workers that live in San Juan. The occupations of these workers include firefighters, police officers, and construction workers. In the poem, one of the lines states, “piden pan, no les dan, piden queso, vale un peso.” The students can infer that the setting takes place where Hispanic individuals use the word “peso” and an illustration contains the written word. Also, this text captures a student’s attention because it provides the element of rhyme that makes it engaging for its readers.

The materials consider a range of student interests. For example, In *Suzie Va a la Escuela* by Isaac Olaleye, the material includes well-crafted and content-rich text with which students can identify. The text gives examples of Suzie in school, including what she has learned in kindergarten and her excitement about entering first grade. This content helps the students

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relate to or feel better about going into their next grade level in a way they can understand. In the book *Buenos Vecinos*, by Suzame Muir, the author provides information about the holiday Cinco de Mayo, a cultural holiday. This read-aloud is designed to incorporate cultural and ethnic backgrounds in a way that is relevant to the students.

Materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts. In *Las Telerana* by Maggie Dawson, the book includes informational text about science. It contains scientific facts, vocabulary, and illustrations about the way spiders survive. The text titled *Hola Verano* by Kari- Lynn Winters is a multicultural text about science. It includes illustrations that show children that are ethnically different.

The material provides texts with characters who demonstrate a sense of learning in the course of a story. For example, in the “Libro del estudiante interactivo,” there is a story titled *El Apagon*, written by Zetta Elliot, which concerns a storm that causes the lights to go out in a neighborhood. This text provides rich characteristics with character interactions that depict a family who ensures their neighbors are safe because they are concerned. The reader titled, *Celebramos con comida*, written by Mariel Early, is a multicultural informational text that provides the reader with information about traditional holiday meals. For example, it mentions that a stuffed turkey and pumpkin pie are foods often used to celebrate Thanksgiving Day. It also mentions that “locro” is a type of dish eaten to celebrate Revolution Day in Argentina.

The materials include texts that grow in complexity across the year, scaffolding learning and challenging kids more as the year progresses. As the year progresses, the structure, language features, and knowledge demanded in the text grow in complexity. For example, in Units 1, 3, and 5, the Leveled Readers begin at level B and increase in complexity to level I. The materials include vocabulary and language appropriate to the topic and genre focus of the unit. For example, the Leveled Readers in Unit 1 are aligned to the unit topic, “Mi vecindario,” and to the genre focus of realistic fiction. In addition, the materials, through the big book *Canciones y poemas*, presents traditional, contemporary, classical, and multicultural diverse texts. Additionally, Unit 3 presents a poem, “Solidaridad,” from famous Hispanic poet Amado Nervo. Overall, materials include increasingly complex traditional, contemporary, classical, and multicultural diverse passages and excerpts.

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### Indicator 2.2

Materials include a variety of text types and genres across content that meet the requirements of the SLAR TEKS for each grade level.

- Materials include opportunities for students to recognize characteristics and structures of literary and informational texts.
- Materials include opportunities for students to recognize characteristics of persuasive texts, (e.g., stating what the author is trying to persuade the reader to think or do and distinguishing fact from opinion).
- Materials include informational and persuasive texts that are connected to science and social studies topics in the TEKS for grades K–2.
- Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts.
- Materials include opportunities for students to recognize characteristics of multimodal and digital texts.

### Meets 4/4

The materials include a variety of text types and genres across content that meet the requirements of the grade-level SLAR TEKS. Materials include opportunities for students to recognize the characteristics and structures of literary and informational texts. The texts include opportunities for students to recognize characteristics of persuasive texts and texts connected to science and social studies topics in the grade-level TEKS. Materials include opportunities for students to analyze the use of print, graphic features, multimodal, and digital texts.

Evidence includes but is not limited to:

Materials include opportunities for students to recognize the characteristics and structures of literary and informational texts. They provide texts and Leveled Readers instruction cards for the teacher to teach text structures such as descriptions, sequence, compare and contrast, and chronology. Literary texts such as *Beto y el lobo*, *Berta y Bessie en las nubes*, and *Bienvenido a casa* include elements of the story characters, setting, plot (problem/solution), theme, and sequence. In Semana 1, Lección 2, there is a shared reading titled *El Apagón*, written by Zetta Elliot. This literary text provides opportunities for students to recognize some literary characteristics. Throughout the shared reading, the materials provide think-aloud sections that give the teacher suggestions on helping students understand character development. For example, the teacher states, “Puedo averiguar lo que hacen los personajes preguntando, ¿Cómo trata el niño a las demás personas del cuento?” While these provide guidance for the teacher, the students also have opportunities for stop and jot moments in their books. This activity emphasizes the importance of applying student evidence to literary characteristics. The materials provide informational texts titled *Los héroes del monte*, *Aquí está tu correo*, *Las*

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*olimpiadas* and other texts that include text elements such as maps, pictures, and labels. The teacher guides the students to find characteristics and elements of the story by activating the background knowledge and verifying predictions. The resource includes Narrative Nonfiction and Expository Nonfiction, or Fantasy, Fiction, and Realistic Fiction. The teacher is provided with opportunities to model the differences with instructions in the “Teacher Edition” and “Teacher Guide for Leveled Readers.” For example, in the Teacher Edition Unit 1 Week 1 in the section “Enfoque de género,” the teacher is prompted to state the learning goal, “I can read realistic fiction.”

Materials include opportunities for students to recognize the characteristics of persuasive texts. In Unit 5, students are given the opportunity to make an infomercial for television to persuade people to agree with your opinion of the most interesting Earth change. The materials do not provide a text for students to read, but they have the chance to work in groups to complete this project while learning about how to persuade someone to think a certain way.

Materials include informational and persuasive texts connected to science and social studies topics in the grade-level TEKS. The materials include informational texts connected to science topics containing scientific contexts, vocabulary, photographs, and illustrations. Examples of Read Aloud texts include *El ciclo de vida de un girasol*, by Linda Tagliaferro, and *¿Cómo crecen las crías de los animales?*, by Caroline Hutchinson. The materials include informational texts connected to social studies topics and include social studies context, vocabulary, photographs, and illustrations. For example, Read-Aloud texts include but are not limited to, *¿Cuál es la historia de nuestra bandera?* and *La primera bandera estadounidense* by Janice Behners. The materials include terminology that is important for the student to be aware of with examples throughout and connected visuals. The story *Día de la Tierra* by Kari- Lyn Winters is an informational text connected to social studies. The story provides students with vocabulary and photographs to provide a better understanding of information not included in the text. Students are also asked to participate in a picture walk and have relevant conversations with classmates to discuss what they know about the topic.

Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts. The texts include the Read Aloud *Las estaciones en todo el mundo* by Ana Galán, which includes an index, labels, maps, and informational graphics. The “Student Edition” book asks students to highlight words that support their predictions and comprehension, including finding details. *El ciclo de vida de una rana*, by Rene Saldaña, Jr., includes labels and photographs. In the “Libro interactivo de estudiante,” there is a text titled *¡Mira a ambos lados!* written by Janet Klausner, which provides information about how to be safe crossing the street. The text contains a variety of print and graphic features that include photographs with labels, headings, sidebars, bold words, and a glossary with keywords. The material also provides the students with places to apply their learning about these print and graphic features by answering reader’s questions in written form such as, “¿Que significa la palabra tránsito?”



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Materials include opportunities for students to recognize characteristics of multimodal and digital texts. The materials expose students to multimodal and digital texts adequate to TEKS requirements. For example, the materials include read-alouds, poems, biographies, fables, traditional tales, fables, and historical fiction—i.e., *La hormiga y el saltamontes*, *Colección de poesía*, *Jackie Robinson*, and *Antes de la llegada del ferrocarril*. The materials offer an informational audiobook titled *Las señales del invierno*, written by Collen Dolphin. Students can press the audio button and hear the story be read aloud and pause as needed. It also allows the student to highlight the text as it is being read, with hands-on visuals that zoom in for emphasis when clicked and hyperlinked keywords that show the definition and offer it in both English and Spanish through a drop-down list. In Unidad 1, the teacher tells students that they will read about many things to see and do in the neighborhood. They explain to students that reading text in a variety of genres is important because each author gives different information. The teacher informs students that a multimodal text can use both sound and pictures.

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### Indicator 2.3

Texts, including read-aloud texts in K–2 and shared reading in Grade 2, are appropriately challenging, and are at an appropriate level of complexity to support students at their grade level.

- Texts and the series of texts connected to them, including read-aloud and shared reading texts, are accompanied by a text complexity analysis provided by the publisher.
- Texts are at the appropriate quantitative levels and qualitative features for the grade level.
- Read-aloud and shared reading texts are above the complexity level of what students can read independently.

### Meets 4/4

Materials include read-aloud texts and shared reading at an appropriately challenging level of complexity to support students' grade level. Texts and the series of texts connected to them, including read-aloud texts and shared reading texts, are accompanied by a text complexity analysis provided by the publisher. Read-aloud and shared reading texts are above the complexity level of what students can read independently. Texts are at the appropriate quantitative levels and qualitative features for the grade level.

Evidence includes but is not limited to:

The materials include texts and the series of texts connected to them, including read-aloud and shared reading texts, accompanied by the publisher's complexity analysis. The units of study are based around an essential question, a topic, and a presentation of related texts and materials that drive instruction. In week 3, the trademark book *¿Cómo crecen las crías de animales?* by Caroline Hutchinson is an informational text about how baby animals live and grow. The Leveled Readers books depict animals and living things. Some titles include, *Los tiburones*, *La trompa del elefante*, *Cómo crecen los animales*, *Nuestro terrario*, and *Cultivamos pimientos*. In addition, materials include phonetic books and fundamental skills related to the topic. The materials include a "Teachers Guide" that includes suggested use, the amount of time to spend on each topic/skill by lesson within the week, and support for differentiating instruction.

Texts are at the appropriate quantitative levels and qualitative features for the grade level. The "Guía para grupos pequeños" book provides the teacher with access to text analysis for Leveled Readers books. Each book contains Developmental Reading Assessment (DRA) level, Lexile level, and word count. In addition, the publisher has a tool in the tab Leveled Readers to search books with a leveling scale for the readers by Lexile, Guided Reading, DRA, or Reading Maturity Metric (RMM). Materials include texts that are at the appropriate quantitative levels and increase in complexity. For example, the Leveled Readers texts identify the Lexile Level and the

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word count. The Leveled Reader book, *El vecindario de Erin*, is a 380 Lexile level. At the end of the year, the book *La hibernación* is a 500 Lexile level. Materials include texts with qualitative features that have the appropriate layout, text structure, and adequate word length. The “Guía del maestro,” Unit 2, Week 1, has a shared reading of *El Ciclo de vida de una rana*, written by René Saldaña. This material does not specify the quantitative level but does have grade-appropriate qualitative features, such as visuals and short informational paragraphs. The material also provides an educational rationale for the selected reading. Students use visuals and text to identify the main idea. The materials provide the teacher with teaching points that include retelling, making connections, responding to and analyzing text, and building vocabulary. In addition, the text structure is in paragraph form, and visual supports are provided to support comprehension. The materials provide texts that identify the Lexile Level for reading. The teacher is provided with a resource titled “Seleccionar textos para el aprendizaje” to help them look for the suggested reading and instruction aligned with the leveled books for the week. Students receive a Lexile reading measure as a score from a reading test, giving the teacher the student’s reading level.

Read-aloud and shared reading texts are above the complexity level of what students can read independently. The “Tablas de complejidad del texto” analyzes the complexity levels of shared reading books, explaining the quantitative and qualitative measures for each read-aloud in the materials. Each card contains a colored coded graph and explanation to identify the complexity level in Levels of Meaning, Text Structure, Language Conventionality and Clarity, and Knowledge Demands. Each book card provides teachers with ideas for lesson extension or differentiation of instruction in the section “Reader and Task Consideration.” As the year progresses, the materials increase in Lexile measure as evident for the teacher in the “Tablas de complejidad del texto,” which identifies quantitative and qualitative measures and complexity level for each read-aloud.

In Unit 3, Week 1, there is a more challenging shared reading text titled *La Hormiga y el saltamontes*, written by Mark White. This text has a complex structure and genre. The materials include vocabulary terms that are introduced before students begin to read such as, “rogaba,” “juntaba,” “preparaba,” and “almacenaba.” The text layout also ranges from two lines to eight lines, challenging a student to stay on task. The materials provide the student with hands-on learning opportunities through writing or highlighting. For example, in the “Lectura atenta” section of the shared reading, it states, “¿Qué predices que sucederá en este cuento? Resalta los detalles que te hacen pensar así.” The materials provide read-alouds and shared reading texts that challenge the readers. Students read the text aloud without using the “Think Aloud” callouts. Students reread the text aloud, pausing to model Think Aloud strategies related to the genre.

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### Indicator 3.A.1

Materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes.

- Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.
- Most formal and informal assignments and activities focus on texts students are reading/listening to and require close attention to the meaning and inferences as students demonstrate comprehension.
- Questions and activities grow students' understanding of topics and literacy skills over the course of each unit.
- Materials provide opportunities for students to evaluate and discuss information from multiple places within a text.
- Materials make connections to personal experiences, ideas in other texts, and society.

### Meets 4/4

The materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes. Most of the materials and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information. Most formal and informal assignments and activities focus on texts students are reading or listening to and require close attention to the meaning and inferences as students demonstrate comprehension. The questions and activities provided in the materials grow students' understanding of topics and literacy skills over most of each unit. The materials provide opportunities for students to evaluate and discuss information from multiple places within a text and allow them to make connections to personal experiences, ideas in other texts, and society.

Evidence includes but is not limited to:

Most questions and tasks build conceptual knowledge, are text-dependent, and prompt students to synthesize new information. Most of the materials provide questions and tasks for students to develop and deepen comprehension of texts and topics. The materials include well-crafted questions that lead to new insights and generate discussion among students. For example, the materials require students to use "Leveled Readers" during their "Guided Reading" to answer questions that create new understandings such as; "How can you synthesize or put together information?" and "How are informational texts and poems similar and different?" The teacher has complete access in the "Guía del maestro para los libros por nivel" to well-crafted questions that support students to examine complex elements of texts that surpass basic recall. For example, in the book *El sueño* by Judi Laman, the students make predictions to answer the following questions, "¿Que ven en la cubierta?" and "¿Creen que esto podría pasar en la vida real?" Although the materials provide well-crafted questions, the

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materials do not provide questions and activities that encourage students to answer or create products using different formats (written, visual, media, etc.). Later in the resource, in the “Taller De Lectura,” students read to compare texts. Students read the story *Fiesta de jardín* by Charles R. Smith Jr.; students focus on developing their reasons for reading this text. Students look at the words and pictures to help them understand the characters and characters’ actions. Students have the opportunity to generate or ask questions about the character to deepen their understanding. Students then compare the text to *¡Clic, clac, clic!* by F. Isabel Campoy as they focus on the similarities and differences between Jamal (from *Fiesta de jardín*) and Amena (from *¡Clic, clac, clic!*).

Most formal and informal assignments and activities focus on texts students are reading and listening to and require close attention to the meaning and inferences as students demonstrate comprehension. For example, during Independent Reading, the teacher prompts students to identify informational text with questions that require students to read closely or re-read, such as, “What is the main idea of the text and what details tell you more about the main idea? What print features, such as labels or bold text, have you found?” The questions and tasks elicit an understanding of the material by asking students to provide examples, classify items, summarize information, or draw inferences. In the “Taller De Lectura,” the materials provide questions and tasks that require students to read carefully and perhaps reread. For example, students are placed into small groups to describe the main characters, discuss their ideas, and share their work with the class.

Questions and activities grow students’ understanding of topics and literacy skills over the course of each unit. For example, the materials provide opportunities for teachers to preview text and discuss key vocabulary. Specifically, students practice reading these words in the story “Veo a Pepe.” Words are displayed, and students read the words with the teacher. Students read with a partner, paying close attention to the words in the story. The materials provide questions and tasks that are strategically sequenced to support students’ analysis of knowledge. For instance, the questions found in the Leveled Readers are strategically placed to support the mini-lesson. Later in the resource, the questions identify informational text features by providing questions such as “Does the text tell you about real people, places or things? How does the word \_\_\_ help you understand the information in the text?” and “How are the details of the informational text organized: in time order or some other way?” Also, the materials include teacher suggestions such as previewing the text with the students and discussing key vocabulary. The materials require the students to view images and text to comprehend the text. For example, the students are asked to identify the details in the text by answering the following guided question, “¿Qué muestran las imágenes y el texto en estas páginas sobre las personas que ayudaba Eleanor?”

Materials provide opportunities for students to evaluate and discuss information from multiple places within a text. The questions and tasks require readers to produce evidence from texts to

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support their claim and integrate multiple TEKS. For example, after reading the text “Antes de la llegada del ferrocarril” by Jerry Craft, students are required to underline the details that support the topic and big idea in their Interactive Student book. Also, the Teacher Edition provides the TEKS covered during each section of Shared Reading; for example, the students use the illustrations and texts and allow them to clarify the word meaning. Although the Teacher Guide provides a connection to Social Studies by connecting the story to students, the materials do not provide opportunities for students to answer or work in different forms of media. In the “Presentación De La Semana Género y Tema” section, the materials provide evidence from texts by integrating Social Studies TEKS. The teacher prompts the students with an essential question, “¿Qué es un vecindario? ¿Cómo es un vecindario?” The materials guide the students to use the “Libro interactivo” and review the infographic. Students use their prior knowledge and experiences to help them discuss the infographic. The teacher prompts the students with questions that scaffold opportunities for discussion.

Materials make connections to personal experiences, ideas in other texts, and society. For example, the materials provide open-ended questions that challenge students to think about what they have read in both narrative and informational texts and how those messages connect to their personal experiences. This activity is evident in the “Interactive Student Book” at the end of each Shared Reading lesson in the section titled “Verificar la comprensión.” Students answer questions related to predictions, the author’s purpose, and comprehension. Specifically, the questions include, “¿Qué hace este texto sea un texto persuasivo?”, “¿Por qué el autor usa fotos?”, and “¿Cree que es importante tener arte y música en la escuela?” Moreover, the materials guide the teachers to ask students to share their experiences and ideas about the content and how it relates to their personal lives. The materials provide opportunities for students to make connections. Students read the story “Henry sobre ruedas” by B.B Bourne. As students read the story, they retell the part of the story related to an experience they have had with a partner as they think of the question, “How are they the same?” The materials make connections to personal experiences, ideas in other texts, and society by requiring students to continue making connections as they interact with the text and the story.

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### Indicator 3.A.2

Materials contain questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts.

- Questions and tasks support students' analysis of the literary/textual elements of texts by asking students to
  - analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding;
  - compare and contrast the stated or implied purposes of different authors' writing on the same topic;
  - analyze the author's choices and how they influence and communicate meaning (in single and across a variety of texts);
  - make and correct or confirm predictions using text features, characteristics of genre, and structures with and without adult assistance; and
  - study the language within texts to support their understanding.

### Meets 4/4

The materials provide opportunities that contain questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts. The materials include opportunities that support students' analysis of the literary and textual elements of texts by asking students to analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The materials provide opportunities to support students' analysis of the literary and textual elements of texts by asking students to compare and contrast the stated or implied purposes of different authors' writing on the same topic.

Evidence includes but is not limited to:

Questions and tasks support students' analysis of the literary and textual elements of texts by asking students to analyze the author's choices and how they influence and communicate meaning. Questions and tasks support students' analysis of the literary and textual elements of texts by asking students to analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. The questions and tasks provided by the resource foster textual analysis through meaningful classroom discussions. In Unit 3 Week 2, in the Shared Reading text, "El mono tranposo, un cuento folclórico de África Occidental" by Rob Cleveland, the teacher introduces the text by previewing the vocabulary with questions such as "¿Qué pasa si no escuchas atentamente?" and "¿Por qué deberías hacer las cosas justamente?" Students can demonstrate what they know about the words by acting out their meaning. Later in the week after Shared Reading, during small group instruction, students can practice and share ideas with

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questions that require students to provide evidence from the text to support their understanding. In the text, “Un paseo por el bosque” by Amy Hoyts, students answer questions such as, “¿Qué ven en la cubierta?” and “¿Qué detalles del texto y en las fotografías les dice qué es un polluelo?” Additionally, the materials include questions and tasks that require readers to identify and support the author’s purpose.

Questions and tasks support students’ analysis of the literary and textual elements of texts by asking students to study the language within texts to support their understanding. For example, the materials include questions to help ensure students’ comprehension of the text and guide students to focus on the academic vocabulary and sentence structures found in the text. In Unit 3, Week 1, in the Shared Reading section titled “Presentar el texto Primer vistazo al vocabulario,” students preview the words “granja, visita y calabaza.” Students are then prompted with the questions, “¿Qué pueden ver en una granja? ¿A dónde te gustaría ir de visita? ¿Qué pueden hacer con una calabaza?” Students are guided to use pictures and background knowledge to share what they already know about words.

The materials also provide questions and tasks that require readers to identify and support the author’s purpose. After reviewing an Anchor Chart in week 3, Lesson 1, “Taller De Lectura,” the students monitor their understanding of keywords that support their discussion about the informational text. The resource guides students to suggest main ideas, facts, and details they have read in other texts. The materials also provide the teacher with a prompt to further scaffold their learning by asking, “What do you want to learn about the topic of the informational texts?” and “What do the facts and details tell you about the main idea?” Students continue to add to the anchor chart as they learn more about informational text. Teachers remind students that informational text gives facts and details about real people, things, or events and that the main ideas are the most important ideas in the text. The teacher asks students, “What do you want to learn about the topic of the informational texts?” and “What do the facts and details tell you about the main idea?” The teacher shows students how to establish a purpose for the assigned reading and self-selected informational text. The questions and tasks provided in the materials support students’ analysis of the literary and textual elements of texts by asking students to study the language within texts to support their understanding by providing opportunities for students to establish a purpose for reading assigned and self-selected informational text.



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### Indicator 3.A.3

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.

- Materials include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts.
- Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

### Meets 4/4

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts. Materials also include a year-long plan for building academic vocabulary, including ways to apply words in appropriate contexts. Materials include scaffolds and supports for teachers to differentiate vocabulary development for all learners.

Evidence includes but is not limited to:

The materials include a year-long plan for building academic vocabulary, such as applying words in appropriate contexts. There are year-long routines and structures that facilitate vocabulary instruction and provide guidance for teaching word meaning with examples related to the text and examples from other contexts. In Unit 1, Week 5, in the text titled "Hacer un mapa" by Gary Miller, the teacher introduces the vocabulary words while students preview the vocabulary in their "Interactive Student Book" in the section titled "Primer vistazo al vocabulario." After reading, the teacher discusses the word the author used in the text and describes features that can be added to a map. Students work in their Interactive Student Book and decide which word best fits in the appropriate sentence. Some of the materials offer opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts. During the Shared Reading instruction, the materials include teacher guidance in selecting teaching points related to academic vocabulary. Students have the opportunity to practice in their Interactive Student Book, where the teacher models synonyms, and students practice, apply, and transfer word knowledge into their Interactive Student Book.

In Unit 2, Week 2, *Mi amigo el manatí* by Emma Romeu, the teacher introduces the words "acuático, especies, esteros, temperatura, hélices," while students preview the vocabulary in their Interactive Student Book in the section "Primer vistazo al vocabulario." While reading, the students look at those word's meanings and predict something about the manatee in the section "Lectura atenta." After reading, the teacher models the creation of a glossary in a mini-lesson, while students create a glossary in their Interactive Student Book in the section "Desarrollar el vocabulario."

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The materials provide teacher guidance to use strategies such as doing a show and tell, tapping into prior knowledge, pre-teaching vocabulary, using visuals, and allowing students to collaborate with others. For example, in Unit 2, Week 3, the book *¿Cómo crecen las crías de los animales?* by Caroline Hutchinson, the teacher introduces the vocabulary words and guides students to share what they know about the words.

The material provides opportunities for teachers to incorporate word walls into their classrooms. In Unit 1, Week 1, “Presentar La Unidad,” teachers begin lessons with an “Academic Vocabulary Word Wall” for display. The teacher adds to the Word Wall as new vocabulary is introduced. The students learn, practice, apply, and transfer words into familiar and new contexts. Students are encouraged to use the words in their writing. In Unit 1, Week 2, “Puente Entre Los Talleres De Lectura y Escritura the Writing Workshop” section, students are encouraged to select one or two words from their texts and look for synonyms that express appropriate feelings or emotions more effectively. Materials provide for Word Walls to be incorporated into the classroom. As the teacher moves through reading and writing lessons, the teacher records the academic words that are key to content understanding.

The materials offer support for differentiating vocabulary instruction. In Unit 1, Week 3, “Taller De Lectura,” students practice with high-frequency words. For additional student practice with high-frequency words, teachers direct students to use “Mis palabras” from the “Centro de recursos para descargar.” Later in Unit 1, Week 3, “Lectura Compartida,” students are introduced to vocabulary words in the “Libro interactivo del estudiante.” Students then demonstrate what they know about the words by orally creating sentences with them. The teacher provides definitions of the vocabulary words as needed. For each vocabulary word, students use their background knowledge to understand the meaning of new words. The materials have opportunities to use different forms of tasks and assessments to determine whether students have successfully acquired the vocabulary. Students practice developing vocabulary by completing a page in the “Libro interactivo del estudiante.” Students find and list unfamiliar words that express something interesting about the subject of their independent reading texts. Once students identify and use vocabulary words, the teacher extends instruction for vocabulary in small groups.

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### Indicator 3.A.4

Materials include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading.

- Procedures and/or protocols, along with adequate support for teachers, are provided to foster independent reading.
- Materials provide a plan for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

### Meets 1/1

The materials include a limited plan to support and hold students accountable as they engage in self-sustained reading. Generally, the procedures and protocols, along with adequate support for teachers, are provided to foster independent reading. The materials also provide guidance to support planning for students to self-select texts and read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

The materials include procedures and protocols, along with support for teachers to foster independent reading. The procedures mentioned in the “Teacher Edition” include partner reading, independent reading, Book Club, Literacy Activities, and Word Work. Specifically, in the Teacher Edition, under the “Evaluación y diferenciación” tab, the materials provide weekly independent and collaborative options. For example, students are guided to read and listen to a leveled reader or a text that focuses on historical events they find interesting. The materials support independent reading and collaboration among students with the Book Club section at each unit’s end. The goal of the Book Club is to develop student’s fundamental skills at their reading level. As an observer and occasional facilitator, the teacher is guided to promote academic conversations to build comprehension. In the Book Club, students discover their enjoyment of reading and develop their ability to share their ideas and listen to those of others. Students have a selection of books to choose from, and the teacher also assigns texts with a weekly focus. For example, in Unit 2, the suggested book is titled “Las serpientes cambian de piel” by Ivar Da Coll. Students focus on different aspects of the book, take notes, and share their findings with others.

The materials provide opportunities for students to interact with the texts while reading along with the teacher or independently. The materials include a book titled “Libro de lecturas independientes para la fluidez y la comprensión,” which is intended to support student fluency and comprehension. This resource is divided by weeks and each week contains three differentiated readings. The teacher has access to the hard copy and electronic versions, while students have an electronic version with the passage and questions. The leveled book “Un

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pintor llamado Pablo” contains three multiple-choice questions and one open-ended question. The questions include, “¿Qué oración muestra lo que sucedió cuando el padre de Pablo le enseñó a pintar? El padre de Pablo sabía cómo enseñarle a Pablo a pintar porqué..., ¿Por qué Pablo estaba agradecido con su padre?”

The materials provide guidance for planning for students to self-select texts with teacher guidance and read independently for a sustained period of time. The materials are equipped with planning and accountability for achieving independent reading goals. This planning is evident in “Mi registro de lectura” in the “Interactive Student Book.” For example, in Unit 2, students self-select texts that serve their interests and genres that are fun to read. The students record the time they spend interacting independently with the text in their Reading Log. Teachers have the option to use the “Búsqueda de libros por nivel” function on the publisher’s website. The materials include readers of all levels and different genres. Teachers are provided with Guided Reading instruction prompts to develop vocabulary, identify themes, find graphics, compare texts, and make predictions.

The materials foster independent reading by including a reading log. In the Independent Reading section, the materials guide the teacher to state the goal and purpose for the unit. The students reflect and apply their goals and a purpose for the unit in the Interactive Student Book. The student is accountable for their reading and records it in the Reading Log. The reading log includes the date, title of the book, and the number of pages and minutes read. The reading log also gives an opportunity for students to rate their book by selecting a happy, neutral, or sad face. The materials provide opportunities for students to increase the amount of time reading and interacting independently to build stamina. For example, in the Interactive Student Book, the reading goals for students include selecting texts by author, areas of interest, and genre types. The guided questions included in the resource are as follows, “¿Cuál es tu propósito, o motivo, de lectura?” and “Quiero: aprender datos sobre \_\_\_\_.”

The materials offer suggestions for students to share their reading. One available option is the Book Club, where students share their observations, connections, and predictions. There is also support for Social Emotional Learning. For example, in Unit 5, students practice questioning partners with sentence stems such as “Me gusto tu idea sobre \_\_\_\_” and “No estoy de acuerdo con \_\_\_\_ porque \_\_\_\_.” If students have trouble getting started in their conversations, students are provided with questions such as, “Which word helps you understand the topic?” Students are grouped according to the same level of complexity. The teacher guides students to choose a book, or the teacher can choose one from the list. Students have a clear idea of what happens in the book for their group conversations. The teacher observes and facilitates, helping to promote conversations or direct groups to a specific understanding. An important part of the Book Club is students’ ability to share their ideas effectively and to listen to those of others.

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The materials include the resource cards from “Práctica oral y auditiva” to support collaborative conversations. Students engage in collaborative conversations in small groups to practice retelling, sharing ideas, and questioning in this resource. The materials offer stories of varied genres that meet the TEKS for that specific grade level and capture the attention of students developing an interest in reading. For example, students have access in their Interactive Students Books to “Libros de fonética” and Shared Reading. Students have access to various genres in Guided Reading books, commercial books, and other short stories in Independent Stories.

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### Indicator 3.B.1

Materials provide support for students to compose across text types for a variety of purposes and audiences.

- Materials provide students opportunities to write literary texts for multiple purposes and audiences:
  - Students dictate or write poetry using poetry elements (1–2).
  - Students dictate or write personal narratives that convey their thoughts and feelings about an experience (K–2).
- Materials provide students opportunities to write informational texts (K–2):
  - Students dictate or write procedural texts (1–2).
  - Students dictate or write reports about a topic (2).
- Materials provide students opportunities to practice correspondence:
  - Students dictate or write thank you notes and letters (1–2).

### Meets 4/4

The materials provide support for students to compose across text types for a variety of purposes and audiences. The materials also provide opportunities to write literary texts for multiple purposes and audiences. The materials also provide opportunities for students to dictate or write personal narratives that convey their thoughts and feelings about an experience. Moreover, the materials provide students opportunities to write informational texts.

Evidence includes but is not limited to:

The materials provide guidance for teaching the elements of the writing process throughout the school year, as well as guidance for scaffolding the process. The materials lay out an instructional model in the Writing Workshop with three parts: Mini-lesson, Independent Writing, and Conferencing. The materials also provide instructional resources such as “Mentor Texts,” texts from the “Interactive Student Book,” “Staple Books,” and “Portafolios.” At the end of each unit, students select one piece of their writing to share during the “Celebration. The units also include a Flexible Route to writing over the course of five weeks. The routine includes Week 1: Introduction and immersion, Week 2: Develop elements, Week 3: Develop the structure, Week 4: Author’s craft, and Week 5: Publish, celebrate and evaluate.

The materials provide guidance for teachers in developing student composition skills. For example, in the Tab titled “Writing Workshop,” the materials provide teachers with a Daily Plan for the week. In this plan, teachers have access to the following components: Minilesson Bank, Independent Writing, Conference Bank, and Share Back Focus. The Minilesson Bank offers lessons including Compose a Title, Explore Main Idea, and Apply Main Idea. The Independent Writing and Conference Bank offers lessons that cover writing independently and conferencing.

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The Share Back Focus offers lessons on Title Ideas, Decking on a main idea, Main idea, and Details about the main idea. Teachers can use these materials to guide students as they support student composition skills in their classrooms.

The materials offer students opportunities to write literary texts for multiple purposes and audiences. For example, students dictate or write personal narratives that convey their thoughts and feelings about an experience. The weekly progression guides the teacher to model and support students in exploring elements of personal narratives, generating ideas, planning their personal narrative, developing their drafts orally or by drawing, and composing a setting for their writing. To further support student opportunities to write, the teacher asks students, “¿Cuáles son algunos de los detalles que podemos incluir?” The materials include opportunities for students to organize the events in their personal narratives into a proper sequence, conclude with a resolution, learn about subjective and possessive pronouns, identify the parts of a sentence, edit, and celebrate their writing.

In Unidad 4, students are introduced to personal narratives, where they learn about the use of first-person narration. For example, teachers are provided with a “Mentor Stack.” A Mentor Stack is a list of books associated with the unit. These books are written in the first person and have a clear and logical series of events. Based on what the teacher knows about their students’ writing, a daily plan is provided. Later in the resource, during whole group instruction, the teacher and students brainstorm ideas for their writing. On an anchor chart, the teacher is guided to draw a big circle and write “Lo que se” in the middle. During guided practice, the teacher guides students to select a topic they have a clear understanding of and guides them to draw a picture of their topic. Students then draw and discuss a mind map as a class to practice planning and generating ideas through class discussions and drawings. When students are ready to begin independently writing their personal narratives, they use their brainstorming and planning material to help them draft. Moreover, students are asked to present their ideas according to their pictures with a partner.

The materials offer different prompts for informational writing. The teacher is provided with an informational text and prompts students to look at the front cover, back cover, title page. Students are then prompted to review the pictures and think about the main idea of the book. After reading the book, the teacher asks the students the following questions, “De que se trata este libro?” and “¿Qué detalles recuerdan del libro?” Students then select a book of their choice and are directed to look through the pictures and front and back covers to practice identifying the main idea. Then, students practice drawing their own main idea and details into the graphic organizer in the “Libro interactivo del estudiante.”

Additional supports for students include opportunities to write informational texts for multiple purposes and include activities that allow for exploration. For example, students explore the specific characteristics of informational text questions and use the text to provide their answers

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over the course of the year. Over the course of a five-week period, students generate ideas for creating their question-and-answer books. The materials also include opportunities for students to use graphic organizers to plan their writing, identify details for a topic, and learn how to compose questions and answers. The teacher prompts the students by stating, “We will use a graphic organizer to generate ideas.” The materials also include opportunities for students to organize their ideas, write an introduction and conclusion, and add details with pictures or drawings.

Later in the resource, the materials include additional teacher supports to assist students through the process of writing informational texts. During the whole group lesson, the teacher introduces the genre of Informational Text in the Reading Workshop with an anchor chart by connecting to the Writing Workshop with an Informational Text. After connecting Writing Workshop with an informational text, the teacher asks the following, “¿Cuáles son algunos de los detalles que incluyó el autor sobre la idea principal?” Moreover, the Interactive Student Book in the Writing Workshop section makes the connection to Informational Text by modeling parts of a prompt. Students use a graphic organizer to plan their question-and-answer book. This question-and-answer book includes four circles: one central circle to name the topic and three exterior circles to add details.



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### Indicator 3.B.2

Materials engage students in the writing process to develop text in oral, pictorial, or written form.

- Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text:
  - Students utilize drawing and brainstorming to generate drafts.
  - In K–1, students plan and organize their drafts by speaking, drawing, or writing.
  - In Grade 2, students organize drafts by writing based on an idea and details.
  - In Kindergarten, students edit drafts with adult assistance.

### Meets 4/4

The materials engage students in the writing process to develop text in oral, pictorial, or written form. Materials facilitate students' coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing or publishing) to compose text. The students utilize drawing and brainstorming to generate drafts. The materials offer opportunities to plan and organize their drafts by speaking, drawing, or writing.

Evidence includes but is not limited to:

The materials provide products and activities for explicit instruction in the writing process. For example, in Unit 1, the materials support students as they write personal narratives by guiding the teacher to read a mentor text during whole group instruction. This mentor text identifies the plot by asking the students the following prompt, “Nombra la serie de eventos en el texto.” The material provides prompts that guide brief discussions about the importance of plot in personal narratives during the whole group lesson. The teacher includes the following question prompt, “¿Cómo pueden los autores hacer que las tramas sean emocionantes, misteriosas o aterradoras?” Then in partners, students read an example in their “Interactive Student Book,” students then move to independent writing after conferring with their partners.

In Unidad 1, Semana 1, students explore what good writers do. The teacher provides students with writing support included in the resource during small group and whole group instruction. For example, students choose a stack text and participate in a Think Aloud to model what the author experiences before and during writing. The materials provide teacher prompts for students to discuss the author's writing process. The teacher provides the following question prompt “¿Cuál es el proceso de escritura del autor?” The teacher explains what authors do before they write a first draft and how they receive help from others to revise and edit their work during small group instruction. The teacher informs students that they will explore different strategies that make their writing clear and engaging. The teacher further supports these strategies through whole group and small group instruction.

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The materials facilitate students' coherent use of the elements of the writing process. Elements of the writing process are introduced in a systematic way over the course of the year. In Unit 2, for example, during whole group instruction, students are introduced to the writing process, where they learn about the process authors undergo when they write. Students learn the characteristics of informational books and are provided with opportunities to write informational books. During whole group instruction, students learn about the characteristics of poetry and begin writing poems. Also, during whole group instruction, the students learn the characteristics of personal narratives and begin writing personal narratives. Students are further supported as they complete their personal narratives during small group instruction. Later in the resource, students learn about the characteristics of procedural text (how-to books) and begin writing how-to books through interactive writing during whole group instruction.

The materials support teachers in providing student support to grow their composition skills. The materials provide prompts and teacher supports to further develop composition skills during whole group instruction. An additional component included in the Writing Workshop is conferencing during small group instruction. The materials include conferencing prompts for teachers to use for each writing lesson. In Unit 2, Week 2, for example, the resource guides students to write main ideas, facts and details, and simple graphics at two levels. If students need additional support in finding facts and details, the students are asked the following question prompt, "¿Qué sabes de tu idea principal?" If students show understanding, students are asked to find one fact in the book and draw a picture to represent the fact.

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### Indicator 3.B.3

Over the course of the year, students are provided opportunities to apply grade-level standard Spanish conventions to their writing.

- Materials provide opportunities for practice and application of the conventions of academic language when speaking and writing, including punctuation and grammar.
- Grammar, punctuation, and usage are taught systematically, both in and out of context.

### Meets 4/4

Over the course of the year, the materials provide students with opportunities to apply grade-level standard Spanish conventions to their writing. The materials provide opportunities for practice and application of academic language conventions when speaking and writing, including punctuation and grammar. Additionally, grammar, punctuation, and usage are taught systematically, both in and out of context.

Evidence includes but is not limited to:

The materials provide opportunities to practice applying academic language conventions when speaking and writing, including punctuation and grammar. During the whole group lesson of the “Writers Workshop,” the materials provide support for the study of the author's craft, where students have the opportunity to learn and practice explicit Spanish grammar. Students are also provided with the opportunity to apply their knowledge in their “Interactive Students Books” during independent writing. For example, the students learn to apply rules for capitalization and edit their work for adjectives and nouns. The students practice in their Interactive Student Book by editing sentences by applying correct grammar during their Writers Workshop. These activities are completed in whole group or small group instruction. For example, in Unit 2 Week 4, students learn to apply rules for capitalization and edit their work for adjectives and nouns. The students practice in their Interactive Student Book by fixing sentences without correct grammar and practicing during the week in the Writers Workshop time. For example, the instructions in the Interactive Student Book state, “Encierra en un círculo y escribe: aprendemos sobre los animales.” Additionally, the materials provide teacher guidance to support students in the development of composition skills. The materials include direct instruction, dialogue, prompts, and mentor texts. During whole group and small group instruction, students can work on their writing assignments using the conventions of academic language (e.g., graphic organizers, writing templates, sentence starters, rules for punctuation cheat sheets, etc.)

During the whole group instruction in “Taller De Escritura,” the teacher chooses a stack text and reads an excerpt while modeling a “Think Aloud.” The teacher models how an author gathers ideas for a specific excerpt. Students choose a text and read together as the teacher prompts the students by asking the following, “¿De dónde sacó la autora la idea para este parte?” The

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teacher explains that authors brainstorm ideas before they begin writing. Students brainstorm a list of where authors might get ideas. The students and teacher discuss the difference between real-life experiences and imaginative scenarios. Then the teacher reads the introductory paragraph and directions with students. Students are prompted to create a table that is divided into two columns. One column is labeled ideas, where students show ideas for topics of interest to them. The teacher reminds students to pull ideas from real-life people, places, and experiences. The second column prompts students to write about where they pulled the idea. After students complete their charts, ask students, the following question prompts are included, “¿Cuál es su idea favorita?” and “¿De dónde obtuvieron esa idea?” Students transition to independent writing with the opportunity to look back at their charts before writing.

The materials provide multiple and varied opportunities for students to receive explicit instruction in Spanish conventions during small group and whole group instruction. During “Puente entre los talleres de lectura y escritura,” the materials provide flexible lessons that include a focus, model and practice, and applications. For example, students learn about objective personal pronouns and are provided with multiple opportunities to learn, practice in whole group lessons, and apply in small group and independent settings. Students participate by talking with a partner about pronouns. The materials provide the following prompt, “¿Hay algún prohombre en tu poema?” and students can respond to this prompt in an independent writing setting.

During a whole group lesson, in the “Taller De Lectura,” students have the opportunity to apply grammatical rules. In this resource, students learn how to capitalize, use adjectives correctly, and recognize subject-verb agreement. Students explore and apply relevant grammatical skills to help them correct and improve writing. As students write and edit their drafts, they are guided to apply the correct use of capitalization, adjectives, and subject-verb agreement. Students can practice this skill in whole group settings and apply it in small group and independent settings. In the “Taller De Lectura,” the teacher chooses a stack text and models a “Think Aloud” to identify capitalization rules. The teacher prompts students to work together to help each other edit for capitalization in their writing. The teacher reminds students that good writers understand and apply capitalization rules for different types of words, such as the beginning word of a sentence, names of people, names of continents, and names of cities. The teacher continues practicing with students, and then students complete a page in the “Libro interactivo del estudiante” independently. The students then share their answers and explain the rule that applies to each word they capitalized in a whole group setting. The materials provide opportunities for practice and application of academic language conventions when speaking and writing, including punctuation and grammar.

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### Indicator 3.B.4

Materials include practice for students to write legibly in print (K–1) and cursive (Grade 2).

- Materials include instruction in print (K–1) and cursive (Grade 2) handwriting for students in the appropriate grade(s).
- Materials include a plan for procedures and supports for teachers to assess students' handwriting development.

### Meets 1/1

The materials include practice for students to write legibly in print. The materials include instruction in print handwriting for students in this grade level, according to the TEKS. The materials also include a plan for procedures and supports for teachers to assess students' handwriting development.

Evidence includes but is not limited to:

The materials offer varied activities to support instruction in print. The materials provide guidance that supports proper sitting position and pencil grip for right- and left-handed students. Additional activities support slanted lines, straight lines, and backward and forward circles to write letters. Also, the materials include lessons in the section “Caligrafía” in the tab “Puente entre los talleres de lectura y escritura” such as, but not limited to, appropriate pace between letters in words in Unit 2 Week 3, and, in Week 4, upper and lowercase letter formation. The teacher has access to the Kindergarten book “Práctica de caligrafía para todos” to provide extra support to students in need.

The materials offer varied activities to support instruction in print handwriting. In Unit 2, Week 3, in the “Puente entre los talleres de lectura y escritura” section, the teacher displays a sentence with the correct spacing between words and between the letters in words. The teacher writes the following words, using appropriate spacing “ola, fin, oso, lupa.” The teacher points out the spacing between letters and words while asking students what would happen if the space between the letters and words was too big or too small. The teacher rewrites the words with inappropriate spacing. The teacher elicits responses by asking students to identify the appropriate spacing. After the teacher has modeled, the students rewrite the words using the correct spacing. The materials include a plan for procedures and supports for teachers to assess students' handwriting development by asking students to use “Caligrafía.” In the “Centro de recursos para descargar,” the materials provide opportunities for students to practice appropriate spacing between letters and words.

In Unit 2, Week 3, Lesson 1, “Puente entre los talleres de lectura y escritura,” the materials provide opportunities for students to practice their writing using an activity. In this activity, the teacher displays the following sentence, “Mi camisa es roja.” The teacher models writing the

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sentence with appropriate spacing on the board. The materials guide the teacher to provide small stickers, such as smiley faces, to remind the students to use appropriate spacing. The students copy the sentence and place a sticker between each word to check for appropriate spacing. The teacher repeats this activity with students until students consistently leave appropriate space between words. The resource provides an application piece in the section “Caligrafía.” In the “Centro de recursos para descargar,” the resources provide an activity for students to practice writing sentences with appropriate spacing.

The materials include a “Caligrafía: Escribir respuestas a preguntas” worksheet, which includes activities for practice of print directionality from left to right and word boundaries. Word boundaries are supported by emphasizing the practice of spacing in each word. Students also practice the response to questions in the blank line provided and may also use the end punctuation properly at the end of the response. The materials include multiple opportunities for the teacher to model and explain the proper way of letter forming for each letter. This activity prompts the teacher on what to focus on when forming specific letters and can be found in the “Guía de Maestros” under “Caligrafía.”

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### Indicator 3.C.1

Materials support students' listening and speaking about texts.

- Materials provide opportunities for students to listen actively and to ask questions to understand information.
- Materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about the topics they are discussing.

### Meets 4/4

The materials support students' listening and speaking about texts. The materials provide opportunities for students to listen actively and to ask questions to understand information. The materials provide consistent opportunities for students to engage in discussions that require students to share information and ideas about their topics.

Evidence includes but is not limited to:

In Unit 1, Week 4, "Presentación De La Semana," the teacher reviews the Essential Question for Unit 1 and reads aloud the Week 4 Question "¿Cómo puedo conocer a mis vecinos?" Students turn to a page in the "Libro interactivo del estudiante" and follow along as the teacher reads aloud "Actividades de vecindario." Students then get in small groups and use the pictures and words from the infographic to talk about how people get to know their neighbors. As students engage in group discussion, the teacher prompts students to ask questions. The teacher writes on the board the following sentences to support group discussion: "Neighbors get together to make their neighborhood a better place" and "Neighbors get together to have fun." The teacher asks "¿Qué harían si pudieran organizar una actividad del vecindario? ¿Qué actividad escogerían? ¿Por que?" The teacher gives groups time to agree on an activity, and a student from each group shares responses with the class. The teacher prompts students to discuss what activities their neighborhoods have and asks students to share their ideas.

The materials provide activity ideas for teachers to practice active listening. In the section "Comprensión auditiva," students are to actively listen and ask relevant questions to clarify information. For example, in Unit 2, Week 3, the topic is informational text, and the teacher reads "Los cambios en las crías de los animales." Students are then to complete the "Read Aloud Routine" (purpose, read, and reread). Students listen and reread, and they use a chart to record students responses to "¿De qué manera la información del texto muestra en qué se parecen los pandas y las aves?" Even though the materials provide opportunities to ask questions and understand information from the text, the materials do not give activity ideas for teachers to practice active listening. For example, they could have the students pull out a blank sheet of paper and give them directions on what to draw or write.

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Materials provide consistent opportunities to respond about information and topics of texts in the section “Reflexionar y comentar,” with a focus on strategies, then on model and practice. In Unit 3, Week 2, the lessons are centered around a variety of reading strategies. Readers often read and then compare more than one text. Before they compare, they retell the text to make sure they understand the meaning of the text. Then they share information and ideas with others. Model and practice includes asking a volunteer to retell the beginning of “El Mono tramposo.” Then they ask the volunteer a question to clarify something he or she said. The students follow the question and practice in their Interactive Student Book: “¿Qué deben hacer las personas en la sociedad después de que resuelven un problema?” Even though the materials provide opportunities to share information, they do not provide direct instruction or use of collaborative activities such as “Stand Up, Hand Up, Pair, Up,” “Round Robin,” etc.

In Unit 1, Week 2 Lesson 1 “Género Y Tema,” the teacher models reading aloud a section of “De paseo por el vecindario.” The teacher explains to students that fluent readers read with expression or prosody. The teacher reminds students that as they read “Henry sobre ruedas” this week, they should practice reading aloud with expression. Students actively listen as the teacher reads the text, “De paseo por el vecindario.” The teacher encourages students to be active listeners by looking at the teacher and thinking about the characters and where the story takes place. Students use the “Libro interactivo del estudiante” to check for comprehension. Students can review the text to answer questions.

The materials also offer various opportunities for students to successfully apply their knowledge of what is being taught. Sections such as “comentemos” allow students to teach back the lesson that is being presented. The materials also allow students to practice their comprehension by completing a “Writers Workshop” for each theme and subtheme presented in this resource’s scope and sequence. This activity allows students to have independent practice for subjects and types of literary genres. The materials also provide various opportunities for checking understanding techniques such as shared reading, close reading, think alouds, and partner reading. All these suggestions are found in “Guia del maestro” and vary by unit and theme.

The materials include weekly guiding questions related to the text being read. Also included are “Pregunta Esencial,” which also give a focus point when listening to the story being read. The material also includes opportunities for students to read and share in a group setting about different texts weekly by the use of “Club del libro.” The materials also provide an opportunity for students to reflect and comment about what they have learned about the text; they are allowed to do this in a written expression or oral form.



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### Indicator 3.C.2

Materials engage students in collaborative discussions.

- Materials provide consistent opportunities for students to engage in discussion.
- Materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of Spanish language.
- Materials provide opportunities for students to develop social communication skills that are appropriate to their grade level.

### Meets 4/4

The materials engage students in collaborative discussions. The materials provide consistent opportunities for students to engage in discussion. The materials provide opportunities for students to practice grade-appropriate speaking skills using the standard conventions of the Spanish language. The materials also allow students to develop social communication skills appropriate to their grade level.

Evidence includes but is not limited to:

The materials provide opportunities for students to speak clearly and concisely using the conventions of language. For example, after Shared Reading in Unit 4, Week 1, the teacher poses questions so students can respond and analyze the reading. The materials guide the teacher to ask questions such as, “Tell a partner what you found most interesting about Georgia O’Keeffe.” The teacher includes the following question prompt, “Why was this interesting?” Students tell a partner how one or more of the illustrations supports the text.

The materials offer simple sentence frames for each unit to facilitate conversations. In Unit 4, Week 1, “Club de escritores,” there is a weekly focus, ideas to share, and sentence starters. For example, students share ideas for their personal narratives and decide what section of their writing to share and receive feedback on from their classmates. Students can use sentences such as, “¿Cómo decidiste escribir sobre \_\_\_?” and “¿Qué otros personajes aparecerán en tu narración?”

The materials provide opportunities for social communication skill development appropriate to the student’s grade level. In the “Puente entre lectura y escritura” in the “Interactive Student Book,” “Vocabulario academico” has opportunities for students to practice talking with a partner by using sentence frames and questions. Later in the resource students practice new words in conversations, using sentences such as, “¿Cómo ayudan los vecindarios los grupos de personas?” and “Describir diferentes tipos de vecindarios.”

In Unit 1, Week 1, in the “Taller De Escritura,” the teacher models a “Think Aloud” to show students a “Writing Club.” The teacher provides explicit instruction on good speaking and

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listening traits, such as taking turns when listening and using polite words when speaking. The teacher directs students to a page of the “Libro interactivo del estudiante” and reads aloud the information about the Writing Club and how students are expected to work together. The teacher asks students questions to reinforce understanding, such as, “What are some ways to show respect when listening to others read their writing?” The teacher calls on a few students to share what they could do when they participate in the Writing Club and what kind of help they can get from others.

The materials provide opportunities for students to speak clearly and concisely using conventions of language. The material provides simple sentence frames for each unit to facilitate conversions. For example, in Unit 1, Week 2, “Taller De Lectura,” the teacher reminds students of realistic fiction characteristics. The students discuss the setting of a story. Students retell last week’s text “El apagon.” Students explain where the story takes place. Students work in pairs to describe the setting of “El apagon” and other similar places they know. To help students share their ideas with the group the teacher provides sentence frames such as, “El cuento ‘El apagón’ ocurre en \_\_\_\_\_,” “En ese lugar hay \_\_\_\_\_ y \_\_\_\_\_” and “Un lugar parecido que conozco es \_\_\_\_\_.” The teacher brings the class back together as a whole group and invites students to share what they learned about the setting of realistic fiction.

The materials offer guidance on activities that help students with the support of collaborative conversation. In Unit 1, Week 1, “Evaluación Y Diferencia,” the teacher reviews the following vocabulary words “ver, murmura, silencio, y escuchamos.” Students find the sentences in the text that contain each vocabulary word. The teacher reads the sentences aloud and prompts students to think of other contexts in which they could use each word. Students work with a partner to use each vocabulary word in an oral sentence. Students choose a short passage in an appropriate leveled reader. In pairs, students take turns practicing reading their passage with appropriate expression to convey the feeling of the text.

The materials include steps to independently write using a gradual release model; this model includes modeled writing, shared writing, guided writing, and independent writing. This technique is found in all the “Taller de escritura” in the weekly overview. The materials also include opportunities for students to share in a whole group setting what they enjoyed most from their text as different genres of literacy are presented. The materials include opportunities for students to collaborate in pairs for summarizing and retelling texts that the teacher has previously taught. Later in the resource, the materials include opportunities for students with different learning levels to pair up and collaborate in ideas to aid in “lecto escritura” about the texts. The materials include extra support for teachers to give students more opportunities to collaborate in the “Guia para grupos pequeños.”

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### Indicator 3.D.1

Materials engage students in both short-term and sustained recursive inquiry processes for different purposes.

- Materials support instruction for students to ask and generate general questions for inquiry with adult assistance.
- Materials support instruction for students to generate and follow a research plan with adult assistance.
- Materials support students in identification of relevant sources based on their questions with adult assistance (K–1).
- Materials support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research (K–1).

### Meets 4/4

The materials engage students in both short-term and sustained recursive inquiry processes for different purposes. The materials support instruction for students to ask and generate general questions for inquiry and support instruction to generate and follow a research plan with adult assistance. The materials support students in the identification of relevant sources based on their questions with adult assistance. The materials also support student practice in understanding, organizing, and communicating ideas and information in accordance with the purpose of the research.

Evidence includes but is not limited to:

The materials support instruction for students to generate and follow a research plan across the instructional year. In Week 6 of each unit, the materials conclude with a research project, where students have the opportunity to apply their Unit Topic and Essential Question comprehension. This project combines inquiry skills to create an authentic product based on real-life situations that supports Social Emotional learning. For example, in Unit 2, the topic is “Veo, veo,” the Essential Question is, “¿Cómo crecen y cambian los seres vivos?” and the focus of the project is to learn about an animal. The students are guided to write a letter to the zookeeper, requesting an animal to be added to the zoo. Materials support instruction for students to ask and generate general questions for inquiry. This support is evident during the research project. In the section “Indagar,” partners collaborate by brainstorming ideas and generating questions to investigate the topic. For example, in Unit 3, students learn about folktales. After the teacher activates their background knowledge and reviews folktales, partners work to brainstorm questions about folktales, with guided questions such as, “¿Qué nos enseñan los cuentos folclóricos?”

The materials include explicit instruction in research skills that have direct alignment with the instructional unit. The instructions for the research project for each of the units include the

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following skills/steps: 1—Inquiry, 2—Explore and plan the research, 3—Do research, 4—Collaborate and Discuss, 5—Extend the research, and 6—Celebrate and reflect. All research projects are connected to the unit’s topic, aligned to the Essential Question, and related to project focus. For example, in Unit 1, “Mi vecindario,” the Essential Question is, “¿Qué es un vecindario?” The project focus is to research a neighborhood worker and write an informational text. Students start the project in partner groups to research neighborhood workers and read the article “Trabajadores del vecindario” to build background knowledge. Students brainstorm by writing and drawing pictures about workers and generate questions such as, “¿Dónde trabaja esta persona? ¿Cómo ayuda este trabajador al vecindario?” Students begin their research by interacting with books and magazines or other accessible print sources. Students are guided to write about, “La persona que trabaja en mi vecindario es, y dos preguntas sobre esa persona.” Students extend their research by incorporating media. For example, students draw a life-size model of their worker and add details; they use this model during their presentation. During independent writing, students revise and edit their work using their “Interactive Student Book” checklist. Finally, students present their informational text using the following checklist; “Escuchar activamente, comparte tus ideas sobre el tema, habla con claridad.” Students reflect on their goals, their readings, and their writing in their Interactive Student Book.

Materials support students in the identification of relevant sources based on their questions. During the research project, under the tab “Collaborate and Discuss,” there is a section related to sources in Unit 1. Students search online in Unit 2; students determine the central message in Unit 3; they take notes in Unit 4; they create a fact sheet in Unit 5. Students have the opportunity to practice with partners in their Interactive Student Book. For example, in Unit 1, they practice to Identify Relevant Sources. Students make sure the book is about their topic by following the steps: 1—Lee el título, 2—Mira la portada y las imágenes, and 3—Usa lo que ves para decidir si el libro trata sobre tu tema. Partners search for a book and write its title.

The materials have differences in rigor from research projects based on students who need intervention or those who need to extend their learning. This difference is identified in the sections of the project: 1—Compare texts, 2—Inquiry, 3—Explore and plan the research, 4—Research, 5—Collaborate and Discuss, 6—Extend the research, and 7—Celebrate and reflect. In the “Apoyo diferenciado” section, the teacher is provided with an option to intervene or an option to extend. For example, in Unit 1, under “Conduct Research,” the differentiated support for intervention consists of creating a T-chart (Lo que se and lo que no se) in the notebook to ask questions about a worker. In partner groups, students list facts they already know about a neighborhood worker in the left column and things they need more clarification on in the right column. The students reread the right column and select two items to use to ask questions or research. The option to extend consists of using a word web or chart to organize information that they gather about their neighborhood worker.

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In Unit 3, Week 6, “Proyecto De Indagación,” the teacher requires students to work in pairs to research folktales. Students write an opinion text about why they should read folktales and draw a picture. The teacher distributes copies of *Cuentos folklóricos* to help students build background knowledge about folktales. Students take turns orally reading a paragraph or two. Students share connections to the article and discuss connections using the following sentence starters: “Recuerdo un cuento folclórico acerca de.... Esto se parece.... Una cosa que aprendí fue....” The teacher invites students to brainstorm questions about folktales and has students work collaboratively by following rules of discussion, such as speaking when recognized, listening to others, and making appropriate contributions. Students develop and follow a research plan in order to complete the project.

The materials provide opportunities for students to generate questions in a research plan in an independent study. At the end of the “Proyecto de Indagación” under the “Indagación” section, students generate questions as investigators. An example can be found in Unit 4, Week 6 when students are asked “¿A quien entrevistarías?” and “Genera preguntas para hacerle a esa persona.” In the Teacher 's Guide section “Indagar,” the materials provide assistance during shared reading to help students generate questions and ideas such as “¿Cómo se sienten cuando leen un cuento folclórico? ¿Que nos enseñan los cuentos folclóricos?” This end-of-unit project can be found in week 6 of each Unit.

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### Indicator 3.E.1

Materials contain interconnected tasks that build student knowledge.

- Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language.
- Tasks integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.

### Meets 4/4

The materials contain interconnected tasks that build student knowledge. The questions and tasks are designed to build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. The tasks also integrate reading, writing, speaking, listening, and thinking; include components of vocabulary, comprehension, and syntax; and provide opportunities for increased independence.

Evidence includes but is not limited to:

The materials provide questions and tasks designed to build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. The materials include opportunities to build and apply knowledge in the six domains. For instance, in the introduction to the Reading Workshop in the tab “Género y tema, Interacción con las fuentes,” the teacher reminds students of the Essential Question for Unit 1, “¿Qué es un vecindario?” and emphasizes the Week 5 question, “¿Cómo es un vecindario?” The teacher directs students to use their “Interactive Student Book” for independent writing and reviews the infographic with them. Students then transition to small group instruction and work with a partner to talk about the different types of neighborhoods they can see on the page. The teacher asks students to use their prior knowledge and experiences to guide discussions about three types of neighborhoods. Students respond to the following questions during whole group instruction, and partner work, “¿En qué se diferencian los distintos tipos de vecindarios, ¿Tienen los vecindarios algo en común? ¿En qué clase de vecindario preferirían vivir?” Then, students work with a partner to identify the kind of neighborhood they live in.

Tasks integrate reading, writing, speaking, listening, and thinking, including vocabulary, comprehension, and syntax components. For example, the read-aloud lesson delivered through whole group instruction includes opportunities for students to discuss key vocabulary in the context of the story and build comprehension. In the Unit 5, Week 2 text, *Las estaciones en todo el mundo* by Ana Galán, the Close Reading guides the teacher to remind students, “A prediction tells what you think the text will be about.” The teacher says “Miren el contenido. ¿Qué les parece que aprenderán sobre el invierno en la página 73?” Students use text features to make predictions and highlight words that help them create their predictions. During whole

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group instruction, the teacher scaffolds the academic vocabulary while the text is being read. The teacher then models the use of the vocabulary words with sentences such as, “Este texto proporciona mucha información sobre las estaciones en diferentes lugares. La autora usa fotografías para que tengamos un sentido de cómo son las estaciones en los diferentes países.”

The integrated tasks require students to build knowledge on a worthwhile topic. The tasks require students to work collaboratively with others to develop social and emotional skills. The resource also guides students to resolve problems or generate new products and solutions. For example, in Unit 3, the section “Imagínalo” presents shared readings that include fables, a folktale, a poem, and a persuasive text to expose students to different genres under the imagination topic. During independent reading, students read the poem “¡Buen viaje!” by Amado Nervo. Students use their Interactive Student Book and answer the question, “¿Cómo pueden los cuentos ayudarnos a conocer lugares nuevos?” Students observe the images and the text and the teacher asks, “¿Cómo ayudan las imágenes a entender las palabras?” Students discuss the poem with their partners.

In Unit 2, Week 6, “Proyecto De Indagación,” the students work in pairs to research an animal and then write a letter to a zookeeper requesting this animal be added to the zoo. The teacher reads aloud the prompt in the “Libro interactivo del estudiante” and motivates students by activating background knowledge and setting a purpose for the projects. Students are reminded to generate questions that help focus their research and make their letters more precise and clear. The teacher distributes copies of “Animales en zoológicos.” Students use the research article to help build background for the topic. Students take turns orally reading a paragraph or two, pausing to share connections to the text. The teacher writes the following sentence stems on the board to start the conversation, “Esto me recuerda a... Recuerdo que cuando fui al zoológico vi... Leí otro libro sobre animales que se llamaba...” After reading, students discuss their connections with the class. The teacher allows time for pairs to brainstorm by writing words and drawing pictures of zoo animals. The teacher uses prompts to assist students with generating or asking questions for inquiry. For example, the teacher asks “¿En qué parte del mundo vivirá este animal? ¿Qué les gustaría saber sobre este animal?” Students talk about the image using some of their newly required academic vocabulary.

The students work collaboratively with others to develop social and emotional skills while working to resolve problems. During independent reading, in Unit 2, “Club del Libro,” students listen to *Las serpientes cambian de piel*. Students listen closely and meet with their Book Club group to explore more deeply what was read. The teacher tells students that *Las serpientes cambian de piel* connects to both unit themes, “Veo, veo” and the Essential Question for the unit, “¿Cómo crecen y cambian los seres vivos?” During whole group instruction, students discuss how the book relates to both. The teacher prompts students to join their Book Club groups for the unit and reminds them that they will share their ideas with the whole class. Students discuss the book in their groups while the teacher introduces the following talking

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points to get groups talking about their ideas based on text. “¿Qué notaste sobre cómo nacen las serpientes? ¿Qué notaste sobre la piel de las serpientes? ¿Cómo se deshacen las serpientes de su piel vieja?” During whole group instruction, the teacher asks the students to share an idea about the text. The teacher reminds students to listen carefully and build on the ideas of others. The teacher offers students sentence stems like the following example of how students should phrase their ideas productively and respectfully. “I notice that \_\_\_\_\_ about the words” and “I don’t agree with \_\_\_\_\_ because \_\_\_\_\_.”

The materials provide read-aloud lessons during whole group instruction that allow students to focus on key vocabulary, read, write, think, speak and listen. For example, in the “Taller de lectura” section, students read about poetry and examine the components of this genre. Students begin by previewing the vocabulary found in this poem. The materials also provide a focus for students while reading. The prompts for students include, “Lee para aprender, mira las imágenes, hazte preguntas” and “habla.” After reading, students use sentence stems to use the vocabulary properly. Students discuss the similarity of the learned vocabulary and respond to comprehension-based questions. Students apply what they read and respond to their classmates by using the following sentence stems, “Que opinas? Opino que....” The materials contain interconnected tasks that build student knowledge while building and applying knowledge and skills in reading, writing, speaking, listening, thinking, and language.



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### Indicator 3.E.2

Materials provide spiraling and scaffolded practice.

- Materials support distributed practice over the course of the year.
- Design includes scaffolds for students to demonstrate integration of literacy skills that spiral over the school year.

### Meets 4/4

The materials provide spiraling and scaffolded practice. The materials support distributed practice over the course of the year. The materials' design includes scaffolds for students to demonstrate the integration of literacy skills that spiral over the school year.

Evidence includes but is not limited to:

The material design includes scaffolds for students to demonstrate the integration of literacy skills that spiral over the school year. For example, during whole group phonics instruction, the lesson is designed specifically to address Phonological Awareness and Phonics. The materials include activities with questions and a decodable story. These lessons increase in complexity during the year. For example, in Unit 2, Week 3, the lesson that supports Phonological Awareness prompts students to segment words into syllables. In the phonics lesson, students decode words with the consonant *ñ*; the decodable story is "El pequeño ñandú." During Shared Reading, students use the text, *¿Cómo crecen las crías de los animales?* by Caroline Hutchinson. An additional Foundational Skill Extension guides students to segment words into syllables. In Unit 5, Week 2, the Phonological Awareness lesson has students segment and blend syllables. The Phonics lesson decodes words with the consonants *fl*. The Shared Reading of the text *Las estaciones en todo el mundo* by Ana Galán connects the Foundational Skill Extension where students blend consonants and *fl*. The materials provide integration of skills that spiral during the school year, as seen in these two examples, which increase in complexity.

The questions and tasks within and across each unit build in academic rigor to meet the full intent of the standards. The materials present a question in each unit that guides the instruction throughout that unit. The materials include a related question each week to deepen the understanding of topics. For example, the question in Unit 2 is, "¿Cómo crecen y cambian los seres vivos?" The question in Week 4 is "¿Cómo cambian las plantas y los animales con las estaciones?" which allows students to build into the knowledge of the topic "Veo, veo."

In the section "Puente Entre Los Talleres De Lectura y Escritura," the teacher reviews nouns. The teacher reminds students that a noun names a person, place, or thing. The teacher asks, "¿Cuáles son algunos ejemplos de sustantivos?" The teacher writes the following sentences on the board, "El niño juega con un juguete. A mi perro le gusta correr." During whole group instruction, the teacher reads each sentence aloud and asks for volunteers to name the nouns

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in each sentence. The teacher underlines each noun and discusses the categories (person, animal, or thing). The students fold a sheet of paper in thirds and label each section: “Personas, Animales, Cosas.” The teacher reminds students that these are noun groups and tells students to write a few nouns for each section. Students share the words they wrote. The teacher continues to explain to the student what a verb is and how verbs tell about action. Students work in pairs to create oral sentences with present-tense verbs. Students then share their sentences with the class, identifying which word is the verb. The teacher asks students to “nombrar las cosas que haces en el aula” and write the verbs on the board. Students complete an activity in the “Libro interactivo del estudiante” during independent practice. Students then apply knowledge by completing “Lenguaje y normas” from the “Centro de recursos para descargar.”

The materials include tasks that are developed appropriately and spaced out accordingly for the expected outcome of learning at the end of the academic school year. For example, materials have a sequence of the TEKS with specific page numbers for activities that align with the TEKS in both the student text and teacher edition. TEKS are clearly stated at the beginning of the lesson and follow a sequence throughout the entire text in the Teacher Guide. The teacher writes the following sentence: “¡Voy al parque de diversiones hoy!” The teacher shows the students which part of the sentence is a statement and which part shows the excitement. The teacher asks students to suggest other activities that they find exciting. The teacher prompts the students by saying, “Escribe oraciones exclamativas sobre estas actividades.” Students work together in pairs to write their own exclamatory sentences. The teacher then continues to share imperative sentences by saying them aloud for the students and tells students that imperative sentences always tell the listener to do something. The teacher asks students to watch for imperative sentences when writing during the Writing Workshop in small group instruction and independent practice.

The materials provide opportunities for teachers to differentiate their questions by evaluation, analysis, or synthesis, which increase in complexity by the end of the academic year. Using the teacher’s guide, the teacher can provide repeated lessons that allow students to practice all domains and meet the standards progression of the vertical alignment matrix for this grade level.

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### Indicator 4.1

Materials provide explicit instruction in print concepts and opportunities for student practice (K–1 only).

- Materials provide explicit instruction in print awareness and connect print awareness to books/texts.
- Materials provide opportunities for students to connect print awareness knowledge to texts.

### Meets 4/4

Materials provide explicit instruction in print concepts and opportunities for student practice. The materials provide opportunities for explicit instruction in print awareness and connect print awareness to books and texts. The materials provide opportunities for students to connect print awareness knowledge to texts.

Evidence includes but is not limited to:

The materials provide explicit instruction in print concepts. Teachers have access to scaffolded lessons to teach print awareness, such as different print features, in the sections “Conocimiento de la letra impresa,” “Destrezas fundamentales,” and “Puente entre lectura y escritura.” For example, in Unit 1, Week 3, “Presentar el libro” in the “Conocimiento de la letra impresa” section presents information on the title and directs students in a whole group activity to look in their “Interactive Student Book” with the question, “¿Pueden reconocer el título?” During the Shared Reading as a possible “tema de enseñanza,” the teacher explains that “authors often use print features in informational texts to help readers more easily find and understand information” and points to the features Glossary and headings. Finally, during “Puente entre los talleres de lectura y escritura,” a mini-lesson focuses on strategies to explain headings as print features. Students are directed to use their Interactive Student Book to model how to find a header; then, partners look for a print feature and share.

The materials include lessons in word awareness that help students become conscious of individual words. For example, in Unit 1, Week 4, students learn about adjectives and articles. This lesson is first introduced in the Shared Reading activity as a possible “tema de enseñanza,” where students need to point to a phrase, and the teacher models whether the article refers to a specific object or not. The teacher focuses on words that help readers to visualize or use descriptive words. The teacher uses the lesson in “Puente entre lectura y escritura” in a whole group environment as a mini-lesson to emphasize the use of adjectives as descriptive words. The students practice with a partner by suggesting words that help the partner to picture what that object looks like. Finally, each student, individually in the Interactive Student Book, writes sentences with words that represent their school.

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The materials provide opportunities for students to practice and apply print concept knowledge to texts. The lessons provided for each week during the Reading Workshop in the section “Palabras de uso frecuente” follow the workshop format that includes a mini-lesson with a focus on Strategy, Model and Practice, and Apply. For example, in Unit 1, Week 4, the focus is to review the high-frequency words: “y, hay, casa, ella, tiene.” The teacher models, “Esta es la palabra tiene. ¿En qué sílaba de la palabra tiene esta la letra *n*? Sí, en la segunda sílaba, o en la última sílaba de la palabra.” Partners practice saying a sentence that includes the word “tiene”; they repeat with the remaining words. Then in the Interactive Student Book, students identify, read, and write the high-frequency words. The materials have a downloadable practice called “Practica de palabras de uso frecuente,” where students have the opportunity to practice a fundamental skill. The materials address teaching print concepts. For example, the students have opportunities to interact with print concepts. In Unit 1, Week 3, students find text features, “Subraya el encabezado que indica el tema principal de estas páginas.”

The material provides lessons in word awareness that help children become conscious of individual words. In Unit 1, Week 1, Lesson 3 “Taller De Lectura,” the teacher uses “Tarjetas de sonidos y grafías 20 (mapa) 25 (papa)” to introduce consonants *m* and *p*. The teacher says each picture name and points to the letter while isolating the initial sounds. The teacher models the sound of each letter while writing it on the board. Then the teacher writes the word “mano” and says, “Escuchen mientras digo esta palabra: mano. Voy a decir las sílabas de la palabra lentamente: ma-no. ¿Con qué sonido comienza la palabra? El sonido inicial /m/ se escribe con la letra m.” The teacher repeats this activity with the word “pala.” The teacher reads aloud the text in the “Libro interactivo del estudiante” and has students read the decodable words “mama” and “papa.” Students first segment the words and say the syllables in each word (short arrow) and then combine the syllables together to read it (long arrow).

The materials provide some frequent and adequate practice on the organization of print. In Unit 3, Week 4, “Taller De Lectura,” the teacher directs students to the “Libro interactivo del estudiante” and has students tell what kind of information is provided on the page. The teacher asks the students to point to the title and the names of the author and illustrator to demonstrate print awareness. In Unit 4, Week 1, Lesson 2, “Taller De Lectura,” the teacher has students turn to a page in the “Libro interactivo del estudiante” and tells students to point to the title, author’s name, and illustrator’s name. The teacher asks, “¿Qué hace un autor? ¿Qué hace un ilustrador?” Students point to the parts of the page that the author did and the parts that the illustrator did.

Materials provide opportunities for students to practice and apply concepts knowledge to texts. For example, in Unit 1, Week 2, “Taller De Lectura,” the students turn to a page in the “Libro interactivo del estudiante.” The teacher says, “Hoy vamos a leer un cuento sobre niños que juegan.” The teacher points to the title of the story and says, “El título del cuento es *La niña juega*. ¿Qué palabra del título contiene la consonante *l* inicial?” The teacher waits for student

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responses and says, “¡Correcto! La palabra La contiene la consonante l inicial.” The teacher points to the *L* in “La” and says, “En el cuento leeremos otras palabras con la consonante al inicio o al final de una sílaba.” Before reading the story, the teacher reviews this week’s high-frequency words: “es, un, con, nina, juega.” Students practice reading these words in the story *La nina juega*. Together with the teacher, students read the words. The teacher says: “Cuando vean estas palabras en el cuento de hoy, sabrán cómo leerlas.”

In Unit 1 Week 2, “Taller De Lectura,” the teacher displays the “Tarjetas de sonidos y grafías 17” and tells students to use the consonant *l* at the end of a syllable. The teacher writes the following words on the board: “a\_canza, a\_go, ma\_, Pascua\_” and guides students to fill in the empty spaces with the consonant *l* at the end of the syllable (“alcanza, algo, mal, Pascual”). The students read the words aloud. Students use letter tiles to make the following words: “palma, pulpo, del.” Students rearrange the letters to make new words with the final consonant *l*. The teacher supports students by utilizing the decodable reader “El Olmo.” This decodable reader helps students read high-frequency words (“un, es, juego, con, nina”) and words that have the final consonant *l*. As students read the decodable reader, the teacher prompts them to place sticky notes on pages containing one or more high-frequency words. After reading, the teacher asks the students to return to the pages with sticky notes and reread the sentences with high-frequency words with a partner.

In the Teacher’s Guide Unit 2, Week 5, the materials provide a whole group review lesson under the section “Conocimiento de la letra impresa,” where the teacher is prompted to ask students to identify the author and the illustrator of the story they are reading in the student textbook. The teacher tells students “En esta página está el título de este texto, también dice quien es el autor y quien es el ilustrador.” Students then identify them independently. In the student textbook under Unit 1, Week 3, students have the opportunity to practice author techniques such as, “Leer como escritor, escribir para un lector.” With a partner, students look for concepts of print elements that an author uses in stories. Once they write their thoughts, they can discuss them with each other.

In the student textbook Unit 2, Week 6, section “Explorar y planificar,” students write a letter in which they share their opinion. With a partner, students read “Las escuelas necesitan clubes de observaciones de aves,” then they fill in the graphic organizer that helps them write a letter to the author. The materials provide opportunities for teachers to describe the importance of writing letters for a reader in Unit 2, Week 6, “Escribir para un lector.” The teacher guides students to provide information and important reasons in order to persuade the zookeeper to bring a specific animal for him to tend. The materials provide explicit instruction in print concepts and opportunities for student practice.

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### Indicator 4.2

Materials provide explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K–1 only).

- Materials provide opportunities for students to practice oral language activities.
- Materials provide explicit instruction in each newly taught sound and sound pattern.
- Materials provide opportunities for students to practice each newly taught sound/phoneme and syllable pattern.
- Materials provide opportunities for students to practice blending spoken phonemes to form syllables and syllables to form multisyllabic words.
- Materials provide opportunities for students to practice segmenting spoken words into individual syllables and to manipulate syllables to form new words.

### Meets 4/4

The materials provide explicit instruction in phonological skills and opportunities for daily student practice (e.g., rhyming, syllabication, blending, segmenting, manipulation). The materials provide opportunities for students to practice oral language activities and explicit instruction in each newly taught sound and sound pattern. The materials provide opportunities for students to practice each newly taught sound/phoneme and syllable patterns and provide opportunities for students to practice blending spoken phonemes to form syllables and syllables to form multisyllabic words. The materials also allow students to practice segmenting spoken words into individual syllables and manipulate syllables to form new words.

Evidence includes but is not limited to:

The materials provide opportunities for students to practice each newly taught sound, phoneme, and syllable pattern. The resource explicitly teaches all phonemes and syllable patterns as evident in the section, “Correlación con los TEKS,” which includes lessons found by TEKS in both the “Teacher Guide” and the “Interactive Student Book.” The materials include resources for students to practice sounds, words, and letters. For example, resources include the “Libro de práctica de fonética, cuadernillos de libros de fonética, tarjetas de sonidos y grafías, tarjetas de imágenes, práctica adicional,” along with virtual games such as “La selva de los sonidos, las islas de las palabras y tarjetas de letras.” Also, students can practice chants or songs that they can use during instruction with “El super libro de canciones y poemas.”

The instructional materials provide systematic, explicit instruction in each newly taught sound pattern. For example, the materials include teacher guidance or a scope and sequence on what sounds to introduce first. All the units in all grade levels are set up in the same way. There are five units in each grade. Each unit is composed of weeks. There are five weeks in each unit with one week of projects. Each week begins with a “Plan Para Los Talleres.” This section includes

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“Taller De Lectura” with all the relevant TEKS listed. It also includes the teacher page where the teacher can find the information. Every unit also includes a “Plan de la semana.” This plan is a breakdown of what will be done for the week. The week is then broken down into five lessons. This section is where the teacher can find exactly what will be taught for the day.

The material provides for frequent and adequate practice in phonological awareness. In Unit 1, Week 1, Lesson 1, “Taller De Lectura,” the teacher points to the picture of the shovel in the “Libro interactivo del estudiante” and tells students to watch and listen as teachers say each syllable in the word “pala.” The teacher holds up her index and middle fingers to indicate the number of syllables. The teacher repeats the syllables in “pala” several times and says, “Podemos separar las palabras en sílabas. Todas las sílabas deben tener una vocal. El nombre de esta imagen tiene dos sillas con la vocal a: pa-la. ¿Cuál es el sonido de la vocal a?” The teacher points to the image of the fish and says, “Este es un pez: pez. Esta palabra tiene una sola sílaba. La sílaba de pez tiene la vocal e. El sonido de la vocal e es /e/.” The teacher repeats with the word “lobo” to show how to say syllables with the sound /o/. The teacher says: “Escuchen atentamente esta palabra: casa. Vamos a separarla en sílabas: casa. ¿Cuántas sílabas tiene la palabra? Exacto, dos. ¿Qué vocal tienen las sílabas de esta palabra? La vocal a.” The teacher repeats the activity with the words “tres, mono, sal, leche, sol” and guides the students as they segment the words into syllables and recognize the sounds /a/, /e/, a /o/.

In Unit 1, Week 2, Lesson 1, “Taller De Lectura,” the material provides frequent and adequate practice in phonological awareness. The teacher points to the picture of the can in the “Libro interactivo del estudiante” and tells students that they will say a word and count how many syllables it has. Students point to the first image on the page. The teacher says: “Que muestra la imagen? Si, muestra una lata. Vamos a separar la palabra lata en sílabas. Diré la palabra varias veces. Ustedes me dirán cuántas sílabas tiene.” The teacher says the word “lata” several times, emphasizing each syllable, “la-ta.” Students say how many syllables the word has. An option for students who struggle is to show the number of syllables with their fingers. The teacher explains that the first syllable of “lata” begins with the consonant l: “la-ta.” The teacher repeats with the words “luna, pila.” The teacher tells students that in the case of “pila,” the second syllable begins with l. Students repeat the activity with the words “luces, malo, lomo, lombriz, palo” as the teacher guides students to segment the words and identify where the sound /l/ is.

The materials provide opportunities for students to practice oral language activities and include frequent and adequate practice in phonological awareness. For example, materials provide clear guidance for teachers to routinely and directly instruct students on how to blend, segment, delete, add, manipulate, and substitute syllables in spoken words. The materials include a variety of activities for students to practice phonological awareness. Every week there are lessons dedicated to Phonemic Awareness. For example, in Unit 1, Week 4, Lesson 1, Segment Words into Syllables, the teacher says, “when segmenting a word into syllables, they need to say each individual syllable in the word.” The teacher presents the word “niño” with “Tarjeta de imagenes.” The teacher repeats several times the word “niño” segmented into “ni-

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ño,” showing the image in the Student Interactive Book. Then students repeat the activity with other words in their book. The teacher shows the next “Tarjeta de imagenes,” “Escuchen atentamente mientras digo las sílabas de la palabra nariz: na-riz. Ahora, repitan las sílabas conmigo na-riz. ¿Qué sonido escuchan al comienzo de la palabra? Si, sonido /n/.” Students continue practicing the initial sound. First, the teacher says the syllables in each word, and then students repeat them.

The materials provide opportunities for students to practice segmenting words into syllables to form new words. In Unit 2, Week 3, Lesson 1, students segment words into syllables; the teacher presents the syllables “ga, go, gu.” The teacher points to the picture in the Interactive Student Book and says to the whole group, “Esta es la imagen de una galleta. Escuchen atentamente cada sílaba de la palabra galleta: /ga/ /lle/ /ta/.” The teacher models syllables with the pictures “gorra y guante.” The students practice saying words out loud and segment them into syllables using the “Tarjetas de imágenes.” In the following lesson, students change syllables. The teacher points to the picture in the Interactive Student Book and says to the whole group, “Escuchen atentamente a la última sílaba, ña. ¿Qué ocurre si cambiamos la sílaba ña por ño?” The teacher asks students if they notice the difference, “Al cambiar la sílaba, cambió la palabra de niña a niño.” Students practice, say, and underline the syllable that changes in each pair of words such as, “cama-ca, bote - bota.”

The materials provide explicit instruction and frequent and adequate practice in each newly taught sound and sound pattern. In Unit 2, Week 5, the Phonics instruction is to Decode words with consonant j. The teacher presents to the whole group the “Tarjeta de sonido J (jabón)” and models how to spell the word, “Vamos a deletrear la palabra jabón: j-a-b-o-n. ¿Qué sonido produce el sonido j? J Digan el sonido conmigo.” Students repeat the word several times, and they practice with the words “jugo, ajo, roja, dije, jinete” to read each word. Students then decode and segment each one. Finally, they practice individually to decode words in their Interactive Student Book.

The materials provide regular, systematic modeling of phonemic and phonological awareness learning. The materials provide activity suggestions such as substituting the different sounds for the first sound, combining syllables, removing phonemes to form new words, identifying rhyming words, etc. For example, in Unit 3, Week 3, Lesson 1, students segment words into syllables with the example “lluvia.” In Lesson 3, students identify rhyming words with the example “caballo-gallo,” and in Lesson 5, students change initial syllables with the word “tostada.”

The materials provide opportunities for students to practice blending phonemes and syllables. In Unit 3, Week 6, Lesson 1, Consonant Blend *pr*, the teacher presents to the whole class the “Tarjeta de sonidos y grafías (princesa)” and says, “Veo la imagen de una princesa. Cuando digo princesa, escucho la combinación de consonantes *pr* al principio de la palabra. En princesa. la



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combinación de consonantes *pr* está formada por dos consonantes seguidas: *p*, *r*.” The teacher writes the consonant blend *pr* on the board. Then teacher models with the word “propio: Voy a decir lentamente las sílabas de la palabra propio, ¿Qué sílaba escuchan al comienzo de la palabra propio?” Students repeat the syllables of the word “propio”; students segment and decode the words “pronto, prima, prosa.” Individually, students practice blending and decoding the words in their Interactive Student Book.

The materials provide an adequate sequence for teaching the concepts, provide guidance to introduce new concepts, and maintain or review old concepts. This plan is evident every week in the outlined instruction of phonological awareness and phonics in the table of contents which includes “Conciencia fonológica y Fonética, Fonética, Cuento de fonética, Conciencia fonológica y Fonética.” Unit 4, Week 1, Lesson 1 for phonological awareness is about segmenting and blending syllables with the sound *dr*, and for phonics, it is to decode words with the consonant blend *dr*. Lesson 2 Phonics is about decoding and writing words with the consonant blend *dr*. Lesson 3 for Phonological Awareness changes syllables, and for Phonics, it is to decode words with the consonant blend *gr*. In Lesson 4 Phonics, students decode and write words with consonant blend *gr*. Next, students practice with a decodable story which includes the consonant blends *dr*, *gr*. In Lesson 5, Phonological Awareness changes syllables, and Phonics Spiral Review looks at the consonant blend *pr* and dieresis.

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### Indicator 4.3

Materials provide explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context (K–2).

- Materials include a research-based sequence of grade-level foundational skills instruction and opportunities for ample student practice to achieve grade-level mastery.
- Materials systematically develop knowledge of grade-level phonics patterns as addressed in the SLAR TEKS for grades K–2.
- Materials provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable reader) and tasks.
- Materials include building spelling knowledge as identified in the SLAR TEKS.

### Meets 4/4

The materials provide explicit, systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context (K–2). The materials include a research-based sequence of grade-level foundational skills instruction and ample student practice opportunities to achieve grade-level mastery. The materials systematically develop knowledge of grade-level phonics patterns as addressed in the SLAR TEKS for grades K–2 and provide opportunities for students to apply grade-level phonetic knowledge to connected texts (e.g., decodable readers) and tasks. The materials also include building spelling knowledge as identified in the SLAR TEKS.

Evidence includes but is not limited to:

The materials include a research-based sequence of grade-level foundational skills. The Teacher Guide includes a Scope and Sequence of foundational Skills that includes Phonics skills by grade level. First-grade students learn about connected sounds and letters; know sound-letter relationships and match sounds to letters; generate sounds from letters and use those sounds to decode consonants, consonant blends, digraphs, hiatus, diphthongs, and common vowel patterns; decode multisyllabic words; recognize common patterns in words and use them to decode syllables (cv, vc, cvc, vcv, cvcv, ccvcv, cvccv). The Scope and Sequence also includes Phonological Awareness skills, such as count syllables in spoken words, segment and blend syllables in words, and identify the same and different initial sound, syllables in words, recognize and produce rhyming words, add or delete beginning or ending phonemes or syllables in words, and segment multisyllabic words into syllables.

The materials provide a scope and sequence that includes teacher suggestions on how to teach the skill. Every week in the “Vistazo a la unidad: Plan para los talleres” section, in the Reading Workshop, there is a scope and sequence for teachers to see the phonics instruction. The Teacher Guide provides specific phonics instruction. In Unit 2, Week 1, Lesson 2, students identify and match syllables with *b*. The mini-lesson focus guides the teacher to remind

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“students that some words begin with the letter b and have the /b/ b/sound. Model and practice: teacher helps students to create note cards for each syllable with b (ba.be.bo) and also with the syllables (ca.te.so.ta.la and da)” and to say “Si juntan la sílaba bo con la sílaba ta, pueden leer la palabra bota.” Students work with partners to create and read words with their notecards.

The materials include systematic, explicit instruction of grade-level phonics patterns. The weekly scope and sequence includes daily phonemic awareness and phonics instruction that builds on each other and in complexity. In first grade, students recognize vowels and consonants, including initial and final sounds and in the middle of words, blend sounds, and use diphthongs, suffixes, written accents, and hiatuses.

The materials provide students with opportunities to hear, say, encode and learn each newly taught phonic/spelling pattern through direct instruction from the teacher, checks for understanding, activities, etc. In Unit 3, Week 1, students decode words with the consonant Zz by recognizing the sound, segmenting words, and reading them. In Lesson 2, students decode words with consonant Zz by segmenting given words and working in the Interactive Student Book. In Lesson 3, students decode words with the consonant r between vowels by recognizing the soft sound and practicing reading in the Interactive Student Book. In Lesson 4, students decode words with consonant r between vowels as they segment and read words in their Interactive Student Book; students read the phonetic book “El jefe y el maestro.” They review the high-frequency words. In Lesson 5, students have a Spiral Review of words with consonants j and v.

The materials provide opportunities for students to read high-frequency words in and out of context. In Unit 1, Week 6, “Taller De Lectura,” the teacher introduces the students to the Decodable Reader “Coco y Cuca” and informs them that they will read the words with syllables *ca*, *co*, *cu*, and the following high-frequency words: “agua, como, mucho.” After reading “Coco y Cuca,” the teacher asks the students to retell the story to a partner and reminds them that retelling a text can help them better remember and understand what they read. Students write sentences with high-frequency words and then practice reading the words, sharing their sentences with a partner. In Unit 3, Week 1, the small group activity requires students to practice reading and writing the words “gran, había, quería, decían, maestro.” The teacher displays the words, and students read them. The teacher covers one word, and students tell which one is missing.

The materials include opportunities for students to build spelling knowledge. The section “Puente entre los talleres de lectura y escritura” includes a section dedicated to spelling with a specific weekly focus and five lessons. In Unit 2, Week 4, students write words with “gue, gui” and digraph *rr*. The first lesson is an opportunity to assess prior knowledge by writing sentences. Lesson 2 teaches students the sounds produced by gue, gui, and rr; students identify

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the syllables and practice in their Interactive Student Book. Lesson 3 is a review and more practice with the spelling pages in “Ortografía del centro de recursos para descargar.” Lesson 4 is a spiral review of last week’s spelling rules (“que, qui, ñ”). Students practice and apply by writing sentences with at least one word with “que, qui, ñ.” Lesson 5 assesses understanding with spelling sentences.

In Unit 1, Week 1, “Lección Taller De Lectura,” the teacher uses the “Tarjetas de sonidos y grafías 1 (arana), 7 (elefante), 24 (oficina)” to introduce how to spell the vowels a, e, o and tells students all three words begin with a vowel. The teacher says “Esta es la imagen de una araña. Arana comienza con la vocal a. Escuchen: /a/ (pausa) /a/(pausa) /a/ (pausa) arana. Digan la vocal conmigo.” The teacher has students say the vowel several times. “¿Con qué vocal empieza arana?” The teacher points to the Aa at the top of the card. The teacher repeats with the “Tarjetas de sonidos y grafías” for the vowels e and o. The teacher then directs students to the images in the “Libro interactivo del estudiante” and students practice saying each picture name.

The materials include opportunities for students to independently practice writing and reading high-frequency words in the Spanish language. For example, in Unit 1, Week 1, in “Palabras de uso frecuente,” students are given a set of words to read and memorize, such as “en, su, soy, una, veo.” Students are then asked to complete sentence stems by filling in the blank with the words they previously practiced with. The materials include opportunities for teachers to allow students to apply phonetic skills acquired through direct instruction. In the teacher's guide, Unit 2, Week 3, the teacher may provide students with a decodable reader that helps them read the high-frequency words for that week. The materials also provide opportunities for students to practice high-frequency words in a partner setting by locating the high-frequency words of the week in a text that they have already read. For example, in Unit 2, Week 3, students look for “lluvia, granja, tambien, ver, calor.”

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### Indicator 4.4

Materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1–2 only)

- Materials include explicit instruction in fluency, including rate, accuracy, and prosody.
- Materials provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

### Meets 4/4

The materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody. (Grades 1– 2 only). The materials include explicit instruction in fluency, including rate, accuracy, and prosody. The materials also provide opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

Evidence includes but is not limited to:

The materials provide leveled readers for both grades. Readers range from all levels and are aligned to the unit themes. The materials provide complete online access to the grade’s leveled library. Readers include a rich variety of fiction and nonfiction genres, text structures, and features aligned to the continuum of text levels. The readers provide audio and word-by-word highlighting to support students as they read. The materials provide teacher support with text structures and features; launching the text ideas; observing and monitoring suggestions; discussion questions for guided reading; possible teaching points for comprehension, word study, fluency, and high-frequency words; graphic organizer support; word logs; and collaborative conversation strategies and prompts.

The materials provide support and opportunities for fluency instruction. In Unit 1, Week 1, “Género Y Tema,” after completing the Read-Aloud Routine, the teacher models a read-aloud of a short section of “Basura en el camino” that includes dialogue. The teacher explains to students that fluent readers read with prosody or expression. Students read the dialogue in a way that reflects the characters’ emotions. As students read “El apagon,” teachers remind students to practice reading with expression. After rereading the first paragraph, they say, “Leo sobre Sam y Jessica. Encuentran basura en el camino para bicicletas. Podríamos encontrar basura en un camino para bicicletas en la vida real. Este cuento habla sobre algo que podría suceder en la vida real. Por eso, se que es una ficción realista.” The teacher reads a realistic fiction text aloud and has students listen as the teacher reads “Basura en el camino.” The teacher tells students to be active listeners by looking at the teacher and thinking about what makes the characters and their actions seem real. The teacher follows the Read-Aloud Routine. The purpose is to have students listen actively for the elements of realistic fiction. The teacher

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reads the entire text aloud without stopping for the Think Aloud callouts. Then they reread the text aloud, pausing to model Think Aloud strategies related to the genre. The teacher asks the students, “¿Qué aprendieron acerca del personaje de Jessica en este texto?” The teacher uses a T-chart to record students' responses and explains to students that a character's actions and words are details that help readers better understand a story.

In Unit 1, Week 1, “Lectura Compartida,” the teacher reads the text, pausing to discuss First Read notes with students. The teacher uses the Close Read notes to guide instruction for Lessons 3 and 4. The teacher discusses the First Read Strategies and prompts students to establish that the purpose for reading this selection is for understanding and enjoyment. First Read Strategies are “LOOK: Direct students' attention to the illustration to help them understand what the text is about, ASK: Help students generate questions about parts in the story that are unclear to them, READ: Help students connect the story to their own lives and experiences to help them better understand the text, TALK: Encourage students to talk about their text with a partner.” Students may read independently, in pairs, or as a class, using the First Read notes to help them connect with the text and guide their understanding.

The materials provide teachers with routines and opportunities to monitor student fluency. After the week, in the “Evaluación Y Diferenciación,” the teacher has student pairs practice reading a short passage smoothly. Afterward, the teacher uses “Lecturas independientes” to assess students. The teacher has partners practice reading the passage and then uses the “Tabla de progreso en la fluidez” to track student progress.

“Lecturas independientes para la fluidez y la comprensión” is designed to provide differentiated reading comprehension practice using selections that students have not seen previously. It is intended to prepare students to take the Reading/Language Arts section of standardized tests, state-wide tests, and teacher-made tests. The Teacher's Manual includes the following: notes on how to use the “Lecturas independientes” tests, instructions on how to administer and score a fluency test, a chart to record the progress of students, item analysis charts that provide teachers the opportunity to track students' strengths and areas of need, and annotated copies of all the “Lecturas independientes” tests, indicating the answers to all the questions. A fluency test measures a student's reading rate, or the number of words correctly read per minute on a grade-level text the student has not seen before. The teacher is provided with the formula to calculate the words read correctly per minute.

The materials provide opportunities for the teacher to provide guided reading opportunities where the teacher focuses on different components of the guided reading process. For instance, in Unit 1, Week 2, the teacher can work with 2– 4 students at the same time by helping them pick a leveled text. As students read in partners, students practice reading the same leveled text while teachers listen to see if their reading sounds like a conversation. The

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teacher provides examples of “leer con expression” if necessary. The teacher also listens and tracks student reading using the “Tabla de progreso en la fluidez” form.

The materials provide teachers with guiding questions that allow them to distinguish “Fluidez.” In the “Guia para grupos pequeños,” the teacher is provided with questions such as “¿Como pueden cambiarla voz para hablar como un personaje en el cuento? ¿Que les indica que tienen que dejar de leer o hacer una pausa? ¿Como leería esto un especialista en el tema? ¿Como cambia la voz cuando hacen una pregunta? ¿Qué hacen cuando ven un signo de exclamación?” The materials also provide the teacher with a thorough explanation of “Fluidez and prosodia” in the “Guia para grupos pequeños,” which can help teachers to truly understand what they are to focus on with their students. In this resource, teachers are also provided with strategies to help them track and teach students. Some strategies provided are “Practique la fluidez con fragmentos cortos más de una vez.” In the “Guia para grupos pequeños,” teachers are also provided with suggestions for fluency, such as “Practique las destrezas de fluidez en textos de niveles más sencillos.” The materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at the appropriate rate with accuracy and prosody.

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### Indicator 5.1

Materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress.

- Materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal).
- Materials provide guidance to ensure consistent and accurate administration of diagnostic tools.
- Materials include tools for students to track their own progress and growth.
- Materials include diagnostic tools to measure all content and process skills for SLAR K–2, as outlined in the SLAR TEKS.

### Meets 2/2

The materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress. The materials include a variety of diagnostic tools that are developmentally appropriate (e.g., observational, anecdotal, formal). The materials provide guidance to ensure consistent and accurate administration of diagnostic tools. The materials also include tools for students to track their own progress and growth and diagnostic tools to measure all content and process skills for SLAR K–2, as outlined in the SLAR TEKS.

Evidence includes but is not limited to:

The materials include assessment tools that are designed to be ongoing, strategic, and purposeful. A quick check is embedded in each section of the daily continuum. After the mini-lesson and practice, the materials include a quick check with the option to notice behavior and decide on an approach. In Unit 1, Week 4, the teacher assesses using the following question, “¿Pueden los estudiantes identificar los ambientes de la ficción realista?” The teacher has the option to revisit instruction about realistic fiction in a small group. The teacher is guided to use the TE page with a teacher-led option for small groups. If students show understanding, there is an option to extend instruction about realistic fiction and direct the teacher to a TE page with a teacher-led option for small groups. The assessment methods are appropriate to the developmental status and experiences of young students, and they recognize the individual variation in learners and allow students to demonstrate their competence in different ways. The assessment tools are designed to allow students to demonstrate understanding using multiple modalities, such as verbal and nonverbal responses, as well as concrete, pictorial, and abstract representation of skills. One of the key components is the teacher-student conferring time, and the materials provide prompts to guide the teachers to know and assess the student in a closer personal approach.



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The assessments are designed to measure what students can do independently as well as what they can do with teacher assistance. The materials include tools that support the teacher in gathering information in various settings, including one-on-one, guided group, small group, or whole group instruction. The materials include sections for “Evaluación y diferenciación” that provide Teacher-Led options to assess and provide practice to the students in whole group, small group, and independent work. The materials include formative and summative assessment measures designed to support the teacher in understanding at what level the student is performing based on performance on grade-level readiness skills. “Exámenes de las unidades” are provided at the end of the unit as summative assessments that show how students performed with the unit’s skills. The “Verificación del progreso” resource provides formative weekly assessments that show student progression in different skills (high-frequency words, phonics, comprehension, and writing).

The materials include a separate assessment guide that supports the teacher in understanding the informal assessment tools included. The “Opciones de evaluación formativa” section follows each teaching section and includes a quick checklist and an “Apply” option. In the quick check, the teacher observes the student’s proficiency level with a question prompt and actions to follow if the student struggles or understands. The “Apply” section has two options for students to apply their knowledge.

Formal assessment tools include scripts to ensure the administration is consistent and standardized across examiners. “Exámenes de la unidad” provides a Teacher Script to use during assessment implementation. The formal assessment tool is supported by a User Guide which includes an overview of the assessment. The tool outlines the time to administer each task, provides step-by-step guidance for administering each measure, and includes information to support the teacher in understanding the benchmarks. For example, in “Exámenes sumativos: Manual del maestro y Clave de respuestas,” the materials provide the necessary information and scripts for the test. The resource includes “Instrucciones para el Examen inicial y texto del maestro” which cover the following components: “fonética, reconocimiento de palabras, comprensión auditiva, conciencia fonológica.” The resource also includes the number of items for each section and the estimated assessment time.

The materials include recommendations for assessment tools that allow for student evaluation of their work. In every unit’s “Week 6,” the resource provides a “Lista de comprobación del proyecto de investigación,” where students can check off a list with evidence about their research project. For instance, in Unit 3, students check for the following, “¿Pusiste nombre a tu historia favorita? ¿Dijiste por qué es tu favorita? ¿Tienen detalles interesantes? ¿Tu texto está escrito en oraciones completas? ¿Todas las oraciones empiezan con mayúscula? ¿Todos los nombres empiezan con mayúsculas? ¿Todas las oraciones tienen puntuación final?”

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Observational assessments provide a snapshot of what students can and cannot complete. It provides support and evidence for the results of a more formal assessment. The guide helps teachers learn about how to use observational assessment in greater detail. Materials provide help for teachers to use independent work for assessment. For example, independent, ongoing, informal assessment takes on different forms, including but not limited to class work samples and quick check responses that gather quick information about student progress at the end of a lesson. Independent assessments of this nature provide immediate data about a student. Teachers do not have to schedule group work time; these built-in checks provide almost instantaneous feedback about a student's progress while instruction is still taking place. For example, at the end of a lesson on characters, the teacher may ask students to identify, describe and draw a character in a story. The teacher can quickly read through the responses and adjust instruction so students who have shown mastery of this skill may be asked to draw pictures and describe additional characters in the story.

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### Indicator 5.2

Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.

- Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on measures of student progress appropriate to the developmental level.
- Diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.
- Materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data.
- Materials provide guidance for administrators to support teachers in analyzing and responding to data.

### Meets 2/2

The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. Materials support teachers with guidance and direction to respond to individual students' needs in all domains, based on student progress measures appropriate to the developmental level. The diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation.

Evidence includes but is not limited to:

The materials include guidance that supports the teacher in scaffolding instruction based on the student's demonstrated aptitude level within each literacy skill. The materials provide different levels of support and guidance. In everyday activities, there is the Running Record in "Lecturas independientes para la fluidez" to measure oral reading fluency levels. Quick Checks located at the end of lessons throughout the "Teacher Edition" support planning for intervention or independent assignments. The section "Assess and Differentiate" includes a set of small-group activities at the end of each lesson.

The materials include information that supports the teacher in understanding the progression of skill development. The information can be used to support interpreting assessment results and individualizing instruction. "Guía de evaluación" Part 2 includes tools and printables to help teachers analyze student behavior and reflect on the progression of skills development. In the Early Literacy Behaviors Checklist, the teacher can check if the student is P=proficient, D=developing, E=emerging, or N=not yet to evaluate the student in the areas of Concept Print, Phonological/Phonemic awareness, Phonics and decoding, Comprehension, Writing, and Speaking and listening. The Reading Strategy Assessment Checklist is another resource where the teacher observes and identifies if the student is proficient, developing, emerging, or not yet

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proficient in the different skills for reading strategies. The student can be rated on the following, Building background, Comprehension, Fluency, and Self-Assessment.

The materials include a separate assessment guide or section that supports the teacher in understanding the benchmark data related to student age and level of support needed, further supporting teachers in grouping students and identifying areas of need for instructional focus. “Verificación del progreso: Manual del maestro y Clave de respuesta” provides an overview and description for each section of the test. The sections are Administering, Scoring, and Reteaching options. There is also a Student Progress Chart allowing the teacher to monitor student progress and a Class Progress Chart divided by units of study. Additionally, there is a Progress Check Up divided by units and weeks, a Writing Rubric, Top Level Responses for Writing, and Answer Key for each weekly test.

The assessment results can be utilized to understand the learning of a specific student or group of students. Assessment results enhance overall knowledge of student development and improve educational programs for students while supporting continuity across grades and settings. This resource assists in accessing resources and supports children with specific needs. As stated by the materials in the book, “Verificaciones del progreso: Manual del maestro y Clave de respuestas,” these checkups are designed to measure students’ progress based on the vocabulary, phonics, comprehension, and writing taught in each week of instruction. Although the materials provide opportunities for observations and assessment to identify students’ needs, there are no specific instructions or guidelines on how to communicate to families. It is assumed it will be done. Reports identify a student’s individual needs and can be used for communication with families.

Materials include instructional strategies that can be used to support students whose data demonstrate a need for more one-on-one or specialized support. These strategies may be included in a resource or specific to a lesson or skill being taught. First, the teacher completes the Quick Check after each instruction section, allowing the teacher to check where students are performing. In the section “Evaluación y diferenciación,” the teacher finds the appropriate approach for each need. For example, the resource includes intervention activities, fluency work, Word Work strategy groups, small group activities with a decodable reader, high-frequency words, and Word Work. The materials direct teachers to provide varied support to each student based on their individual performances, even though their overall scores were the same.

The materials include recommendations to support teachers in adjusting instruction to meet student needs based on data from developmentally appropriate assessments in literacy skills. For example, the “Guia de evaluacion” provides teachers with materials that help them interpret assessment results and individualize instruction. In this material, there is a section titled, “How can I use assessment and data to inform instruction?” Teachers are provided with

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an overview of how the materials provide a variety of assessments to support instruction. Materials state that data-based decision making occurs in four stages: “Collect Data: Use a variety of assessment tools to gather data about your students as individuals and classroom as a whole; Document Data: Record and organize the data in a way that you can easily read and understand; Evaluate Data: Consider what the data tells you about individual and classroom learning when reviewed together; Instruct from Data: Plan your instruction to address the evidence of learning or needs of your individual students and classroom as a whole.”

The materials provide a document, “Programa para Kindergarten a Grado 2 Vistazo A Las Evaluaciones,” that provides teachers with an overview of all assessments for all grade levels. For example, materials include Baseline Tests, which determine a starting point for students who are struggling, on-level, or ready for a challenge. The materials also provide Unit Tests that monitor student progress on skills and standards taught in a unit. Additionally, the resource includes Formative Assessments that gather comprehensive assessment data to inform instructional pathways, using these embedded daily routines and multiple digital/print assessment resources: Quick Checks, Assess and Differentiate, Assess Prior Knowledge, Assess Understanding, Observational Assessments, Conferencing Checklists, and Rubrics.

Materials include instructional strategies that can be used to support students whose data demonstrates a need for more one-on-one. For example, conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth. The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current pieces of writing. Each conference should be five to eight minutes. Teachers determine which students will be met with that day and read only those students’ writings; use the provided conference prompts for each lesson to guide conversations; determine three possible teacher points for the conference based on student work and any prior conversations with the student; come to the conference with stacks-published, teacher written, and student models; and use a note-taking system to capture pertinent details from the conference.

The materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools. Through “Realize,” administrators can customize and differentiate their dashboard, focusing on teacher support. Among other things, these options allow educators to view standards mastery and usage across the classroom, create teacher PD and training plans, and streamline school data analysis.

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### Indicator 5.3

Materials include frequent, embedded opportunities for monitoring progress.

- Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress.
- Frequency of progress monitoring is appropriate for the age and content skill.

### Meets 2/2

The materials include frequent, embedded opportunities for monitoring progress. The materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress. The frequency of progress monitoring is appropriate for the age and content skill.

Evidence includes but is not limited to:

The materials include suggested timelines for checking progress that align with the scope of the materials. A guide includes suggested checkpoints to gather information about student progress and recommended connections based on performance with the skills taught in the materials. For example, in the “Verificaciones del progreso: Manual del maestro y Clave de respuestas” in the “Tablas de análisis de las preguntas,” the teacher has the opportunity to align and check the different program components per week per unit of study to verify progress. The checklist includes: Progress check up ( week number), Section (High-frequency words, phonics, comprehension, writing), Items (number of questions), Item focus/skill, DOK level (Depth of Knowledge questions), Focus remediation opportunities, TEKS, and TEKS test format. The materials include teacher tips for tracking progress throughout a thematic unit for specific skills to monitor student growth. The materials include reminders within lessons of activities that provide authentic opportunities for assessing student learning. Examples of this can be found in the “Student Interactive Book,” where students can practice the skills, and the teacher can monitor the student’s responses.

The materials recommend embedded systematic observations in student’s everyday activities and interactions as opportunities to track progress and assess skills in authentic situations. The “Guía para grupos pequeños” presents a system to organize the groups and register their progress and needs chart with students’ information and “Fortalezas y destrezas por mejorar, nuevas destrezas por desarrollar.” The materials include a reading log with the student’s name, book title, level, and observations; a progress monitoring chart with the book title, level, and auto-correction index; and a meeting log with the student’s name, date, and book level. Progress monitoring opportunities in the materials reflect accurate methods for assessing students. The assessments are aligned with the TEKS and with specific emphases in the materials to ensure accuracy in the assessment of children.

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The materials guide teachers to administer progress monitoring assessments at an appropriate frequency for the age and for the skill development. For example, the materials suggest a variety of progress monitoring tools as informal and formal assessments. For formal assessments, there is a weekly “Verificación del progreso” that includes the monitoring of the skills taught in high-frequency words, phonics, comprehension, and writing. For more informal monitoring, the resource includes the “Comprobación rápida” after each teaching section with a question prompt to guide future actions depending on students' understanding. The Teacher Edition guides the teacher after doing the quick check that pairs with the section “Evaluación y diferenciación” and selects the appropriate actions either as an intervention or on an advanced level. The materials include recommendations for assessing students with formal progress monitoring measures at least three times in a school year. The formal progress monitoring occurs at the beginning of the year, the middle of the year, and at the end of the year. This frequency allows teachers to identify who is demonstrating progress. For example, the book “Exámenes sumativos: manual del maestro y Clave de respuestas” and the online resource “Examen inicial, de medio año y de fin de año” provide the guidance for the baseline test at the beginning, middle, and end of the year so that teachers can monitor skill progression.

The materials include suggestions to support more frequent monitoring of students demonstrating difficulty to support instructional interventions and response to intervention. For example, the teachers have access to the “Guía del maestro para la intervención” and the online resource “Intervención” divided by units. The intervention book provides the teacher with the program overview, lesson overview, skills overview, and instructions with prompts. Students have materials for each of the different skills on phonemic awareness, phonics, spelling, vocabulary, fluency, reading literature, language conventions, writing, and research and inquiry. The materials suggest reviewing the book “Guía para grupos pequeños,” where the teachers have access to specific small group observations and interventions.

The recommended progress monitoring opportunities recognize that primary students experience variation in growth and learning at an uneven and sometimes unpredictable pace while adhering to grade-level expectations. For example, in “Evaluación y diferenciación,” the teacher has the opportunity to differentiate the lessons based on demonstration of understanding. The materials present other opportunities, such as in writing in conference time, where Conference Prompts allow the teacher to monitor progress and the teacher can observe if students need additional support. If students show understanding, the teacher can move them forward. The materials provide suggestions for tracking progress in an ongoing and observational manner that shows a picture of growth over time to support appropriate assessment practices.

The materials include suggested timelines for checking progress that align with the scope of the materials. In the “Guía de evaluación,” the materials provide information for the teacher on when and how assessments should be used. For example, “Baseline tests” should be used at

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the beginning of the year. Formative assessments should be used weekly. Summative assessments are provided at the end of the unit of study. Benchmark tests should be used at the end of the school year. Performance-Based Assessments are used at the end of each unit. Fluency checks are used once per unit. Informal assessment and Observation assessments should be ongoing. Teachers are provided with information on where to find each one of these assessment types. The materials provide online assessment data with class and student data, including mastery, overall progress, and time on task for content completed. Teachers can view data for individual students in the class, mastery by standard, progress reports, and usage reports.

The materials provide for ongoing assessment and progress monitoring. Materials state that diagnostic assessment may be completed early in the year, but assessment should be considered an ongoing activity. Many assessments, like the “miVision Examen inicial and Examende de las unidades,” help teachers determine baseline student understanding so they can place students in appropriate instructional groupings. Teachers should also use a variety of other assessment tools each day to monitor student work. Formative assessments should not be seen as an entity separate from instruction but rather as an output from instructional time in the classroom as well as an informal assessment that captures student successes and achievements. It also helps identify areas of concern in the midst of instruction. Teacher observation, running records, inventories, small-group conferences, and “Verificaciones del progreso semanales” help inform teacher understanding of where students are and how they are progressing.



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## Spanish Language Arts and Reading Program Summary

### Indicator 6.1

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

- Materials provide recommended targeted instruction and activities for students who have not yet mastered the content.
- Materials provide recommended targeted instruction and activities for students who have mastered content.
- Materials provide additional enrichment activities for all levels of learners.

### Meets 2/2

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential by providing recommended targeted instruction and activities for students who have not yet mastered the content. Additionally, materials provide resources for targeted activities for students who have mastered content as well as additional enrichment activities for all levels of learners. The materials provide opportunities for students to apply spelling, phonetic knowledge, and comprehension to connected texts and tasks.

Evidence includes but is not limited to:

Materials provide recommended targeted instruction and activities for students who have not yet mastered the content. For example, in the “Edición de la maestra” Unit 1, the Evaluation and Differentiation section presents ideas for recommended intervention activities. The materials direct the teacher to the “guía del maestro para la intervención” by providing lessons that include explicit teaching, modeling, scaffolding points, progress monitoring, and independent practice. The materials provide resources to support additional practice developing skills in a variety of ways. For example, “Buenos vecinos” includes a table for vocabulary work, phonetic knowledge, and character descriptions. Lessons include recommendations for downward scaffolds by providing teachers with scaffolds to support struggling students. The teacher works in small groups and asks students to take turns picking decodable cards. Students guess the word, segment it into syllables, and tell which syllable is spelled with /n/. By using the “Tarjetas de sonidos y grafías,” students practice saying the vowel several times.

The materials present extensions for students who have mastered the content. Teacher guidance found in “Taller de Lectura” explains that authors choose words carefully. The lessons in this resource include recommendations for questioning scaffolds that include “Remind yourself of the word’s meaning. Think about why the author chose to use this word. What information is the author trying to give the reader?” The materials include guidance that supports teachers in understanding developmental continuums across levels of understanding. For example, in the “Guía de intervención” Unit, Week 2, the lessons include recommendations

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for scaffolds to support the student in successful skill development in phonics with an extension to fundamental skills. In one example, the teacher provides instruction on words with the beginning sound and reads them aloud. The scaffolding continues, and students identify syllables and say a phrase with the selected words. In Lesson 3, “Lectura Atenta,” the materials include recommendations for upward scaffolds and extensions to build upon the students' knowledge level of realistic fiction. Students who show mastery read a self-selected book or pick a partner to explain the setting of their independent reading. Materials include activities that allow all learners to participate in a Book Club. In Unit 4, students have access to six book options. The materials provide examples on the book, “Felipe Poey: el científico que amaba los peces.” Each book has specific goals for each week. For example, in weeks 1–3, students focus on retelling the story, images, and design. In Lesson 5, “Comparar Textos,” the materials include guidance to engage in more challenging writing activities. For example, students write so they can compare ideas about what they are reading by using text evidence in their journals. This recommendation builds fluency and critical-thinking skills.

The materials provide enrichment activities for all levels of learners. In the “Género y Tema” section, the teacher has students look at the essential question for the unit, “Que es un vecindario?” They then guide students to read the essential question, “Cómo pueden ayudarse los vecinos?” The learning activities in the materials follow logical sequences that allow students to work in small groups and use the pictures to communicate about how neighbors help each other. The materials recommend activities where students use pictures and words from the infographic to talk about how people get to know their neighbors. Students reread, read a self-selected trade book, or continue reading their Book Club text. Overall, materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

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### Indicator 6.2

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

- Materials include a variety of instructional approaches to engage students in mastery of the content.
- Materials support developmentally appropriate multimodal instructional strategies (e.g., visual, auditory, kinesthetic, tactile, etc.)
- Materials support flexible grouping (e.g., whole, small, individual).
- Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation.

### Meets 2/2

The materials provide a variety of instructional methods that appeal to a variety of learning interests and needs. Materials include a variety of instructional approaches to engage students in the mastery of the content. Materials support developmentally appropriate multimodal instructional strategies, flexible grouping, multiple types of practices, and guidance and structures to achieve effective implementation.

Evidence includes but is not limited to:

Materials include a variety of instructional approaches to engage students in the mastery of the content. Through mini-lessons, questioning, conferring, and observations, students have the opportunity to engage in the week's topic and skills. In Unit 2, week 1, the "Buscar detalles importantes" lesson offers instructional, engaging opportunities for students. The lesson provides direct instruction that includes student input by allowing questions, collaboration, and time to apply student learning. The lesson focus is for students to understand that details are important to support the main idea of a text. They must be able to determine the most important ones. In the "demonstrate and practice" section, the teacher models a think-aloud to determine important details. Afterward, the teacher directs the students to apply this learning by going back to the text, "El ciclo de vida de una rana," and highlighting the important details. In the "Taller De Lectura," the teacher reviews vocabulary words, and students find sentences in the text that contain the vocabulary word. The teacher reads the sentences aloud as students think of other contexts in which they could use each word. Students work with a partner to use each vocabulary word in a sentence. The teacher asks students to share their list of words from their reading and strategies they used to determine the meaning of the words. Materials support developmentally appropriate multimodal instructional strategies (e.g., visual, auditory, kinesthetic, tactile, etc.)

In Unit 2, Week 2, students use their "Libro interactivo del estudiante" to read a decodable story, "Gabo siembra algo," for the phonics lesson. The teacher has the opportunity to support

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developmentally appropriate strategies through the use of a quick check based on student learning. The resource provides opportunities for the students to show understanding and extend instruction in small groups using “Opciones guiadas para el maestro.” Later in the unit, the teacher displays the “Tarjetas de sonidos y grafías 20, 25.” Students observe the pictures displayed. Students work in pairs to identify words beginning with /m/ or /p/. Students then pick a card and draw a picture to represent that letter.

Materials support for instruction during flexible grouping (e.g., whole, small, individual). The daily plan provides opportunities for flexible grouping, starting with a whole group instruction mini-lesson (5–15 minutes) that includes introducing, modeling, and independent practice. During small group instruction (25–30 minutes), teachers can provide instruction in Guided Reading, Strategy Groups, Interventions, and Conferencing. As teachers provide small group instruction, students engage in Partner Reading, Independent Reading, Book Club, Literacy Activities, or Word Work.

The materials support the teacher in establishing practices and routines by providing a general overview of the week's instruction, materials needed, and steps to guide students to master the weekly skills. The materials follow a gradual release of responsibility model. In Unit 3, Week 1, Writers Workshop, the teacher introduces the poetry genre; students practice identifying all they notice about a poem in their “Libro interactivo del estudiante” and reading aloud in a choral mode. Students have the opportunity to practice in their independent time, while teachers can confer with students using the guide provided in “Evaluación formativa — Instrucciones.” Finally, in “Club de escritores,” students have the opportunity to share their ideas for their poems by giving and receiving feedback from their peers to improve their poems.

In Unit 3, the “Evaluación y diferenciación” section provides the teacher with support on how to manage flexible grouping for individual, small, and whole group instruction. The material provides descriptions of each flexible group. For example, in the small strategy group, students look back at *La hormiga y el saltamontes*, and the teacher models the events in the plot and invites students to retell the middle events and the resolution. For individual flexible grouping, the material offers independent reading. Students have three choices; the resource states, “Los estudiantes pueden: volver a leer y escuchar *La hormiga y el saltamontes*, leer un libro que hayan seleccionado por su cuenta, y trabajar con un compañero para volver y contar los relatos de sus libros de lectura independiente.” In terms of whole group instruction, the material guides the teacher to gather the class together and invite one or two students to share and celebrate reading strategies they have used during their independent reading time.

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### Indicator 6.3

Materials include supports for English Learners (ELs) to meet grade-level learning expectations.

- Materials must include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency.
- Materials encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

### Not Scored

Materials do not include support for English Learners (ELs) to meet grade-level learning expectations. Materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various English language proficiency levels. Materials do not encourage strategic use of students' primary language as a means to develop linguistic, affective, cognitive, and academic skills in the target language (e.g., to enhance vocabulary development).

Evidence includes but is not limited to:

Materials do not include supports for English Learners (ELs) to meet grade-level learning expectations. Materials do not include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various English language proficiency levels. Materials have limited strategic use of students' first language as a means to develop English academic skills in the "Dual Language Implementation Guide. "The materials include professional development videos. The section Videos for Differentiation presents two videos: "Best Ways of Differentiating Instruction for ELLs" by Jim Cummins, Ph.D. and "Leveled Texts for ELLs" by Elfrieda Heibert, Ph. D. The videos encourage teachers to make personal connections with students to know their identity, scaffold instruction, work in small groups, reinforce academic language, and to chunk texts in Leveled Readers books. Materials do not provide instruction sequenced in a way that supports students at varying levels and does not allow for repetition that is playful and interactive. The material does not include accessible resources for teachers to use to become familiar with effective strategies specific to ELs. Materials do not include resources that encourage the strategic use of students' first language to develop linguistic, affective, cognitive, and academic skills in English. The materials do not include accessible resources for teachers to use to become familiar with effective strategies for English learners. The materials do not encourage the strategic use of students' first language to develop linguistic, affective, cognitive, and academic skills in English. The materials do not include examples of using students' first language as the foundation for developing English skills. Throughout the five units, the materials provide various support for students in developing Spanish language skills, not English language skills. For example, Unit 1, "Evaluación

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y diferenciación,” offers support in developing vocabulary through sentence stems in Spanish, not in English.

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### Indicator 7.1

Materials include year-long plans with practice and review opportunities that support instruction.

- Materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year.
- Materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.

### Meets 2/2

The materials include year-long plans with practice and review opportunities that support instruction. The materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year. The materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum.

Evidence includes but is not limited to:

The materials' plan supports efficient planning for teachers by identifying directly-taught learning goals of focus within each unit. For example, "Vistazo a la unidad" and "Planes de la semana" outline each week of instruction and include six Shared Reading lessons with their focus. The focus includes realistic fiction, informational text, poetry, and other genres. The "Destrezas fundamentales" include Phonological Awareness, Phonics, and High-Frequency words. The "Banco de mini lecciones" includes character analysis and the use of text evidence. The "Puente entre taller de lectura y escritura" includes a focus for Academic Vocabulary and calligraphy. The "Taller de escritura" includes a Weekly focus and a mini-lesson bank. The "Puente entre taller de lectura y escritura" provides sections Read like a writer, Write like a reader, spelling norms, language norms, and the TEKS for each lesson. Additionally, in the Teacher Guide, the teacher can find the tab "Presentar la unidad," which introduces the Essential Question, followed by Unit Goals and Academic Vocabulary.

The materials include a plan for instruction in literacy skills development that covers the entire school year. The "Teacher's Guide" explains the curriculum components through "modelos pedagógicos para el taller de lectura: Kindergarten a Grado 2." The Units found in the book are organized by their components, such as "Pregunta Esencial, tema y multiples generos." This breakdown specifies that the unit focuses three weeks on "spotlight on genre," two weeks on "thematically connected text," and one week on "Project-based inquiry/leveled research activities." This section specifies the weekly/daily objectives, as well as foundational skills instruction, mini-lessons, and read-aloud-think aloud. The materials include guidance to support teacher understanding in concept development. In this daily plan, lessons are broken down by Lesson 1 Focus (weekly question, theme, and genre), Lesson 2 (Shared Reading),

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Lesson 3 and 4 (Close Reading), and Lesson 5 (Compare Texts). Teachers are also provided with timing for each lesson mode, starting with a whole group allotment of 5–15 minutes where mini-lessons are provided, a small group instruction allotment of 25–30 minutes while other students are working independently, and a whole group (shareback) five-minute allotment. The materials include year-long plans with practice and review opportunities that support instruction.

The materials include a vertical alignment chart that shows how activities align, both directly and indirectly, to skills, knowledge, and behaviors outlined for students across grade levels. The resource titled “Contenido y secuencia” shows the scope and sequence of the TEKS based on the different components of the program, such as the “Taller de lectura.” The “Taller de lectura” includes Foundational Skills, Print Concepts, Phonemic Awareness, Phonics, High-Frequency Words, Word Structure, Fluency, and Reading comprehension. The materials focus on Genre Characteristics, Key ideas, details, Response to Sources, Comparisons Across Texts, Independent reading, self-selected reading, and Oral Language. The “Puente entre los talleres de lectura y escritura” includes High-Frequency words, Word study, Word learning strategies, Academic language, Analyze author's craft, Develop writer's craft, Conventions of language, Grammar and language, and Capitalization and punctuation. The “Taller de escritura” includes a focus on Foundational skills for writing and Composition. The “Lenguaje oral” includes a focus on Speaking and Listening. The “Proyecto de indagación” includes a focus on Collaboration, Research skills, projects, and an “Evaluación” (STAAR Preparation) with a focus on Editing and Extended writing prompts.

The materials include a clear content plan for instruction. The activities are clearly connected within each unit, and new concepts build upon prior knowledge. For example, each “Unidad de estudio” provides a concept map that includes the Title of the Unit and the Essential Question. The Title of each Shared Reading and Guided Question encompasses a different aspect of the Essential Question and the Project. In the “Plan de la destrezas,” the materials include guidance to support teacher understanding in concept development. The “Vistazo a la semana plan para los talleres” provides opportunities for teachers to access the scope and sequence of “Talleres de lectura y escritura” and Small Group instruction. The mini-lesson resources include “Lectura en voz alta,” “Centro de recursos para descargar,” and “Infografía.”

The materials include activities that support repeated opportunities to learn and practice using knowledge and skills in all domains. The materials include recommendations for review and practice of specific literacy skills in listening, speaking, reading, and writing. Connections are noted within and across units. These connections show when the skill was previously taught or practiced. “Puente entre los talleres de lectura y escritura” outlines lessons for Language Convention. The spiral review is indicated with an icon (tornado) and the title “Repaso en espiral.” In Unit 2, Week 1, Lesson 1, Language and conventions are indicated as a spiral review for adjectives and articles. Activities included in the materials have embedded various methods



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of review and practice such as highlight, oral practice, and sentence stems. In Unit 1, Week 5, in Language and conventions, students review verbs in past tense by finding partners and taking turns forming sentences with a past tense verb. Although the materials indicate and provide spiral review and activities that promote reviewing, the materials do not have an indicator that shows what skill will be taught in the future, nor do they spiral review in Reading Comprehension.

The materials include guidance to support teacher understanding in concept development. For example, every unit of every grade level begins with a “Vistazo a la unidad.” The teachers are given an outline of what each week will look like for the unit. The outline is broken down into sections by “Taller De Lectura, Destrezas Fundamentales, Puente Entre Los Talleres De Lectura Y Escritura, Club del Libro, Taller De Escritura.” The unit also includes “Planes de la semana.” In the “Planes de la semana,” the teachers are provided with lessons for each week. In Unit 1, Week 1, the students study “ficción realista.” The teachers are provided with lessons for each section previously mentioned for the whole week and the weeks after that.

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### Indicator 7.2

Materials include implementation support for teachers and administrators.

- Materials are accompanied by a TEKS-aligned scope and sequence outlining the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels.
- Materials include supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

### Meets 2/2

The materials include implementation support for teachers and administrators and are accompanied by a SLAR TEKS-aligned scope and sequence outlining the essential knowledge and skills taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels. The materials include support to help teachers implement the materials as intended and include resources and guidance to help administrators support teachers in implementing the materials as intended. The materials also include a school year's worth of instruction, including realistic pacing guidance and routines.

Evidence includes but is not limited to:

The materials include a scope and sequence for instruction that clearly aligns with the appropriate grade-level SLAR TEKS and outlines the instruction sequence. For example, the Teacher's Guide and online resources include an organized chart that lists all TEKS. For each TEKS, there is an indication of where in the resources the teacher can find the instruction, unit, week, and page. The materials include "Correlación con los TEKS," where the teacher can find the Knowledge and skill statement, the Student expectation, the Breakout, Item type, Citation Type, Page and Specific location, Hyperlink to location, or Electronic programs. Although the materials provide a Scope and Sequence and TEKS correlation with specificity on where to find the objectives in the resources, the materials do not provide guidance that supports the teacher in understanding the progression of literacy skills across a specific grade level. Additionally, the materials do not offer a visual overview of skills as they are taught, supporting the teacher in planning for differentiated instruction for students who require support with a certain literacy skill.

The materials include supports to help teachers implement the materials as intended. The materials include an overview of how they provide support to teachers, describing the materials' resources. For example, the materials have a guide to support teachers in the first steps of using the product, including a visually appealing page (graphs, pictures, and icons) of

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the included materials in the first pages of the resource called “Componentes del programa for Grade Workshop Resources.” Next, the resource includes “Modelo Pedagógico para los grados Kindergarten a Grado 2.” The resource has explicit instruction in reading and writing workshops to address the SLAR TEKS. The resource includes a detailed model for the Reading Workshop approach in each unit. The materials include this instruction for small group through the “Modelo pedagógico para el taller de lectura para grupos pequeños for grades K–2.” The resource includes writing supports in “Modelo pedagógico para el taller de escritura de K–2.” The resource has graphics for “Puente entre lectura y escritura” and a graph for Week 6: “Proyecto de indagación.”

The materials support teachers in understanding how to use the materials as intended with explanations on how to implement the different models. The beginning of the Teacher Edition includes a section, “Introducción al taller de escritura,” that provides instruction on the writer’s workshop and includes the following subheadings: the instructional resources, conferences, and assessment. The materials include an overview at the beginning of each week or unit of instruction that emphasizes the purpose of the lessons and activities to come, supporting teachers in purposeful planning and making connections within and between the weeks of instruction. Each week includes a “Plan de destrezas” outlining the topic of each lesson for the components of the day. Included are materials and lesson lists for preparation, as well as additional books and resources to support instruction. The materials include tools to support teachers with navigating the resources, such as a table of contents, color-coded and tabbed pages, and icons to easily identify the content on that page. The materials include classroom resources that can be directly used in learning centers. There are posters that guide students to collaborate properly in the library center. The materials include “Tarjetas de letras, de imágenes y de sonidos y grafías” that students use as a game in the ABC center or manipulatives to support students in developing foundational literacy skills.

There are a variety of sections within the Teacher's Editions that provide clear explanation and guidance on the progression of the literacy skills. The progression of literacy skills across each grade is provided in the Plan de destrezas and Vistazo a la Unidad at the beginning of each unit. The literacy foundational skills are also described in the Plan sugerido de la semana that appears at the beginning of each week. The complete Scope and Sequence provided in the Páginas finales of the Teacher's Edition contains the progression of the literacy skills across grades. In addition, the Plan de destrezas for each Unit is also part of the documents within the Getting Started page on Realize. These various planners provide a clear mapping of the skills and their progression across the year. Teachers and administrators can put together side-by-side the documents for the five units to have a visual progression of the literacy skills across the grade.

The materials include a scope and sequence aligned to the Kindergarten, first, or second-grade SLAR TEKS. At the end of each teacher manual, there is a section “Contenido y secuencia.” This

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scope and sequence is vertically aligned to show what skills should be taught in every grade level. The materials outline which essential knowledge and skills are being taught in the section “Correlaciones con los TEKS de Lectura y Artes de lenguaje.” This section is for teachers implementing all the TEKS, and the material tells the teacher exactly where the TEKS can be found, whether it is in the “Libro interactivo del estudiante,” “Guía del maestro,” or “Recursos en línea para el estudiante.” This section also includes units and weeks where the TEK is covered.

The materials support the teacher and administrator in understanding how to use the materials as intended. Through “Realize,” administrators can customize and differentiate their dashboard, focusing on teacher support. Among other things, these options allow educators to view standards mastery and usage across the classroom, create teacher PD and training plans, and streamline school data analysis. All teacher guides are set up the same in grades kindergarten through second. Each unit begins with “Unidad de estudio,” which provides a visual map that supports the teacher with an outline of what will be taught each week in the Unit. This resource provides the essential question and each week correlates with that essential question. The materials include an overview at the beginning of each week or unit of instruction that emphasizes the purpose of the lessons and activities to come. In “Vistazo a la unidad,” the material provides an outline of each week and the story that accompanies the week. It provides a week where students do a final project that correlates with the lessons throughout the unit. The “Planes de la semana” goes more into detail by week. Every week is sectioned into parts labeled “Taller de Lectura,” “Taller de Escritura,” and “Puente entre Talleres de Lectura y Escritura.” The materials provide the TEKS being taught with each lesson. The materials provide a table of contents and color-coded pages so the teacher can identify the content of the page. “Taller de Lectura” is green, “Taller de Escritura” is purple, “Puente de Talleres Entre la Lectura y Escritura” is usually in blue, and “Proyecto De Indagación” is orange. The materials include a leveled library, “Biblioteca de libros por nivel.” Teachers can see the books for the unit, and books are already leveled. Materials include letter/sound cards labeled “Tarjetas del alfabeto” and “Tarjetas de imágenes,” which are used throughout the year in various lessons.

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### Indicator 7.3

Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.

- Materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression.
- Materials are designed in a way that allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

### Meets 2/2

The materials provide implementation guidance to meet variability in programmatic design and scheduling considerations. The materials provide guidance for strategic implementation without disrupting the sequence of content that must be taught in a specific order following a developmental progression. The materials are also designed to allow LEAs the ability to incorporate the curriculum into district, campus, and teacher programmatic design and scheduling considerations.

Evidence includes but is not limited to:

The materials are explicit about the order in which foundational literacy skills must be taught in alignment with the progression of learning in the content. For example, Phonics instruction begins with the basic and more appropriate foundation skills for the grade level, such as vowel and consonant knowledge. As the year progresses, the complexity increases to include manipulating or adding syllables. The materials support teachers in identifying the developmental progression of content skills to ensure that students are supported and instruction is scaffolded to meet their individual needs. For example, in the Writers Workshop in the section “Conferencias,” the teacher can interact with students and assess their understanding and identify areas of need. The materials provide a graph with conference prompts to indicate the option the teacher could take with the format, “If the student ..., then ....” The materials include a list of books for the teacher to use to support the student in generating ideas. If students need additional support, the teacher asks, “What do you like to do? Where is your favorite place to go?” If students show understanding, students share details they can include in their list books.

In Unit 1, Week 1, in the “Puente entre lectura y escritura,” the teacher tells students that there is a proper way to sit at their desks when they write. The teacher models a sitting position that enables students to write properly without strain. The teacher shows how sitting up straight and resting one’s arms on a desk or table are ways to get ready to write. Teachers work with students to help them to achieve a healthy, proper sitting position for writing at a desk. In Unit 5, Week 5, the teacher tells students that it is important to print legibly and leave spaces

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between words when writing answers to questions. The teacher displays the question “¿Que dia es hoy?” and asks students for the answer and then models how to write the answer legibly with appropriate spaces between words. The teacher models how to use appropriate spaces and the upper case letter at the beginning of the sentence.

The materials include simpler tasks at the beginning of the year compared to the end of the year. The tasks are carefully spaced and developed appropriately for the expected outcome of learning at the end of the academic school year. For example, both students and the teacher can find specific page numbers for an activity that aligns with the TEKS sequence in the student text and teacher editions. In addition, in the Teacher's Guide, TEKS are clearly stated at the beginning of a lesson and follow a sequence throughout the entire text. The materials provide opportunities for teachers to differentiate their questions by evaluation, analysis, or synthesis and increase in complexity by the end of the academic year. Using the Teacher's Guide, the teacher can provide repeated lessons that allow students to practice all domains and meet the standards progression of the vertical alignment matrix for this grade level. For example, at the beginning of Unit 1, Week 2, in the Listening Actively domain, students first practice a narrative “Lectura en voz alta” activity. Students then get to practice a progressed level in Unit 1, Week 6, for the narrative “Presentar.” Students then find another progression in Unit 2, Week 4 for a narrative activity, “rutina de lectura en voz alta” and finally, there is a scaffolded activity for a narrative activity in Unit 2, Week 4, “Demostrar y practicar.” The materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.

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### Indicator 7.4

Materials provide guidance on fostering connections between home and school.

- Materials support development of strong relationships between teachers and families.
- Materials specify activities for use at home to support students' learning and development.

### Partially Meets 1/2

The materials provide some guidance on fostering connections between home and school. The materials provide minimal support for the development of strong relationships between teachers and families. Other than a few conversation starters, the materials do not provide specific activities for use at home to support students' learning and development.

Evidence includes but is not limited to:

The materials provide some opportunities to foster the development of strong relationships between teachers and families. Located in the Guia de Evaluacion, teachers have access to tools that are specific to home school support. For example, teachers provide parents with a "Student Progress Chart" that tracks student growth toward mastery of grade level skill development.

The materials provide few opportunities for activities to support students' learning and development at home. The "miVision Lectura Conexión entre la escuela y el hogar" letters provide an overview directly to parents and guardians of the unit topic, reading goals, writing goals, and how to help their student through conversation starters. However, the materials do not provide additional guidance or opportunities of activities for parents to apply at home to support student learning and development.

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### Indicator 7.5

The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.

- Materials include appropriate use of white space and design that supports and does not distract from student learning.
- Pictures and graphics are supportive of student learning and engagement without being visually distracting.

### Meets 2/2

The visual design of student and teacher materials (whether in print or in digital) is neither distracting nor chaotic. The Materials include appropriate use of white space and design that supports and does not distract from student learning. The pictures and graphics are supportive of student learning and engagement without being visually distracting.

Evidence includes but is not limited to:

The teacher guides are designed in a way that teachers can locate important information for lesson planning and implementation. For example, at the beginning of the unit, the materials lay out the instruction for six weeks. The “Vistazo a la unidad” is color-coded to indicate the different sections, goals (TEKS), and instructions in both languages. The materials lay out the plan “para los talleres,” with question frames to guide observations in literacy and to identify the teaching points in each of the sections: “Taller de lectura,” “Puente entre los talleres de lectura y escritura,” “Taller de escritura,” “Puente entre los talleres de lectura y escritura,” and “Proyecto de indagación” for each instruction week in both languages. Finally, the materials present the Unit Essential Question, Unit goal, Academic Vocabulary, and the layout for each week in “Plan sugerido de la semana.” The “Plan sugerido de la semana” is color-coded and divided by lessons with a suggested time frame for each section. For example, “Taller de lectura (10–20 min), Puente entre los talleres de lectura y escritura (5–10 min) Grupos Pequeños/independientes (20–30 min) and Taller de escritura (5–10 min) Independiente (30–40 min) and Puente entre los talleres de lectura y escritura (5–10 min),” plus it has a visual for the Shared Reading book.

The student materials are appropriately designed to clearly state the intent. The tabs and section of the “Student Interactive Book” mimic the “Teacher Guide,” facilitating instruction. The materials present the unit, providing students with the opportunity to access the Unit Title, Essential Question, and Shared Readings in one place. The resource is also equipped with photographs and characters for each section. Also, in the first pages of each unit, the materials provide an Independent Reading graphic organizer, the Unit Goals, and Academic Vocabulary. Each page has one activity and instructions for the teacher at the bottom with question frames, sentence stems, or examples. The title of the activity is followed by an icon that represents



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what the student needs to do; for example, a little pencil icon with the header “Mi turno” means the student turns to work independently, or two faces and the header “Intercambiar ideas” means they need to collaborate with a partner. In addition, Shared Reading pages include the Close Read activities directly connected to the teacher instruction. For example, the resource states, “Resalta algo de esta página sobre lo que tengas una pregunta, y hazte una pregunta al respecto.” Pictures and graphics are supportive of student learning and engagement without being visually distracting. The materials provide quality picture support in lesson resources, as evident in the Student Interactive Book in the sections “Conciencia fonológica, fonética y palabras de uso frecuente,” which present quality photographs representing words and syllables and making letter/sound connection. Another example of quality picture support is found in the “Tarjetas de sonidos y grafías,” which presents the letter, the quality picture representing the sound, the complete word, and syllable combinations. For example, the G card has a Gg, a gorilla picture, the word gorilla, and syllables “ga, go, gu, gue, gui,” which are found on the back of the card. Elements of materials can be easily seen by students in a whole group setting. For example, the “Super Libro de canciones y poemas” allows whole group instruction with poems and songs accessible to all students.

The materials are designed in a way to support student learning. In Unit 1, Week 4, “Taller De Lectura,” the material provides students with an anchor chart. The “Libro interactivo del estudiante” provides students with an anchor chart that shows the students that realistic fiction has characters. The anchor charts provide students with a visual to help make it easier for students to understand characterizations. In Unit 1, Week 5, “Taller De Lectura,” students learn about procedural text. The materials include an anchor chart that provides students with a visual of what a procedural text includes.

The material provided in the teacher's guide for “talleres” is color-coded to emphasize what type of workshop will occur. For example, in Unit 1, Week 1, in the “plan de talleres,” green is used for the reader's workshop, yellow is used for small groups, and purple is used for the writer's workshop. When the teacher navigates to a specific section for a workshop, they will also find these corresponding colors as described for that specific section. In the student textbook, there are various graphic organizers that help organize thoughts and ideas. For example, in Unit 4, Week 5, students can classify words with suffix endings such as “ito” and “ita”; they are provided with a word bank and spaces to classify the words properly, in addition, they are provided an opportunity to make sentences with these words as well. The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.

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### Indicator 8.1

Materials provide clear guidance specific to bilingual program model.

- Materials include guidance or recommendations on how they could be applied within a particular bilingual program model.
- Materials cite current, relevant research on Spanish literacy development and second language development and acquisition.

### Not Scored

The materials provide clear guidance specific to the bilingual program model. The materials include guidance or recommendations on how they could be applied within a particular bilingual program model. The materials also cite current, relevant research on Spanish literacy development and second language development and acquisition.

Evidence includes but is not limited to:

The materials include an introduction with an overview and recommendations for implementation within a DLI bilingual program model. The materials provide teachers with DLI model implementation. For example, the materials presented in the online resource Dual Language Educators' Implementation Guide Overview states, "The dual language program planning guides are planning and pacing tools for dual language practitioners who use miVisión Lectura and myView Literacy to impart their Spanish and English language arts and reading instruction and assure complete standards coverage of literacy standards in both languages." The guides are designed for the following type of dual language instructional model but may be customized to suit language allocation needs: 50/50 time-allocation models for Spanish and English language arts, with 60 minutes of daily instruction designated to each language, for a total of 120 daily minutes of language arts instruction over 30 weeks.

The introduction of each unit guides teachers to pre-teach vocabulary in Spanish before the teacher introduces the new English lessons. For example, at the beginning of each unit, there is a section "Lectoescritura Bilingüe: Estrategias de desarrollo y enriquecimiento, Murales de palabras," with suggestions of how to include a word wall as the unit progresses. In the subheading "Análisis contrastivo," the resource suggests selecting words for the word wall to add Spanish/English anchor charts. Teachers are guided to use the charts during the language-bridging or bilingual center time to compare and contrast words and patterns in both languages. The materials provide guidance in the Dual Language Educators' Implementation Guide on how to effectively begin instruction in one language and continue the next day in the partner language as guided through the language of the day. For example, a Unit checklist in both languages is provided, then it provides a Program Planning: Suggested unit plans (Theme, Genre, Writing genre, days, texts in Spanish, and texts in English). This resource contains a correlation between languages and a Unit Plan in Spanish and English, which helps the teacher

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organize the day in instructional minutes and lessons. The materials do not provide guidance that addresses language allocation plans within the transitional early exit model. The materials are rooted in Dual language learning, as the authors (Maria G. Arreguin and Richard Gómez Jr.) are true believers and researchers of the DL program.

The materials include research-based information on Spanish early literacy development. The Dual Language implementation guide Introduction presents what makes a comprehensive Spanish Language arts program: “The scope-and-sequence of skills has been designed to impart and reinforce a traditional progression of Spanish phonics, phonemic awareness, language conventions, spelling, and word-study skills, during the reading and writing workshop. For first grade, lessons impart foundational skills instruction at a more accelerated pace and cover increasingly more complex skills such as stressed syllables, silent letters, consonant blends, digraphs, diphthongs, and a variety of multisyllabic words.”

The materials include research that supports the integration of language and content instruction for content delivered in the partner language. The online resource, “Part 2 Routines and Activities,” from the Dual language Implementation Guide, presents the benefits of using sentence stems to facilitate academic language in the oral academic language section. It provides sentence frames to help students to talk about the text before, during, and after reading. The repeated exposure to sentences helps them to express their thoughts as complete sentences and promotes academic vocabulary acquisition. These sentences are also presented in the Teacher Guide in the Spanish Language Development (SLD) notes. SLD notes provide support for native speakers—often referred to as Spanish-dominant students. The materials provide support for second-language learners—often referred to as Spanish learners.

Even though the materials present a comprehensive Spanish Language Art program designed to teach and reinforce the traditional progression of Spanish, they do not present a supporting research section that includes research delineating the misconceptions, similarities, and differences between code-switching and translanguaging and how each applies to the bilingual classroom.

All grade levels include a “Biliteracy Development and Enrichment Strategies” section. This section helps teachers incorporate instruction for biliterate students. For example, in Unit 1, “Presentar la Unidad,” teachers set up a word wall at the beginning of each unit or week. As the teacher moves through reading or writing lessons, the teacher elicits responses from the students and records words that are key to content understanding or that focus on spelling patterns. Teachers encourage students to use new words and recycle learned ones in their daily speaking or writing activities. The teacher selects words from the word walls to add to Spanish/English anchor charts. The teacher uses the charts during language-bridging or bilingual-center activity time to compare and contrast Spanish and English words and language patterns. Teachers are provided additional strategies to support biliterate learners in the online Dual Language Educators’ Implementation Guide. This section suggests that teachers pair

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students of differing academic proficiency and language-dominance levels at the start of the unit. Teachers reinforce the value of paired learning during Small Group instructional time. Teachers may pair bilingual pairs or groups to complete the suggested Literacy Activities.

The materials include research-based information on Spanish early literacy development. All grade levels are provided with an “Expert’s View,” where the writers of the material provide advice for teachers to help biliterate students. For example, Maria G. Arreguin-Anderson, Ed.D., University of Texas at San Antonio says, “In linguistically and culturally diverse classrooms, students’ use of Spanish-language variations provides crucial opportunities to extend and enrich learning. Initially, a positive approach implies valuing student contributions and focusing on the essence of their communication. Rather than correcting, it is important to build a bridge or provide cross-language connections by paraphrasing and extending student’ contributions through modeling of standard academic language.” The materials provide an online resource for more professional development on research-based practices. Each grade level is provided with a section called Contrastive Analysis. Teachers are provided with an activity to use during language-building or bilingual-center activity time to compare and contrast cognates, for example, “ficción/fiction, realista/realistic, real/real.”

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### Indicator 8.2

Materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection.

- Materials highlight opportunities for students to make cross-linguistic connections.
- Materials allow for equitable instruction in both languages, in terms of quality and quantity of materials.
- Materials support teacher and student understanding and application of the connection between the languages, (i.e., skills that transfer)

### Not Scored

The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection. The materials highlight opportunities for students to make cross-linguistic connections and allow equitable instruction in both languages in terms of quality and quantity of materials. The materials also support teacher and student understanding and application of the connection between the languages (i.e., skills that transfer).

Evidence includes but is not limited to:

The materials highlight opportunities for students to make cross-linguistic connections. Some activities encourage and provide opportunities for translanguageing in the materials. For example, in the “Dual Language Educators’ Implementation Guide,” Part 3 Resources, there are cross-language connections lessons for the teacher to help biliterate students build lasting metalinguistic awareness and metacognitive abilities. The lessons provided equips students to make explicit, consistent connections between English and Spanish and foster two-way transfer between English and Spanish. Students are prompted to continually go back and forth between both languages rather than transfer knowledge and skills in a single direction. The lessons can be conducted in both languages; the teacher can choose to stay in one language during the whole lesson or start in one and move to the other language. The book proposes flexible pacing, with 20 contrastive lessons for grade level grouped by units with an instructional routine. For example, in Unit 4, the language skill focus is punctuation, questions, compare, and contrast. The lessons state the objective, engagement (30 min), connect languages (25 min), compare and contrast languages (20 min), and practice (15 min).

A cross-linguistic connection can be found in the box titled, “Desarrollo del lenguaje en español,” which has Spanish lessons related to conventions, oral skills, high-frequency words, and vocabulary to help teachers to guide Spanish language learners to be aware of the language conventions. In Unit 2, Week 1, after the phonological awareness, the “Desarrollo del lenguaje en español” section provides teacher guidance and clarification to create opportunities for students to ask questions about their learnings. The teacher provides sample sentences for

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each word, then mixes pairs of students with different language abilities, so they take turns using a word of their choice in a simple sentence such as: “Haz tu tarea primero. Jugaremos luego.”

The materials provide quality materials in both languages of instruction. For example, multiple texts and other print resources included in the materials are relevant to children's linguistic and cultural backgrounds, including stories and information about cultures, race, religion, and traditions. Children with special needs are represented responsively in the provided texts. For example, the Read-Aloud books in Spanish include authentic texts such as and not limited to *El flamboyán amarillo* by Georgina Lázaro. The materials allow for equitable instruction in terms of quantity in a variety of ways. Texts provided in each unit relate to the topic and are not a direct translation from English. The quantity of English and Spanish books is the same per unit. In Unit 2, one of the books is titled *El ciclo de vida de una rana* by René Saldaña and in English, “The Life Cycle of a Sunflower.”

Materials support teacher and student understanding and application of the connection between the languages. The resources include various scaffolds that facilitate the participation and understanding of students across all levels of language proficiency. For example, in some sections of “Evaluación y diferenciación” in the Teacher Edition, “Desarrollo Del lenguaje en español” provides support for second language learners in acquiring Spanish proficiency. In Unit 2, Week 3, the lesson discusses helping students who might struggle to read or say words with ñ because that letter is missing in the English alphabet. The students can relate the sound ñ with the sound in the word canyon. The teacher models several words, and students repeat: “Iñaki come piña.”

The materials include embedded daily activities to address Spanish language development either in the Reading Workshop or Writing Workshop. For example, the Writing Workshop has a box titled, “Desarrollo del lenguaje en español: Apoyo para la mini lección,” providing targeted language-development activities to help students to improve structure and level of detail in their writing. It suggests pairing students with mixed abilities to support each other. The instructions provide two possible lessons to be included in different mini-lessons. For example, in Unit 3, Week 2, one lesson is about applying plot. If students need support in creating their plots, then the teacher asks, “¿Cuál es el problema?” and “¿Cuál es la solución?” Partners brainstorm plot ideas; if they cannot find the words, the teacher encourages them to talk about the events in the story. Second language learners can use their first language to tell the ideas, and the partner provides the Spanish words to help transcribe their ideas.

The materials explain the benefit of the cross-linguistic opportunities provided and their connection to the lesson’s focus. For example, in Unit 1, Week 2, “Taller de escritura,” the “Spanish Language Development: Mini Lesson Support” provides teachers with targeted language-development activities that help students to improve the structure as well as the level

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of detail in their writing. Additionally, teachers have students of mixed language proficiency levels in pairs. Partners serve as language models for each other as they work together to express their thoughts orally and develop their writing. Teachers are provided with suggested ideas for students to progress from simple to linguistically more demanding tasks. Some ideas may be brainstorming, having students work in pairs, challenging students to work in small groups, and working cooperatively to complete charts.

The materials support teachers in understanding the connection between content presented in each language and provide guidance on how to help students understand this connection. The material provides guidance in regards to skills that can be cross-linguistically taught. The Dual Language Planning Guide includes a suggested planning guide for the next ten days. This section includes a legend listed in the column marked with an asterisk atop, indicating that the lessons with a checkmark are transferable in both languages. In contrast, X-marks in the same column indicate lessons that are not transferable to teach in both languages, solely the language for which the lesson is intended. The materials include opportunities for students to apply “Desarrollo del lenguaje en español” when the teacher is providing small group instruction.

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### Indicator 8.3

Materials in Spanish are authentic and culturally relevant.

- Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity.
- Materials support the development of socio-cultural competence.
- Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

### Not Scored

The materials in Spanish are authentic and culturally relevant. Both teacher and student materials are presented in authentic and academic Spanish or are quality transadaptations or translations, as appropriate for the purpose and context of the activity. The materials support the development of sociocultural competence. The materials also represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

The teacher materials include quality transadaptations from English to Spanish. The Teacher Edition presents the teacher information in Spanish, but it also presents the English translation on the sides. The English translation refers to the Spanish part when the teacher is required to explain, talk, or comment to students in Spanish either in read-alouds or mini-lessons. In Unit 4, Week 2, before reading *Jackie Robinson* by Wil Mara, the teacher previews the vocabulary, and the English instruction says, “Introduce the words *amaba*, *permitía*, *aclamaba*, and *admiración*. The teacher asks students what they already know about the words. Ask questions such as, (See Spanish) *¿Hasta qué hora les permiten quedarse despiertos el sábado por la noche? ¿Alguna vez aclamaron a un equipo en un partido de basquetbol?*” The materials include a wide variety of authentic Spanish texts written by Hispanic authors who intentionally develop storylines that reflect Hispanic cultures, traditions, customs, values, and beliefs with which students can identify and connect to aid comprehension and provide self-validation. The Leveled Readers provide a variety of texts written by Hispanic authors. For example, in Unit 4, the book *Las Historias de mi abuelo* by A.D. Ariel shows a boy who visits his granddad, brings him food, looks at pictures from the farm in Mexico, and listens to stories. The boy loves grandpa’s stories.

Materials address the importance of intercultural understanding and respect. The materials have opportunities to know, understand, and respect other cultures in some books of the Leveled Book collection. During small groups, the Teacher Guide provides instruction on how to talk to students about other traditions and customs from other cultures. In Unit 4, *Dadi y Abuela* by Suzanne Muir talks about a grandma from India and what the characters do together; the teacher makes connections with what students do when they are with their grandma or



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what they teach them. Next, the students retell the story and compare the book's celebrations and how they are celebrated in a Venn Diagram. Finally, students are asked to write about an older person in their lives and answer the question: "¿Por qué es especial esta persona para ustedes?" Even though materials address the importance of intercultural understanding and respect with texts that present diverse cultures, the materials do not include cultural objectives aligned to each of the unit goals that communicate and bridge cultural values that foster a bicultural identity.

The materials include some stories that specify the country of origin. For example, in Unit 4, Week 5, *Eleanor Roosevelt* by Mathangi Subramanian talks about the first lady Eleanor Roosevelt from the United States, her life, and her achievements. Also, some Reader Level books mention countries of origin like *Las historias de mi abuelo* by A.D. Ariel, which tells about a grandpa from Mexico.

Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. In the reader, *Cross-Cultural Kids* by Agustina Tocalli-Beller, the students are exposed to different cultures. Cross-cultural kids are newcomers, children of immigrants, multiracial children, and children living aboard. The text teaches about children with the experience of integrating more than one culture into their lives, what their life was as a Cross-Cultural Kid, and how they adapted. This text also includes famous Cross-Cultural kids like President Barack Obama, actor Mila Kunis, and rapper Nicki Minaj.

In Unit 3, Week 6, "Proyecto De Indagación," the materials suggest teachers select folktales from a particular culture or geographical region. For example, they can focus on Mexico with folktales such as *Juan Verdades*, *Medio pollito*, and *La lagartija y el sol*. The materials recommend that teachers collect books, videos, and audio recordings of the folktales and display them in the classroom. Teachers introduce the collection of folktales by giving students background information about the culture or region they have chosen. The teacher briefly reads the titles and summarizes the folktales, then allows students to select a folktale and take notes on the folktale they chose.

The materials include a wide variety of authentic Spanish texts that reflect traditions and cultures that allow students to identify and connect to the text. In Unit 3, Week 1, the fable "La hormiga y el saltamontes" includes comprehensive vocabulary that was appropriately translated to the Spanish language. The materials include a variety of folklore stories that reflect Hispanic cultures and beliefs. Examples of these can be found in the Unit Week page with several leveled readers, such as "Pollito" leveled reader E, "La ratona Donna en la ciudad" leveled reader F, "La zanahoria gigante" leveled reader G, and "El patito" leveled reader H.

The materials include cultural objectives that embrace community values and traditions, such as in Unit 3, Week 1, the fable "La hormiga y el saltamontes." In the Teachers Guide in Unit 3,

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Week 1, the materials provide teachers with suggested questions to help students make connections to the value found in this fable. Examples of the questions include “Porque la hormiga trabaja tanto y almacena comida en su casa?” Students can make predictions or guess the answer. The materials in Spanish are authentic and culturally relevant.