

# Savvas Learning Grade 2

## 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 (ELs) 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 consider a range of student interests and appeal to students at this grade level. 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, races, religions, and traditions.

Evidence includes but is not limited to:

The texts are well-crafted and publishable quality, representing the quality of content, language, and writing produced by experts in various disciplines. In the leveled readers, many texts are rich in content across many disciplines and provide the adequate knowledge needed to expose students to a variety of content. For example, the level J book titled *Banderas* provides students with textual information, including visuals about the purpose and importance of a flag. The “Libro del estudiante interactivo” includes a cultural infographic titled *El Mundo de cuentos mayas*, which provides the student with exposure to the Mayan civilization native to Mesoamerica. It includes the original documents they wrote in their language and bright visuals to further the student's understanding of this civilization.

The text represents the quality of content, language, and writing that experts in various disciplines produce. In the book *Ninos Multicultures*, students are exposed to different cultures. This story represents diverse people from different parts of the world. The text grows the students' knowledge of famous multicultural people to which students can relate. It also includes an excerpt from author Antoine de Saint-Exupery. This author has published multicultural books that are well-crafted and content-rich. The resource provides texts that include the discipline of science. In the story *El Viaje del Agua*, the text grows the student's knowledge of the water cycle by including content, language, and writing found in science. The story is also enriched with vocabulary and demonstrations.

The materials contain books specifically written for the program. For example, the Leveled Readers provide text that includes other disciplines such as Science, Art, Social Studies, and

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Literature. These books are publishable quality and provide adequate content for close reading produced by experts in various disciplines. In addition, the Leveled Readers are at appropriate readability levels for students in their specific grades. The materials contain previously published literary texts or trademark books. For example, titles include but are not limited to, *Algo bello tal vez: Cómo el arte transformó el vecindario*, a realistic fiction book that depicts how art can transform the neighborhood. An additional well-crafted book of publishable quality is titled *Los abenaki* by Joseph Bruchac. This informational book includes text that grows student's knowledge of other cultures, beliefs, and customs.

Texts include content that is engaging to students in this grade level. For example, the leveled reader titled *Trajes tradicionales* depicts traditional authentic outfits worn all over the world. This book represents the Japanese culture with facts about "el kimono," "el sarin" from India, "la falda escocesa" from Scotland, and "el traje de china poblana" from Mexico. Since this text is relatable across different cultures, it is considered to be engaging by providing descriptions, facts, and photographs for each culture mentioned. In the "Libro interactivo del estudiante," there is an informational text titled *De lugares a donde vamos: Guía infantil de los edificios de la comunidad* written by Rachelle Kreisman. This text is engaging and relatable to students because it describes the different types of places students may see in their community. The resources describe what is found in a community: a school building, a public library, and a supermarket.

The materials consider a range of student interests in the 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 included in the texts. The Leveled Readers included in the materials are relevant to children's linguistic and cultural backgrounds, including stories and information about cultures, community, traditions, science, and traditional folktales. The resources include texts such as: *Trajes tradicionales*, *Migraciones increíbles*, *Ayudar a tu comunidad*, *El zorro astuto*, *Trabajos geniales*, and *Que tan flojo está tu diente*. Although the materials represent a diverse cultural background, they are not representative of students with disabilities.

The materials are relevant to children's linguistic and cultural backgrounds, including stories and information about cultures, races, religions, and traditions. *Muestra y Cuenta* by Lee Choon Yi is a fictional story that helps students see themselves and their family structures. In this story, the boy struggles with deciding what to share for show and tell. He finally decides on sharing how to use chopsticks. Students can understand different ethnicities by learning about a traditional object from another country. The materials include increasingly complex traditional, contemporary, classical, and multicultural diverse texts. In *Trajes Tradicionales*, by Kathleen Mead, the material includes text that depicts under-represented groups. This story is representative of people from other countries and the significance of their daily or special traditions. Students are exposed to other parts of the world and can compare to their own

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traditions. Additionally, the Leveled Reader titled *Aprendemos sobre tradiciones*, written by Brian Arleth, depicts traditions in South Korea, Ethiopia, and Brazil. This text provides an accurate insight into their culture regarding clothing, holidays, and food. The material provides texts with characters who demonstrate a sense of learning in the course of a story. For example, the “Libro de fonética” titled *Miguel oyó un sonido*, written by Maria Fourquet, is about a curious boy, Miguel, who hears a sound and questions himself about the nature of the sound. This questioning provides a sense of learning for Miguel. In the end, he realizes that the noise he heard was coming from a nest of baby birds.

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 H and increase in complexity to level M. The materials include vocabulary and language appropriate to the topic and genre focus of the unit. An example of this is found in the Leveled Readers, where texts are aligned to the Unit topic, “Estas aquí,” and the genre focus of realistic fiction. 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 the 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. The materials include multiple opportunities for students to recognize the characteristics and structures of literary and informational texts. Literary elements of *El Perro glotón*, *Ivan y el gatito perdido*, and *El hogar nuevo del abuelo Don* include the story characters, setting, plot (problem/solution), theme, and sequence. The materials provide informational texts such as, *Viaja por los Estados Unidos*, *Patrones en la naturaleza*, *Luz solar: un recurso natural*, *Los continentes y los océanos* and other texts that include text elements such as index, maps, pictures, captions, bold print, diagrams, and glossaries. The teacher guides the students to activate background knowledge and verify predictions. Then the students are asked to organize their thinking in graphic organizers or T-charts. In the “Libro Interactivo del estudiante,” there is a realistic fiction titled *Las estaciones del manzano de Arnold*, by Gail Gibbons. Throughout the literary text, various interactive sections help the student apply learning concepts like sequence, setting, text evidence, visualizing details, and

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context clues. At the end of the text, there are student activities where students apply their learning on vocabulary, comprehension, setting, and detail visualization.

Materials include opportunities for students to recognize the characteristics of persuasive texts. The materials provide opportunities for students to recognize the characteristics of persuasive texts. For example, *Generadores de cambio*, by Libby Martinez, is a persuasive text about how young people can generate change in their communities. The section titled “Lectura atenta” asks students to highlight words that the author uses to persuade her readers to generate change or highlight words describing photographs. In Unit 3, the materials offer ideas for activities that distinguish fact from opinion. Students work collaboratively to write a letter to their principal stating why their school should create a new tradition. Students investigate facts and state their opinions to persuade the principal to agree to a new school tradition.

Materials include informational and persuasive texts connected to science and social studies topics in the grade-level TEKS. The leveled reader titled *Luz solar: un recurso natural*, written by Tracie I. Heskett, is an informational science text that provides the student with the required knowledge of the TEKS at this age to identify natural resources and concepts such as conserving water and reusing or recycling of paper, plastic, and metal. For example, the text states, “Los recursos naturales se encuentran en la naturaleza. Algunos ejemplos de recursos naturales son la luz solar, el aire, y el agua.” This material includes terms specific to the TEKS and examples of visuals so that students can make connections to those terms. The leveled reader titled *Día de la independencia*, written by Michelle Shalton, is an informational social studies text that provides the student with the required knowledge of the TEKS at this age to identify the significance of national celebrations such as independence day. Also, *La historia de Elizabeth Blackwell*, by Tanya Lee Stone, is an informational text that is a story with a topic tied to social studies. The biography *Carlos Cruz-Diez: Todo es color y movimiento* by Andrés Pi Andreu tells students about a painting of a famous ship.

Materials include opportunities for students to analyze the use of print and graphic features of a variety of texts. For example, the Read Aloud *Migraciones asombrosas: mariposas, murciélagos y aves* by Cheryl Willis Hudson includes headings, sidebars, pictures and captions, labeled diagrams, and a glossary. The “Student Edition” book asks students in a “Lectura atenta” section to determine key ideas by looking at the title and photographs, identifying the header, and looking at maps to identify the key ideas. *De Lugares a donde vamos, guía infantil de los edificios de la comunidad*, by Rachelle Kreisman, includes headings, bold words, sidebars, pictures, and captions. The Leveled Reader *El agua de la tierra*, written by Lisa J. Amstutz, offers an extensive quantity of print and graphic features that students can analyze as they read. It includes a table of contents, subtitles, captions, bold words, sidebars, text boxes, labels, photographs, a glossary, and an index. While this material offers many print and graphic features, it does not offer students any extending activities to apply their knowledge of print and graphic features. In Unit 2, Week 3, students are given a chart with the different text

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features written on it, and students look in the text for examples. They then have to show their understanding by giving their own interpretation of the meaning of the text feature. Students are provided with many anchor charts to show the different text features.

Materials include opportunities for students to recognize characteristics of multimodal and digital texts. In all units for second grade, students are provided with the opportunity to have an online audio version of the story in the student handbook. In Unit 2, the story *Migraciones asombrosas: Mariposas, murciélagos y aves* by Cheryl Willis Hudson allows students to listen to the story as well as highlight, underline, and change colors of the text as they read to help them. The Teacher Guide in the section provides teachers with questions for students to ask individually, like, “Why is this a persuasive text? Which is the author's purpose for writing this book? In which ways does the author try to persuade us to feel or think something?” Finally, the section “Lectura atenta” in the Student Edition asks the students to complete the table “Comprender el texto persuasivo.” The materials provide the definition and a graphic organizer, then ask the students to go back to the text and find the reasons the author uses to support their argument. Even though the materials include different ways to recognize characteristics of persuasive texts, it only includes a unit of study with one read-aloud and does not include different types of text (i.e., newspaper editorials, ads, graphics, television pictures, stories). The leveled reader titled “Trabajos geniales” written by Nancy Furtstinger is a multimodal digital instructional resource that offers audio for it to be read aloud to the student, provides visuals on each page, and includes a digital notebook, where the students can interact with the text by highlighting, circling, and underlining text in a variety of colors. For example, it highlights the text as it is being read aloud, and students can highlight, circle, and underline words in various colors; bookmark pages; and annotate in a digital notebook. This material also provides a focus learning activity on the corner pages like, “Hacer conexiones: Resalta las palabras que son sinónimos de movimiento en este poema” or “Explicar patrones y estructuras: Los poemas suelen tener patrones de rima. Subraya las palabras que riman en esta estrofa.”

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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 Unit 2, the topic is "Las maravillas de la naturaleza," with the essential question of "What patterns do we notice in nature?" The trade book *La guía del niño ecologista para regar las plantas*, by Richard Lay, is an informational text about building a garden. The "Leveled Readers" books used in this unit are about wonders in nature. Some titles include, *La magia de la noche*, *El regreso del lobo*, and *Animales de vida subterránea*. In addition, phonetic books, diagrams, and fundamental skills relate to the topic. The "Guía para grupos pequeños" provides the teacher with access to text analysis for Leveled Readers books, Developmental Reading Assessment (DRA) levels, Lexile levels, and word counts. 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).

In Unit 1, Week 2, the shared reading book, *Algo bello tal vez*, written by F. Isabel Campoy and Theresa Howell, is a realistic fiction story that does not include a Lexile level but does present multiple qualitative features. For example, it has knowledge demands, such as finding the meaning of unfamiliar words, identifying personality traits of characters, and determining a chronological order of events. The material provides the teacher with teaching points about

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character development, personal connections with the text, context clues, and fluency. The resource provides visual supports for the student to make connections with the text. The materials provide lessons for the teacher with activities for differentiating instruction and a specified amount of time to be spent on each topic/skill by lesson within the week.

Texts are at the appropriate quantitative levels and qualitative features for the grade level. 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.” Materials include texts at appropriate quantitative levels. The Leveled Readers texts identify the Lexile level and the word count. For example, the Leveled Reader *Ivan y el gatito perdido* used at the beginning of the year is a Lexile level 500, but by the end of the year, the book *Imanes magnificos* is a 640 Lexile level. Materials include texts that have qualitative features for the grade level. The materials include a rationale explaining the educational purpose of the texts in the “Guía para grupos pequeños” (level, Lexile, genre, text elements, and text structure).

In Unit 3, Week 4, the Shared Reading book *Los abenaki*, written by Joseph Bruchac, is an informative text that does not include a qualitative level; however, it does include qualitative features. For example, this material is complex due to its high use of multiple text features, high content vocabulary, and lengthy text structure. This material also provides the teacher with an educational rationale for using this text, building vocabulary and the author’s purpose. The materials provide Leveled Readers from Level H to Level M. The leveled readers are aligned with the topic of each unit. The teacher decides which leveled reader is appropriate by using the “Seleccionar textos tool para el aprendizaje.” The readers assigned to each unit are aligned with the genre for the week. The materials provide for levels of difficulty for students as the year progresses.

Read-aloud and shared reading texts are above the complexity level of what students can read independently. The materials provide read-alouds and shared reading texts that challenge the readers. In Unit 3, students are asked to participate in a read-aloud routine to listen closely to identify elements of fables. Students read the whole passage without stopping and then reread a second time. Unit 1, Week 1, includes a shared reading titled *¿Cuántas estrellas hay en el cielo?* written by Lenny Hort. This realistic fiction is complex and organized chronologically in paragraph form. The material also provides enriching learning activities to understand the text. For example, an activity tells student to “Usar la evidencia del texto: Resalta en el texto las palabras que responden a la pregunta: ¿Por qué el niño no puede contar todas las estrellas?” In Unit 3, there is a closed reading titled *La gallina y el manzano* written by Arnold Lobel. This fable includes extensive use of vocabulary. Some words can be considered complex due to the

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genre, including “tupidas,” “sacudirse,” “postigos,” and “tromba.” This material appears to be complex, but a Lexile level is not readily available to know whether the complexity is above or at grade level.

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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, during Guided Reading, the students use "Leveled Readers" to answer questions to identify realistic fiction characteristics, such as; "What clues does the title give that this story did not really happen?" and "If there are animal characters, how do they act and feel?" The resource provides opportunities for the teacher to deliver interactive lessons found in the "Guía del maestro para los libros por nivel," which supports students in examining complex elements of texts. Most questions and tasks provided in the materials build conceptual knowledge, are text-dependent, and prompt students to synthesize new information. For example, in the book: *Historias de campamentos* by A.D. Ariel, the students answer questions to infer, predict, and

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comprehend. Some of the guiding questions and tasks include the following, “¿Qué creen que está haciendo Kayla? ¿Por qué?” “¿Cómo los ayuda esto a entender mejor la historia?” and “¿Sobre qué predican que será la historia de Kayla? ¿Por qué?” However, the 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, the materials provide questions that support students in examining complex elements of texts. The materials guide the teacher to ask the essential question, “¿Cómo nos afectan los lugares distintos?” The resource guides the students to direct their attention to the infographic in the “Libro interactivo del estudiante.” The teacher divides the class into small groups where students can read the infographic and make connections by comparing and contrasting Washington and Arizona. The materials guide the teacher to ask the following questions: “How do the mountains look different in Washington and Arizona?” and “How are these places like where you live?” to promote discussion among the class.

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 materials provide questions and tasks that require students to read carefully and perhaps re-read. For example, during independent reading, students are prompted to identify narrative nonfiction with questions requiring them to read closely or go back and possibly re-read. Some of the questions include, “How are the events organized?” and “How did you use what you know about narrative nonfiction to understand the text?” The questions provided by the resource elicit an understanding of the material by asking students to provide examples, classify items, summarize information, and draw inferences. In the “Taller De Lectura,” students read “No puedes trepar un cactus” by Derrick Barnes. As students read the text, they pause to discuss the notes provided by the materials. The assignments and activities require close attention to the meaning and inferences as students demonstrate comprehension while reading independently, in pairs, or whole groups.

Questions and activities grow students’ understanding of topics and literacy skills over the course of each unit. The materials provide questions and tasks that are strategically sequenced to support students’ analysis of knowledge. For instance, the week’s Leveled Readers questions are strategically placed to support the mini-lesson instruction. The resource provides questions that support the main idea, key vocabulary, and connections. Some of the questions include, “What characteristics of informational text does this text have? What does the word \_\_\_ tell about the main idea of the text? What details support each key idea?” The Shared Reading provides opportunities for think-alouds and the use of context clues to further support their comprehension. The materials provide opportunities for students to use graphic features to help develop a clear understanding of how pictures support an author’s purpose in the text. The resource guides students to discuss illustrations included in the text and how they provide the reader with additional information. The resource guides the students to look for details about the characters in the story. The student is then guided to make, correct, or confirm

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predictions. Over the course of the unit, students continue to read, and the resource guides students to use context to determine the meaning of unfamiliar words. Students continue to read to make predictions as to what will happen in the story.

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 support their claim and integrate multiple TEKS. For example, after reading the book *Como los terremotos moldean la Tierra* by Aaron Carr and Megan Cuthbert, students use the “Interactive Student Book” to highlight the words that help to understand a concept and to compare and contrast with the previously-read text titled, “Cómo el agua moldea la Tierra” Additionally, the “Teacher Edition” mentions the TEKS covered during each section of the Shared Reading. The Teacher Guide connects the story to real-world examples, but the materials do not provide opportunities for students to answer or work in different forms of media.

Materials make connections to personal experiences, ideas in other texts, and society. For example, the teacher is guided to connect to the main character in the story. The main character is a grandfather who is wearing a work uniform. The teacher is prompted to explain to students that, as they observe the grandpa, they should realize that grandpa worked for his community by helping people who visit the “Centro de naturaleza del desierto,” thus allowing students to make personal connections to society. The materials provide open-ended questions to challenge students to think about what they have read in both narrative and informational texts and how those messages play to the world around them and their own lives. This activity is evident in the “Interactive Student Book” at the end of each Shared Reading in the section titled “Verificar la comprensión.” Students answer three questions that concern the author’s purpose, informational text features, and comprehension. Some of the questions in the materials include, “¿Por qué estos textos son informativos? ¿Por qué los autores de ambos textos incluyen encabezados que los dividen en secciones? ¿En qué se parecen los terremotos y los ríos?” The materials guide the teachers to ask students to share their own experiences and ideas about the content and create opportunities for students to make connections to personal experiences.

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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 texts' literary and textual elements 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. For example, in Unit 4, Week 3, during Shared Reading of *El jardín de la felicidad* by Erika Tamar, the teacher introduces the text by previewing the vocabulary. The vocabulary questions include, "¿Qué me dicen estas palabras sobre el cuento?" Then students read and practice finding and analyzing the author's choices and how they influence and communicate meaning. For example, the materials include questions that can be answered only by referring explicitly to the text. During small group instruction, students can practice and share ideas with questions that promote going back to the text. For example, in the book: "Pasteles de luna" by Lee Choon-Yi, students answer questions such as, "¿Qué creen que pasará en el libro? ¿Qué está pasando? ¿Por qué lo incluyeron en el libro? ¿Cómo creen que estas personas se sienten ahora? ¿Por qué?"

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# Spanish Language Arts and Reading Program Summary

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. For example, the text included in the resource connects to cultural, historical, and contemporary context by providing facts and details about real people, things, or events. The materials include questions that can be answered by referring explicitly back to the text. During small group instruction, in Unit 2, Week 1 in the Shared Reading book *La guía del niño ecologista para regar las plantas* by Richard Lay, students answer questions, "¿Por qué crees que el autor usó títulos de secciones como ¿Estas listo para plantar? Estudia, estudia, estudia?" Also in the Shared Reading books in the Close Read, students can practice identifying the author's purpose with questions and tasks such as "Highlight the details to generate questions about the text to gain information about the topic." The teacher reminds students that the author includes details in a text that might not be known or clear. Additionally, In week 4, Lesson 2, the questions and tasks support the students' analysis of the literary and textual elements of texts by asking students to make inferences. Students read the text "¿Qué hay en el huevo, pequeña Pip?" The materials guide teachers to provide students with the following sentence frames to support their understanding, "El comportamiento de Pip al final del texto me indica que ella se sentía \_\_\_\_\_." Students combine text evidence with their prior knowledge to make an inference about the text.

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 and ask students to study specific language within texts. The questions help ensure students' comprehension of the text and guide students to focus on the text's academic vocabulary and sentence structures. In Unit 3, Week 1, the Shared Reading section titled "Presentar el texto Primer vistazo al vocabulario" introduces the vocabulary, and students preview, read, and highlight the words found in the text. Later in the resource, the teacher prompts students to study the language within texts to support their understanding and make inferences. Additionally, the teacher is guided to ask students to think of a time when they felt jealous of someone, thus allowing students to use the language within the text to support their understanding.

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## Spanish Language Arts and Reading Program Summary

### 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. For example, in Unit 2, Week 2 in *Mi amigo el manati* by Emma Romeu, the teacher introduces the words: “acuático, especies, esteros, temperatura, hélices,” while students preview the vocabulary in the section “Primer vistazo al vocabulario.” In the section “Lectura atenta,” the students look at word meanings and make predictions about the manatee during reading. After reading, the teacher models how to create a glossary while students create a glossary in their “Interactive Student Book” in the section titled, “Desarrollar el vocabulario.” The materials offer opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts. In Unit 1, Week 5, during the Shared Reading instruction, few of the materials include teacher guidance in selecting possible teaching points related to academic vocabulary. Students have the opportunity to practice in their “Interactive Student Book.” For example, in Unit 2, Week 3, in the text “Las estaciones del manzano de Arnold” by Gail Gibbons, the teacher models how context clues help to understand word meaning and students practice, apply, and transfer word knowledge into their Interactive Student Book in the section titled, “Puente entre lectura y escritura.”

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 1, Week 5, in the book, *No puedes trepar un cactus* by Derrick Barnes, the teacher reinforces the meaning of the words for students, asking them questions about the words found in the text. However, the materials do not offer support and scaffolds for students. Moreover, the materials do not offer teacher support to identify

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## Spanish Language Arts and Reading Program Summary

students' vocabulary development by offering guidance in establishing rich routines for introducing target words, opportunities for ongoing review of the words, and meaning.

The materials provide supports for incorporating “Word Walls” into the classroom. In Unidad 5, “Presentar La Unidad,” the teacher begins with an academic vocabulary word wall for display. The teacher adds to the Word Wall as new vocabulary words related to the unit are generated. As students work through the unit, they learn and use these academic words to discuss the Earth’s changing environment. Students use academic vocabulary words and pictures in the “Libro interactivo del estudiante” as they talk with a partner about how Earth changes. In the “Lectura Compartida,” the material provides vocabulary words in the informational text in bold. Students find and write all vocabulary terms in bold on a page. Students process their learning by using the terms provided in the text along with a Venn diagram. The teacher provides sentence frames such as; “El \_\_\_\_\_ está en el centro de la Tierra,” “El \_\_\_\_\_ rodea el núcleo de la Tierra,” and “Luego está el \_\_\_\_\_ y la \_\_\_\_\_.”

The materials have opportunities to use different forms of tasks and assessments to determine whether students learn the vocabulary. Students complete the activity by using the vocabulary words in the correct sentence. Students choose two vocabulary words and write a new sentence with each vocabulary word. The teacher displays the vocabulary words, and students spell the word. Students reread the words to suggest a sentence for each vocabulary word. Some materials provide support for teachers to identify students' vocabulary development and understanding of words in and out of context. In Unit 5, Week 1, “Evaluación y Diferenciación,” the teacher reviews the text, “Cambios de la superficie de la Tierra” and discusses the meaning of the vocabulary words. The teacher writes the vocabulary words, then places students in pairs to draw pictures that illustrate two vocabulary words and write a sentence below their illustrations. The teacher then encourages students to refer to the “Libro interactivo del estudiante” if they are unsure how to illustrate the word and share their work with the class.

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## Spanish Language Arts and Reading Program Summary

### 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 clearly defined 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 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.

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. For example, the “Evaluación y diferenciación” tab includes a section for Independent and Collaborative options, where students can read a trade book, listen to a leveled reader text, or begin reading a Book Club Text. The materials provide the teacher guidance to promote 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. In their role as occasional facilitators, the teacher guides conversations and directs groups to a specific understanding. The Book Club is the time for students to discover their enjoyment of reading, develop the ability to share their ideas effectively, and listen to those of others. In Unit 2, the suggested book is titled, *Con luz propia: Camila Henríquez Ureña* by Kianny N. Antigua. The students focus on different aspects of the book where students take notes to share with others.

The materials provide opportunities for students to interact with the texts while reading along with a teacher or independently. The teacher can access the hard copy while students have an electronic version with a reading passage and questions. For example, the book titled, *Una lampara misteriosa* contains three multiple-choice questions and one open-ended question, such as, “¿Qué palabras muestran que Aladino está confundido?” and “¿Qué palabras muestran que el cuento sucede en el pasado?” The materials provide a plan for students to self-select texts with teacher guidance and independently read for a sustained period of time. This action includes planning and accountability for achieving independent reading goals. In the

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“Interactive Student Book,” students self-select texts that are just right, find genres that are fun to read, and record the time they spend interacting independently with the text in their Reading Log. At the beginning of the unit, in the tab titled “Presentar la unidad,” the materials guide the teacher to state the unit’s goal and purpose. The students apply their interactive reading goals and purpose for the unit. Also, the student registers their readings in the Reading Log. The Reading Log includes the date, title of the book, and the number of pages and minutes read. They rate the text by selecting a happy, neutral, or sad face. For example, to build stamina, the student selects a book based on their interests.

The materials allow the students to record their purpose for independent reading, which includes being entertained, learning, or reading a text from their preferred author. The materials also 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 “Disfrute mucho de tu idea sobre \_\_\_\_.” and “Puedes explicar lo que quieres decir con \_\_\_\_?” If students have trouble starting their conversations, students are provided with questions such as, “Which word helps you understand the topic?”

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

In Unit 4, Week 1, “Taller De Lectura,” the materials provide opportunities for students to independently read a self-selected trade book, listen to a leveled reader, read an eText, or begin reading their Book Club text. The materials provide opportunities for students to interact with the texts while reading along with a teacher. In “Taller De Lectura,” the teacher explains that authors give hints or clues about what will happen later in the text. The purpose of this resource is to convince the reader to keep reading. The teacher reads “Cambios de la superficie de la Tierra” by Ivar Da Coll as students Think Aloud. The teacher continues reading through the story as students talk about what they are learning. In the “Taller De Lectura,” the materials provide texts with an instructional focus as well as an instructional range. The resource also provides Leveled Readers with many genres that go along with the study of the unit. During the guided practice, the teacher builds on the mini-lesson, and students notice informational text characteristics. Additionally, the materials include the “Guia del maestro para los libros por nivel” for suggested titles and instructional support. In the “Evaluación y Diferenciación” section of the materials, teachers help students set goals for their reading while students track progress

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## Spanish Language Arts and Reading Program Summary

towards their goals. The “Guia para grupos pequeños” is an additional support and resource for independent reading. In the Unit 5, Week 2, “Taller De Lectura,” students turn to a page in the “Libro interactivo del estudiante.” The teacher reminds students of the importance of reading for meaning. Students discuss strategies such as stopping to ask questions, rereading when the text is confusing, and using what they know to read unfamiliar words. The teacher asks students to read the text silently, then read in pairs. The teacher rereads the story with the students and then discusses what the story is mainly about.

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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 provide students opportunities to write literary texts for multiple purposes and audiences where they have opportunities to dictate or write poetry using poetry elements and personal narratives that convey their thoughts and feelings about an experience. The materials provide students opportunities to write informational and procedural texts as well as reports about a topic. Additionally, the materials provide students opportunities to practice correspondence that provide them with opportunities to dictate or write thank you notes and letters.

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 Conferring. 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 teacher support to guide students as they develop their composition skills. In the “Teacher Edition” tab Writing Workshop, the resource provides a Daily Plan for the week, where teachers access the following components: Mini-Lesson Bank, Independent Writing and Conference Bank, and Share Back Focus. For example, the Mini-Lesson Bank offers

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lessons such as Edit for Capitalization, Edit Commas, and Prepare Celebration. The Independent Writing and Conference Bank offers lessons that cover writing independently and conferencing. The Share Back Focus offers the following skills: How to fix capitalization mistakes and Placing commas. It guides them to publish their writing. The teacher has access to the “Guía para los grupos pequeños” for small group knowledge and suggestions for implementation.

The materials offer students opportunities to write literary texts for multiple purposes and audiences. For example, students dictate or write poetry using poetry elements during instruction. The weekly progression guides the teacher to model and support students to better understand the purpose and structure of poetry, generate topics, and include imagery in their poems. This imagery requires students to describe sights, sounds, tastes, smells, and physical sensations in their poems. The resource guides students to understand how to choose words for effect, create similes and alliterations, and record themselves reading poems aloud. Students are also provided with the opportunity to improve their poems by rearranging words to make clear sentences, using adjectives and correct articles, and editing for correct verb tenses, nouns, prepositions, and prepositional phrases.

The materials offer students opportunities to write literary texts for multiple purposes and audiences. For example, students participate in writing a haiku. In the “Taller de Escritura,” the teacher works with students to help them understand the purpose and structure of poetry. To further support instruction, the materials provide teachers with a “Mentor Stack” that includes poems that include descriptive language, rhyming words at the ends of lines, and poems with a clearly defined main topic. Based on the students writing, mini-lessons are provided for the teacher for each day’s instruction. These lessons include Poetry, Poetry: What It Sounds Like, What It Looks Like, Generating Ideas, Plan Your Poem, Onomatopoeia, and Haiku.

The materials offer guidance in the use of graphic organizers. For example, in the “Taller De Escritura” in the “Libro interactivo del estudiante,” the students read a poem. The teacher reminds students that a poem starts with a topic. Before writing, students are instructed to generate ideas. The teacher calls on students to share topic ideas. Students are directed to draw and write about their topic using a T-chart. When finished, pairs of students talk about their topics and drawings together.

The materials provide students with opportunities to write informational texts for multiple purposes. For example, students dictate or write procedural texts. In Unit 5, students explore the characteristics of procedural text (how-to books), read a variety of procedural texts as mentor texts, and learn how to compose an introduction and conclusion. Moreover, students learn how to compose instructions, create simple graphics, organize their how-to books, and include drawings to show readers how to follow steps. The materials include support to assist students through the process of writing informational text. Moreover, the Writing Workshop section in the Interactive Student Book makes the connection to Informational Text. The

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## Spanish Language Arts and Reading Program Summary

example shows parts of the informational text and a graphic organizer to plan their informational writing. This informational text includes a topic, main idea, and details.

Materials provide students opportunities to practice and write correspondence. In this resource, the teacher introduces an opinion letter by explaining that the letter directly addresses one person rather than a group. The students use their Interactive Student Book to create a letter sample. The teacher motivates students by activating background knowledge and setting a purpose for the project. The teacher reminds them to be clear about their opinion and be prepared to find information to support it. The teacher models the parts of an opinion letter by using the following conversation prompts, “La carta tiene la fecha arriba y nombra a la persona a la cual está dirigida. El tema se enuncia primero en el cuerpo de la carta.” In the Student Interactive Book, the students compose their letters. Partners write a thank you note to the principal, following the suggested steps in their Interactive Student Book. The focus of the note is to thank the principal for considering the student’s ideas in their persuasive writing. The Teacher Edition provides the teacher with ideas for differentiated support for intervention and advanced students. Then students revise by reading their letters with partners and use a checklist of characteristics of persuasive text. Finally, students edit using a checklist for correct grammar, usage, and conventions. The teacher reminds students that their letters will be addressed to the principal, so they must use formal language. If students struggle with the writing activity, teachers can use sentence frames or stems to assist them.

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## Spanish Language Arts and Reading Program Summary

### 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 and organize drafts by writing based on an idea and details.

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, students write personal narratives during whole group instruction and are further supported in their writing during small group instruction. The teacher reads a mentor text with specific features of personal narrative and directs students to their “Interactive Student Book” to practice finding the title, structure, and interesting details. The teacher guides the students by stating, “El final resume la experiencia del autor, que descubre algo sobre sí mismo en ese viaje.” The teacher then guides the students to retell what happened in the beginning, middle, and end of the essay.

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. For example, In Unit 2, during whole group instruction, students are introduced to the writing process, where they learn about the process authors undergo when they write. The teacher asks the following question prompt, “¿Cuál es el proceso de escritura del autor?” Students learn the characteristics of informational books and are provided with opportunities to write informational books. Later during whole group instruction, students learn about the characteristics of poetry and begin writing poems. During the whole group lesson, the students learn the characteristics of personal narratives and begin writing personal narratives. The materials also provide opportunities for students to learn about the characteristics of procedural text (how-to books) and begin writing how-to books in whole group instruction and are further supported during small group instruction.

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## Spanish Language Arts and Reading Program Summary

The materials support teachers in providing student support to grow their composition skills. Prompts, guidance, and teacher prompts are included to support student development of composition skills through whole group and small group settings. An additional component of the Writing Workshop is conferring, which is further supported during small group instruction. The materials include conferencing prompts for teachers to use with each writing lesson. For example, in Unit 2, the teachers assess students' understanding of elements of poetry by considering the use of imagery, sensory details, and the author's word choices. The teacher is provided with the following question prompts, "Los escritores exploran los detalles sensoriales y aplican los detalles sensoriales en la escritura." The teacher guides students to use imagery, explore sensory details, and apply sensory details at two levels. If students need additional support in exploring sensory details, the materials offer additional support by guiding students to describe objects that appeal to a particular sense.

In Unidad 2, Semana 2, "Taller De Escritura," during a whole group lesson, the teacher models a Think Aloud to demonstrate how to separate important details from minor details. Thus, they cite the main idea of the text. Students are asked questions to aid them in citing important details as they complete their charts. The teacher reads a stack text aloud while pointing out its topic and main idea. The materials provide the following questions prompts to guide student understanding, "¿Cuál es el tema de este libro?" The teacher prompts students to state the title in their own words. The teacher further prompts students by stating, "La idea principal es la información más importante sobre el tema." The teacher then repeats the routine with additional texts in small group settings if needed.

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## Spanish Language Arts and Reading Program Summary

### 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 for practice and application of academic language conventions for speaking and writing, including punctuation and grammar. The Writers Workshop “Flexible Route” provides a week dedicated to the study of the author’s craft, where students have the opportunity to learn and practice explicit Spanish grammar by receiving specific instruction in the Writers Workshop and writing. Students are also provided with the opportunity to apply their knowledge in their Interactive Students Books. 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 and practicing during their Writers Workshop time. An example of correct grammar allows students to learn about nouns ending in *e* and their articles. Every day, they have an opportunity to learn, practice, and apply. On day 4, students use their Interactive Student Book by fixing a draft, crossing the incorrect article, and writing the correct one. On day 5, students complete a practice page from the book “Lenguaje y normas.”

In Unit 3, Week 4, students learn to use adjectives and correct articles and editing for correct verb tenses. The students practice in their “Interactive Student Book” by fixing sentences without correct grammar. Students have the opportunity to practice editing later in the week during Writers Workshop time. For example, the instruction in the Interactive Student Book states: “Corrige oraciones. Usa al menos un adjetivo en la primera oración. Asegurate de usar el artículo correcto en la segunda oración: Un león ruge. Un niños callados están cantando en la plaza. Corrige los adjetivos y los artículos de tu poema.” The materials provide teacher guidance to support students in the development of composition skills during whole group and small group instruction. For example, the materials include dialogue, prompts, and mentor texts. Students can work on their writing assignments using the conventions of academic language

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## Spanish Language Arts and Reading Program Summary

(e.g., graphic organizers, writing templates, sentence starters, rules for punctuation cheat sheets, etc.).

Students work on improving their drafts throughout the units by employing appropriate punctuation, adding details to make their writing more interesting, and deleting unnecessary words and sentences. The students select texts and meet the criteria required by each text. Students look for different kinds of punctuation and details that offer the reader relevant information about the subject. For example, in Unit 1, Week 4, students improve their drafts by employing appropriate punctuation, adding details to make their writing more interesting, and deleting unnecessary words and sentences. Students select texts from the stack and make sure that they meet these criteria. Students look for different kinds of punctuation, details throughout the work that offer the reader relevant information about the subject and do not contain unnecessary words and sentences. Students are also guided to omit unnecessary words and sentences. The teachers are provided with mini-lessons that are reflective of the students' writing levels. The teacher models writing through processes with a "Think Aloud" during the shared writing portion of the lesson.

The materials provide multiple and varied opportunities for students to receive explicit instruction in Spanish conventions. In "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, and apply. In the Interactive Student Book, students participate by talking with a partner about pronouns. The students practice in their Interactive Student Book by fixing sentences with incorrect grammar. The students also practice fixing grammatical errors during the weekly Writers Workshop time. For example, the instruction in the Interactive Student Book states, "Corrige oraciones. Usa al menos un adjetivo en la primera oración. Asegurate de usar el artículo correcto en la segunda oración," and "Un león ruge. Un niños callados están cantando en la plaza. Corrige los adjetivos y los artículos de tu poema." The materials provide the following prompt, "¿Hay algún prohombre en tu poema?" and "¿Podrías explicar por qué usaste este detalle?"

Later in the resource, students edit drafts with a focus on forming complete sentences with subject-verb agreement and correct use of common and plural nouns. For example, based on what the teacher knows about their students' writing, mini-lessons are provided for subject-verb agreement. The teacher models the use of subject-verb agreement with a Think Aloud. A Think Aloud is an effective way to teach students to write. During shared writing, students make changes in their drafts to correct sentences, nouns, and prepositional phrases. During guided writing, the teacher provides explicit instruction on making changes in students' drafts to correct sentences. During whole group instruction, students are guided to apply the correct grammar conventions in their writing. Students revise their informational pieces by using proper language conventions and share their revisions with peers. Based on each student's

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writing levels, the teacher is equipped with mini-lessons to target instruction in small group settings. The teacher also models the writing and thought processes through the use of a Think Aloud.

The materials also provide opportunities for students to revise other writing genres, such as poetry, by rearranging words to make sentences clearer and more interesting. The students participate by using adjectives and articles and editing for correct verb tenses. Students revise their poetry with an understanding of how authors correctly use language conventions. In Unit 3, Week 4, students revise poems by rearranging words to make sentences clearer and more interesting, use adjectives and correct articles, and edit for correct verb tenses. Students begin the week by revising their poetry with an understanding of how authors correctly use language conventions. The teacher is provided with mini-lessons to help make sure that work order is very clear, that the writer uses many adjectives, and that past-, present-, and future-tense verbs appear. During guided writing, the teacher helps students understand new writing techniques. The teacher is provided with mini-lessons to help make certain that the organization in each student's writing piece is clear. During guided writing, the teacher helps students understand new writing techniques.

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## Spanish Language Arts and Reading Program Summary

### 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:

In Unit 2, Week 2, “Puente entre lectura y escritura,” the resource provides guidance for teaching cursive. This section introduces writing in cursive by comparing the strokes to swings. For example, the teacher models the swing-up and points out that the swing-up starts on the line swings above it. The materials guide the teachers to write several examples on the board and say, “Empiecen en la línea y suban. Vuelvan a la línea y suban. Vuelvan a la línea y suban.” The materials provide opportunities for students to practice on the page from “Práctica de caligrafía.” After introducing the different letter strokes, one cursive letter is introduced at a time, and students use the “Caligrafía del centro de recursos para descargar.”

The materials provide some opportunities for appropriate instruction in cursive handwriting. For example, in Unit 2, Week 2, Lesson 1 in the “Puente entre los talleres de lectura y escritura,” the teacher models writing using the swing-up strokes. The teacher models and writes several in a row on the board. The materials provide opportunities for the following teacher prompt, “Empiecen en la línea y suban. Vuelvan a la línea y suban.” The students use the “Caligrafía” activity in the “Centro de recursos para descargar.” In this activity, the students practice writing words with cursive swing-ups.

In Unit 2, Week 3, “Lección 1 Puente entre los talleres de lectura y escritura,” the teacher shows students how to form cursive swoop lines. Teachers help students develop their handwriting by accurately forming these strokes. Students use the “Caligrafía” activity in the “Centro de recursos para descargar” to practice writing cursive swoops.

The materials include a “Práctica de Caligrafía: La escritura en cursiva” worksheet; this worksheet provides an opportunity for students to practice cursive writing by tracing over sentences using the words dictated by the teacher. Then, the students use the allotted blank

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line where they copy the sentence which they traced previously. The materials also offer opportunities for practicing cursive letter writing for each individual letter; they must trace over dotted letters repeatedly and then can practice freely without the guiding dotted lines. These worksheets are available for both uppercase letter practice as well as lowercase letter practice. The resource also includes clear expectations of the TEKS and expected outcomes for cursive writing. In “Guia del maestro” under “Caligrafia,” the teacher models how to properly write cursive and keep the pencil from moving away from the paper. The materials also include different methods to teach cursive writing, such as practice writing in the air, tracing letters and sentences, and then copying specific words as listed.

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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:

The materials provide opportunities for students to listen actively and ask questions to understand information from text. The materials include some check-for-understanding questions during Shared Reading. In Unit 2, the teacher uses the text "La guía del niño ecologista para regar las plantas" by Richard Lay to teach about figurative language. To help students understand the author's use of figurative language, the teacher explains that authors use figurative language to compare two things that are different. The materials guide the teacher to ask questions such as "¿Qué compara el autor con las plantas? ¿Quiénes suelen tomar baños en tina y duchas?"

In Lectura atenta 2, with the focus of the week, the students have the opportunity to practice the skill of the week. In Unit 4, Week 1, the materials focus on "Ask and Answer Questions." The materials guide the teacher to use a mini-lesson about good readers, showing how they ask questions about the text before, during, and after reading. Students practice in their "Interactive Student Book" by looking at the Close Read "Resalta todas las partes del texto sobre las que puedes hacer preguntas." The teacher models first with questions such as "¿Por qué habrá pensado eso la gente? Voy a escribir mi pregunta en la tabla?" Students help the teacher to find answers in paragraphs. 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.

Materials provide consistent opportunities to respond about information and topics of texts in the section "Reflexionar y comentar," with a focus on strategies, and on model and practice. In Unit 3, Week 2, the focus on strategies includes Reflect and Share: writers need to think and plan before they write an opinion paragraph. The paragraph has one central or main idea and

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details that relate to the central question. Model and Practice includes talking about how “El trueno y el relámpago” explains why and how lightning happens: “El hijo se enoja y quema cosas. la madre regaña al hijo cuando se comporta así. ¿De qué otras maneras explica los truenos y relámpagos el cuento?” The resource includes opportunities for the students to respond and brainstorm a central idea to answer the question, “¿Por qué creen que alguien inventó el cuento de ‘Trueno y Relámpago’?” Even though the materials provide opportunities to share information, they do not provide direct instruction to do it with collaborative activities such as “Stand Up, Hand Up, Pair, Up,” “Round Robin,” etc.

In Unit 1, Week 1, “Lectura Atenta,” the students learn about setting by noticing where and when a story happens and why those details are important. The teacher uses the Close Read notes of the “Libro interactivo del estudiante” to model how to locate details about the setting. The teacher says “¿Qué detalles describen el ambiente?” They prompt students to notice “el niño piensa ‘Pude contar muchísimas cosas solo desde mi habitación.’” Then the teacher underlines “mi habitación” and writes “Es de noche; la habitación tiene una cama y unas ventanas.” The teacher discusses the setting with students, and together they identify references to the setting in the text. The teacher has pairs of students choose another paragraph and underline details about the setting. Students then write why that setting is important to the story. The teacher then asks pairs of students to share their answers.

In Unit 2, Week 1, “Taller De Lectura,” the teacher has students orally practice using vocabulary words by asking, “¿Pueden identificar los tipos de plantas que necesitan poca agua? ¿Qué diseño les proporcionó a los horticultores un modo de conservar agua?” Students can ask, or generate, questions to deepen their understanding and gain information from what they read. The teacher has students make a list of questions related to the text topic. The teacher uses the Close Read in the “Libro interactivo del estudiante” to model how to annotate the text to generate questions before, during, and after reading. The materials provide teacher guidance for reading before, during, and after the reading. Before reading, the teacher is guided to “Antes de leer, pregunte por que los niños necesitan aprender sobre cómo regar las plantas.” During reading, “Mientras leía, resalte partes del texto sobre las cuales tenía preguntas.” After the reading, “Después de leer, pregunte si volver a leer profundizar mi comprensión de por qué aprendemos sobre cómo regar plantas y eso me ayudó a obtener información para responder a mis otras preguntas.” After the reading, the teacher tells students that she will “voy a escribir mis preguntas y buscar las respuestas en el texto.” They have students use sticky notes to mark places where they might have questions about the text and places that might provide answers to their questions.

The materials also provide an opportunity for culminating projects, or “proyecto de indagación,” which allow students to summarize and apply their learning as a whole. This activity is available at the end of the unit and usually happens at Week 6 of each unit. The material also includes opportunities for students to read and share in a group setting about

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different texts weekly by the use of “Club del libro.” The materials also include weekly guiding questions related to the text being read. Also included are “Pregunta Esencial,” which give a focus point when listening to the story being read.

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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 offer simple sentence frames for each unit to facilitate conversations. In Unit 4, Week 1, “Club de escritores,” the materials include a weekly focus, ideas to share, and sentence starters. For example, students share ideas about their personal narratives, take turns sharing topic ideas, and ask questions to help one another. The resources include question prompts such as, “¿Qué sucedió antes/después de \_\_\_? ¿Cómo te sentiste acerca de ese suceso? No estoy seguro de que \_\_\_ pertenezca a esa sección.”

Materials provide opportunities for students to develop social communication skills as appropriate to their grade level. For example, the materials provide teacher support and guidance for the implementation of collaborative discussions. The “Teacher Edition” includes a “Reflexionar y comentar” tab, where teachers are provided with a mini-lesson and a model and practice section. For example, the teacher explains that when students participate in discussions, they may hear ideas they disagree with, so they need to listen carefully, find something they agree with first, and speak with a calm voice. Then the teacher models disagreeing respectfully, and students practice using their “Interactive Student Book.” After reading about different migrating animals, the following questions prompt, “¿Qué animal crees que tiene el viaje más difícil o desafiante?, ¿Por qué? Estoy de acuerdo contigo en que \_\_\_\_, pero \_\_\_\_.”

The materials provide opportunities for social communication skill development appropriate to the student’s grade level. For example, “Vocabulario académico” in the “Puente entre lectura y escritura” in the Interactive Student Book has opportunities for students to practice talking with a partner using sentences and questions. Students practice new words listed above in a box,

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and they write other words that they have learned in the reading. Then students discuss the essential question with a partner, "¿Cómo nos afecta los lugares distintos?"

The materials also allow students to develop social communication skills appropriate to their grade level. The teacher points out that these questions allow students to think about what they liked best about their research projects and what they would like to change if they had an opportunity to make another infomercial. The students gather information from the unit in their reflections. Students collaborate and practice both their listening and speaking skills. Students work with their partners to evaluate their own goals. Students volunteer to talk about what they liked about what they read in the unit and respond in writing in the "Libro interactivo del estudiante."

In the "Taller De Lectura," the teacher explains that students can ask questions to clarify or learn more about the information on the page. In pairs, students use the text to write two additional questions about how plants are used for medicine. The teacher explains that informational text helps the reader understand the text. The materials provide the following question prompts, "¿Qué es lo que muestra la imagen más grande de esta página? ¿Qué es lo que muestra la imagen dentro del círculo?" The teacher uses these questions to help explain the text by showing details of what the plant looks like and details of how the medicine is made. Students are prompted to think about the author's message or what the writer wants readers to understand. In pairs, students discuss the following questions, "¿Qué es importante para los abenaki? ¿Cómo lo saben?" The teacher facilitates student conversations.

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 complete shared reading in a whole group setting. Students can discuss notes and review their notes during the second reading. The materials include opportunities where students can conference about vocabulary found in their independent reading, aiding students in comprehension of vocabulary words presented in the text.

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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 “Nuestras tradiciones,” and the Essential Question is, “¿Qué son tradiciones?” The project’s focus is to write the principal a letter about a tradition the student thinks is worth celebrating. Students are to give an opinion as to why the school needs to celebrate the tradition. The materials support instruction for students to ask and generate general questions for inquiry. During the research project, in the section “Indagar,” after the teacher introduces the project, students work in partner groups, brainstorm ideas, and generate questions to investigate the topic.

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 following skills/steps: 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. All

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research projects are connected to the unit's topic, aligned to the Essential Question, and related to project focus. For example, in Unit 1, "Estás aquí," the Essential Question is, "¿Cómo nos afectan los lugares distintos?" The project's focus is to write a persuasive paragraph about a favorite place. Students begin the project by reviewing the informational texts read during the unit in partners. Next, students inquire about favorite places in their community. Students explore and plan by reviewing what a persuasive text is. Partners fill a graphic organizer to help them persuade the reader. Then students complete their research by practicing for an interview. In pairs, students brainstorm about the expert and answer the following question, "¿Cómo encontraras a un experto de tu lugar?" Next, students collaborate and discuss after reading an article. Then students work with partners to recognize the characteristics of informational texts. Students extend the research by gathering images from the internet, such as pictures, drawings, videos, or other graphic resources. Finally, students celebrate and reflect. Prior to the final publication, students discuss the different forms to present and practice presenting to other groups. Independently, students reflect in their "Interactive Student Book" about their work with the following sentences, "En mi párrafo persuasivo, pienso que hice bien en \_\_\_\_\_. Algo que cambiaré la próxima vez es \_\_\_\_\_." The materials have differences in rigor from research projects for students who need intervention and extensions in their learning identified in the project sections. For example, under "Conduct Research," the differentiated support for intervention consists of providing struggling students sentences stems to support writing their research, such as, "Mi lugar favorito es \_\_\_\_, Me gusta este lugar porque \_\_\_\_, ¿Este lugar necesita ayuda para poder mantenerse abierto? ¿Cómo es trabajar en este sitio?" An additional option to advance consists of asking questions to find out more information with graphic organizers. Students write what they know about a favorite place and add newly acquired information.

The 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 this section throughout the year, students learn about Primary and Secondary sources in Unit 1, Paraphrasing and Plagiarism in Unit 2, Cite Sources in Unit 3, Primary and Secondary sources in Unit 4, and Cite Your Sources in Unit 5. In Unit 5, students have the opportunity to practice in partners with their Interactive Student Book. For example, they complete the following list to cite a video from the internet, "Nombre del creador del vídeo (apellido y nombre), Título del video (entre comillas), Título del sitio Web (en cursiva), Fecha de publicación, y El URL." The resource includes an example to provide additional support. Additionally, in Unit 4, Week 6, students learn about time capsules. After reading three articles, partners generate questions with guided questions such as, "¿Qué objetos creen que les gustaría incluir en la cápsula del tiempo?"

The materials provide opportunities for the students to ask and generate questions in independent reading and shared reading throughout the book. For example, in Unit 1, Week 2, "Presentación de la semana: Infografía," questions such as, "¿Qué pueden hacer las personas

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para mejorar su vecindario? ¿Qué hacen estas personas en sus vecindarios para mejorarlos? ¿Qué ideas podrías aplicar en tu vecindario?” are provided to assist students in generating ideas and additional questions in a shared reading setting. In the Teacher's Guide in Unit 2, Week 1, the teacher is provided with strategies to teach students how to think critically and generate questions. Teachers may ask students questions such as “¿Cual es el orden de los sucesos o pasos en el texto? ¿Cómo lo saben? ¿Piensen lo que sucede en el texto, porque sucede eso? ¿Consideran lo que aprendieron a partir de la lectura del texto? ¿Qué detalles los ayudaron a aprender estos puntos?”

In Unit 2, Week 6, “Proyecto De Indagación,” the materials provide resources relevant to their topic. The teacher tells students to identify and gather relevant sources and information to answer research questions, as well as demonstrate their understanding of the information gathered. The teacher models the processes for using library databases and books to answer inquiry questions. The teacher says, “Voy a mostrarles cómo usar palabras clave para buscar en nuestra base de datos de la biblioteca. Primero, pienso en palabras y frases relacionadas con mi tema, *como corteza de árbol*. Luego, las escribo en la computadora y esta me da un lista de las fuentes.” The teacher shows students the list and points out titles that look relevant. The teacher says, “Seleccionó algunos títulos que quiero revisar. Cada libro tiene un número que me indica en qué estante de la biblioteca lo puedo encontrar. Entonces, evalúe las características del texto y los elementos gráficos para determinar si el libro será útil para mi trabajo.” The teacher directs students to a page of the “Libro interactivo del estudiante,” which cites heading, photos, and bold words as clues that help students decide if a source is relevant or not. Students practice using library databases to gather sources and information and demonstrate understanding of information gathered.

In Unit 5, the Project Focus is, “Write a persuasive infomercial about Earth and record infomercials with sound effects and visuals.” In Lesson 1: Foundational Skills, students practice with Phonics Decode Abbreviations and engage in the Inquiry Projects by reading “La historia de la publicidad.” In Lesson 2, Foundational skills, students practice with Phonics Decode Abbreviations and Spell Abbreviations of Words. Students apply and practice their Argumentative writing by reading “Jugador Uno.” In Lesson 3, students practice with Foundational skills—Phonics Abbreviations and High-Frequency words, and Refine Research by reading, “Apéagalo.”

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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 tasks provided in the resource integrate reading, writing, speaking, listening, and thinking. Additional components include vocabulary, comprehension, and syntax. For example, the read-aloud lessons include opportunities for students to discuss key vocabulary in the story's context and build comprehension. For instance, in Unit 5, Week 2, in the text *Cómo el agua modela la Tierra* by Jared Siemens, the Close Read prompts the teacher to "Explicar que leer más de un texto sobre el mismo tema puede profundizar la comprensión del lector del tema." In their "Interactive Student Book," the students underline the sentences explaining how water molds the earth. The resources guide students to make a comparison to the text "Nuestra maravillosa Tierra" to compare ideas. The teacher asks the following question prompts, "¿Qué relación hay entre los textos de esta semana y el de la semana pasada? ¿En qué se parecen?" During whole group instruction, the teacher scaffolds and models the use of the vocabulary and provides sentence starters, such as, "El agua y los terremotos pueden afectar los recursos de una área cuando \_\_\_\_\_. Los \_\_\_\_\_ destruyen las cosas con más rapidez que \_\_\_\_\_."

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 material includes ample opportunity for students to apply their knowledge and work towards increased independence while exploring literary elements. For example, in "Taller de lectura" in Unit 3 Week 1, students learn about traditional tales such as "fabulas" and are introduced to new vocabulary, then read three different "fabulas." While reading, students are prompted throughout the text with "Lectura atenta," where students are asked to focus on the picture and highlight words and sentences. Students are guided to resolve problems or generate new products and solutions. For example, the section "Nuestras Tradiciones" presents shared

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readings that include a fable, a myth, a folktale, an informational text, and a realistic fiction to expose students to different genres under the traditions topic. Students use infographics in their Interactive Students Book to answer the question, “¿Cómo ayuda la comida a formar una tradición?” Students observe food images from different countries to learn about unique traditions. To guide discussions during whole group instruction, the teacher posts the following questions, “¿Cuales creen que son algunos ingredientes en cada uno de estos platos? ¿Cuáles de estos platos tradicionales han probado? ¿Por qué creen que las personas de distintas partes del mundo comen diferentes platos?”

The resource allows students to work collaboratively with others to develop social and emotional skills while working to resolve problems and solutions through a Book Club. The Book Club resource prompts teachers to tell students the following, “compartir sus ideas de manera eficaz y escuchar las de los demás.” Additional sentence starters to guide students to phrase ideas productively and respectfully include, “Noto que \_\_\_\_\_. No estoy de acuerdo con \_\_\_\_\_ por qué \_\_\_\_\_. ¿Por qué dices eso? ¿En qué podemos estar de acuerdo?”

Under the section “Proyecto De Indagación,” students write and present a persuasive paragraph about a favorite place in their community. Students do research and interview a person who works at this place. The teacher reads the prompt aloud and motivates students by activating background knowledge and setting the purpose for the project. The teacher distributes copies of an activity, “A explorar los museos.” In this whole group portion of the lesson, students are guided to use this article to build background for the topic. Students take turns reading the article aloud. After each paragraph, students share their connections to the text through partner work. The teacher writes the following stems on the board to start conversations, “Esta selección del texto me recuerda..., Cuando fui al museo, vi..., and Me gustaría ir a un museo que tenga muchos...” In pairs, students brainstorm lists of things found in museums. The teacher guides students to read and define the academic words and incorporate some of this newly acquired vocabulary in their discussion about places they like. Students use some of these words in their persuasive paragraphs.

During whole group instruction, under the section “Presentación De La Semana,” the teacher discusses the infographic and asks, “¿Qué propósito tienen los platos tradicionales en cuanto a ayudar a las persona a mantener su cultura?” The teacher reminds students of the Essential Question for Unit 3, “¿Qué son las tradiciones?” and the Week 5 Question, “¿Cómo ayuda la comida a formar una tradición?” The teacher directs students' attention to the infographic in the “Libro interactivo del estudiante.” The students discuss traditional foods from around the world. The teacher provides the following questions to guide discussion, “¿Cuáles crees que son algunos de los ingredientes de cada uno de estos alimentos? ¿Cuáles de estos platos tradicionales ya has probado? ¿Cuáles te gustaría probar?” Students learn the basic food vocabulary that will be used this week and then are prompted to say the word in each caption that corresponds to the food in the photo. As students work in pairs, they choose one of the

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foods and try to guess the ingredients in the food. The students then take turns describing the foods in the photos.

During the whole group lesson instruction, the students discuss the infographic as the teacher asks the following guided questions, “¿Qué características similares tienen la zanahoria y el apio? ¿Cómo podemos identificar las partes de una verdura?” As whole group instruction continues, students follow along in Unit 2, Week 1, “Libro interactivo del estudiante,” as the teacher reads aloud, “Mira como crecen.” The teachers organize students into small groups as they use pictures to share information about the patterns they notice in the garden. During whole group discussion, the teacher encourages students to ask questions to clarify any confusion about the diagram. The teacher uses the following questions to guide small group discussions, “¿Qué es un vegetal? Mira las plantas, dónde crecen todas las raíces? ¿Es eso un patrón? ¿Dónde crecen todas las hojas? ¿Qué más notas acerca de las plantas vegetales?” The teacher guides students to free write and answer the “Escritura breve” questions. Students engage in this activity during the independent practice portion of the lesson in their “Libro interactivo del estudiante.” Once the activity is completed, students are invited to share their responses in whole group or partner settings. After they have read, students work on developing their vocabulary, verify comprehension by answering questions, and explore theme identification by going back to their notes taken during their readings. The teacher reviews notes and helps students determine the theme based on their notes. Students also determine key ideas by going back to their evidence. Finally, students reflect and comment on their findings in whole group setting, using the sentence stems provided by the teacher: “Me gustaria decir. Esa es una buena razón. Me gustaría agregar que....” As students are dialoguing, the teacher can serve as a facilitator. 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 materials support distributed practice over the course of the year. The materials include a sequence of the SLAR TEKS that describe when the standards are taught and the location in the resource to find the lessons. Correlation between TEKS and instruction can be found at the end of the Teacher Edition in the section "Correlación con los TEKS." The material design includes scaffolds for students to demonstrate the integration of literacy skills that spiral over the school year. For example, in phonics, the lessons specifically address Phonological Awareness and Phonics, including activities with questions and a spiral review. Additional lessons during shared reading increase in complexity during the year. In Unit 5, Week 2, lessons provide instruction on Phonological Awareness and Phonics. For example, students decode and segment words with triphthongs and diphthongs during the Shared Reading. The resource provides the text, *Cómo el agua moldea la Tierra* by Jared Siemens, and a Foundational Skill Extension in diphthongs and triphthongs. 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, in addition to a related question each week to deepen the understanding of topics. For example, the question in Unit 4 is, "¿Por qué es importante relacionarse con otras personas?" and the question in Week 1 is "¿Cómo nos inspiran las personas a alcanzar una meta?" This questioning allows students to build knowledge of the topic "Marcar la diferencia."

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. In the "Puente Entre

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Los Talleres De Lectura y Escritura” section, the materials support distributed practice over the course of the year. The teacher introduces spelling and high-frequency words. As the teacher reads aloud the words, students spell each word with open syllables and two high-frequency words. The teacher reminds students which letters are vowels and explains that syllables ending in a vowel are open syllables. The teacher then provides each spelling word in a sentence. Students use the “Libro interactivo del estudiante” by writing the missing vowel in the syllables of the spelling words. The teacher has students spell two-syllable words with open syllables such as “bote, bo-te; sopa, so-pa; lobo, lo-bo.” The teacher asks students to identify the open syllables. The teacher reminds students that there are open syllables and closed syllables. During guided practice, the teacher reviews the vowels and reminds students that a syllable that ends in a vowel is an open syllable. The teacher works with students to identify the open syllables. Together in pairs, students underline each open syllable. The materials assess understanding by reading aloud the words and sentences and making sure students spell correctly. The teacher repeats each word and allows time for the student to write it syllable by syllable.

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.

### Grades K–1 only

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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.

### Grades K–1 only

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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. Second graders learn about connecting sounds and letters; know sound-letter relationships and match sounds to letters; generate sounds from letters and blend them those sounds to decode, consonants, consonants blend, and consonant 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 with evidence that in second grade, some skills are not taught anymore, such as count syllables in spoken words, segment and blend syllables in words, and identify the same and different initial sounds or syllables in words.

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, where students decode words with güe and güi. During the mini-lesson, “the teacher writes the words cigüeña and pingüino with the syllables güe and güi in different colors.” The teacher writes “manguera” and

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says “cuando estas sílabas se escriben sin diéresis, el sonido de la u no se pronuncia al leer la palabra.” The materials guide the teacher to model and practice when writing the words “guiso and agüita.” The teacher then says, “primero, voy a dividir estas palabras en sílabas: gui-so, a-güi-ta. Reconozco las sílabas gui, güi Como la primera no lleva diéresis, no debo pronunciar la u.” Finally, students read the words in their Interactive Student Book and underline the syllables gë and güi.

The materials provide students with opportunities to hear, say, encode, and reach each newly taught phonic/spelling pattern through direct instruction from the teacher, checks for understanding, activities, etc. For example, in Unit 3, Week 1, students decode words with y, ll by recognizing the sound they produce depending on the position in the words. In Lesson 2, students decode and write words with y, ll and work in their Interactive Student Book completing sentences. In Lesson 3, students review words with y, ll and memorize words with those sounds as they separate words in a T-chart. In Lessons 4 and 5, students read the decodable text “La gallina Nina.” After reading in pairs, they look for words with y, ll.

The materials provide frequent and adequate opportunities for students to apply phonetic knowledge to connected texts and tasks. The materials include decodable readers that help students practice grade-level appropriate letter-sound patterns each week. In Lesson 4, after receiving phonics instruction, the materials provide research-based high-frequency word lists that occur more often in Spanish text. For example, materials include high-frequency words to practice, so students develop automaticity and fluency. The same words are used during read alouds, decodable readers, and small group instruction as an independent/collaborative practice. The materials provide opportunities for students to read high-frequency words in and out of context. In Unit 3, Week 1, the small group activity encourages students to pay attention to how frequently they see, hear, and say this week’s words: “hoy, playa, lluvia.” Students record each time they use the words on a note or card. Students share the next day to track student performance.

The materials include opportunities for students to build spelling knowledge. The “Puente entre los talleres de lectura y escritura” section includes spelling with a specific weekly focus and five lessons. In Unit 2, Week 4, students spell words containing consonant blends with l. The first lesson is an opportunity to assess prior knowledge by writing sentences. Lesson 2 teaches about the different consonant blends with consonants l: bl, gl, cl, pl, fl, tl. The teacher models how to read words with blend l. Lesson 3 reviews and has more practice; the teacher writes spelling words, and students fill in the blanks. Students practice with the spelling pages in “Ortografía del centro de recursos para descargar.” Lesson 4 is a spiral review of the blend consonant r (tr, br, pr, fr, gr, cr, dr), and students practice and apply. Lesson 5 assesses understanding with spelling sentences.

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In Unit 5, Week 5, the teacher explains to the students that some words are stressed on the third-to-last syllable. The teacher displays “Tarjeta de sonidos y grafías 74 (termómetro)” and reads aloud the word “termómetro,” emphasizing the stressed syllable and explains to students that “termómetro” is a word stressed on the third-to-last syllable. The teacher says, “Escuchen las sílabas de la palabra termómetro: ter-mo-me-tro. La sílaba tónica de esta palabra es mo. Observen la palabra. La sílaba mo lleva tilde. Las palabras esdrújulas siempre llevan tilde, o acento escrito.” The teacher writes “termómetro” on the board and underlines the stressed syllable. The teacher points to and says the word “calido” in the chart in the “Libro interactivo del estudiante” and says, “Puedo oír que en la palabra cálido la antepenúltima sílaba es la sílaba tónica. ¿Cuál es la sílaba tónica de cálido? (ca)? Lleva tilde? Si, todas las palabras esdrújulas llevan tilde, o acento escrito.” Students repeat the word with the teacher.

In Unit 1, Week 1, “Taller De Lectura,” the teacher shows students the “Tarjeta de sonidos y grafías 20 (mapa).” As the teacher holds up the card, they ask students to name the picture and identify the initial sound. The teacher tells students that they are going to write words with open syllables. The teacher models by writing one syllable on the board and says, “Quiero escribir la palabra mano. La palabra mano tiene dos sílabas abiertas: ma y no. Prestaré atención a los sonidos de la primera sílaba. Se que la letra m representa el sonido /m/. Escribo la letra m. La sílaba ma termina con la vocal a. Escribiré la letra a. Ya escribí la sílaba ma. Ahora me enfocaré en la segunda sílaba abierta de la palabra: no. Se que la letra n representa el sonido /n/. Escribo la letra n. La sílaba no termina con la vocal o. Escribiré la letra o. Ahora voy a leer las dos sílabas para decir la palabra entera y asegurarme de que la escribi bien.” The teacher says other words with open syllables for students. In Week 2, “Taller De Lectura,” the students read the decodable reader, “El viaje de los cocos,” to practice reading words with closed syllables and this week’s high-frequency words. The teacher has the student’s partner read the pages once and then has students identify and copy all of the words with closed syllables in the text. Finally, the teacher tells students to check their lists against the list in the book. The teacher challenges students to pay attention to how frequently they see, hear, and say this week’s high-frequency words (“al, par, sin”) and has them write the three words in their notebooks. The teacher shows the students how to keep a tally of occurrences to report to the class the next day.

The materials provide an opportunity for the teacher to work on grade-level phonics skills. For example, in the teacher’s guide, Unit 5, Week 4, “Fonética: Decodificar palabras graves,” the teacher is provided with “Enfoque” where the teacher uses a vocabulary card for the word “lapiz.” The teacher script says, “Las palabras que no terminan en las consonantes n, ni s, ni en vocal. Llevan tilde, o acento escrito. La palabra lápiz termina en la consonante z, por eso lleva tilde en la vocal a.” The teacher provides examples of other words that do not fall into this category, such as “casa.” The teacher is then provided with an example to have students “Demostrar y practicar” using the words “campo, árbol y perro.” The student then works independently, using various examples found in the student’s textbook, Unit 5, Week 4. Some

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examples include “retama, campo, fósil, casa, crucigrama, ambar, futbol, abuelo.” The students then revisit these words with a partner and write them down by separating the words into word segments.

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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 opportunities for explicit fluency instruction. The materials provide students with opportunities to practice reading fluency by focusing on rate, accuracy, and prosody. For example, the Teacher Guide section Listening Comprehension includes a tab for fluency with instructions on helping students read with fluency and provides routines to help them. In Unit 3, Week 4, the instruction states, “After completing the read-aloud routine, display the passage: ‘Saludos de todo el mundo.’ Model reading aloud a short section. Have students notice how you pause slightly after the commas.” This instruction helps the reader to focus on the information. The teacher points out that fluency is reading for meaning, not speed. Also, the students have access to the read-aloud audios, allowing them to follow the appropriate accuracy, rate, and prosody.

The materials provide support and opportunities for evidence-based fluency instruction. For example, in the “Guía del maestro” for the Leveled readers books, there is a subheading “fluidez,” which provides instruction for teachers on how to talk about the different fluency components and practice during small instruction. For example, in *Las piedras de Sam* by Rachele Marzan, the section for fluency talks about Rhyme. The teacher says “Cuando leemos, a veces queremos detenernos para entender las palabras o pensar sobre ideas. Vamos a practicar leyendo partes de este libro para poder tener un ritmo de lectura, o velocidad que nos facilite recordar la información.” The teacher models how to read at a fast, slow, or good rate, then students practice with a partner.

The materials provide teachers with routines and opportunities to monitor student fluency.

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The students have access to the read-aloud audios, allowing them to follow the appropriate fluency, rate, and prosody. The materials provide teachers with routines and opportunities to monitor student fluency. In the “Guía para grupos pequeños,” in the section for fluency, it presents strategies to improve fluency, such as “Demuestre que leer no ficción como si no fuera especialista es diferente al cambio de voces y expresiones que requiere un cuento. Practique fluidez con fragmentos cortos más de una vez. Ayude a los estudiantes a notar que leen con mayor fluidez cada vez que leen el fragmento.”

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 non-fiction 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 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 students to practice fluent reading with stories embedded in the textbook. In the student’s textbook Unit 4, Week 2, “Lectura atenta,” students read the story “Imitar la naturaleza: La vida de Antonio Gaudi.” Within the story, students are able to focus on fluency by emphasizing the prosody of how they are reading the story and the way the words flow together. Students are instructed to focus on paragraphs 28 to 36. The materials provide opportunities for the teacher to provide guided reading opportunities where

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the teacher focuses on different components of the guided reading. In Unit 3, Week 3, the teacher can work with 2–4 students at the same time by helping them pick a leveled text and have students read it independently. Students practice reading the same leveled text while teachers listen and track student reading using the “Tabla de progreso en la Fluidez” form.

The materials provide teachers with guiding questions that allow them to distinguish fluency 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? ¿Cómo leería esto un especialista en el tema? ¿Cómo 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” that supports the teacher’s understanding of 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.” Also, in the “Guia para grupos pequeños,” teachers are 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 example, 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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The materials and the assessments are aligned with the program’s desired outcomes or goals for students. For example, questions and tasks included in the diagnostic are mirrored in practice opportunities with teacher guidance to ensure that the student has sufficient practice to achieve the skill prior to being re-assessed. In “Verificación del progreso” for Unit 1, Week 4, students are asked to identify a word with the sound /p/. Students learn and practice the letter *p* during phonics instruction and practice in their Student Interactive Book. Students are also guided to listen to a realistic fiction passage and identify the images that represent the setting, just as they practiced during Shared Reading and in their Student Interactive Book.

Observational assessments provide a clearer snapshot of what students can and cannot complete. It also provides support and evidence for the results of a more formal assessment. This guide helps teachers learn about how to use observational assessment in greater detail. The material includes a tool that measures all content and process skills outlined in the SLAR TEKS. The “Guía de evaluación” includes a document labeled “miVision Evaluaciones sumativas.” This resource provides the teacher with the building blocks of literacy and when students should be tested on the areas. Areas include Comprehension, Phonemic Awareness, Phonics, Fluency, Vocabulary, etc. It also provides the grade level in which these areas should be tested. Materials also 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. Teachers are asked to think of ways to use artifacts from the classroom to identify new pathways for instruction in real-time without waiting for a summative assessment to tell them about their students. The materials include developmentally appropriate diagnostic tools (e.g., formative and summative progress monitoring) and guidance for teachers, students, and administrators to monitor progress.

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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:

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. Items in these assessments are formatted to help students to gain experience with the item format and stem language they will experience in the state test: “Materials yield meaningful information to help teachers understand the balance between responding to students’ current developmental level and the push to support all students in meeting grade-level expectations.” For example, with a balance of continued observation through Conferring, Quick Checks, Small Group work, and the weekly assessments, teachers gain student knowledge, allowing them to support all students in meeting grade-level expectations. 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.

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?” It guides the teacher to think about how the class or each student is progressing against the standards and collect data about this progress to inform instruction. It also has guidance on “How can I use all kinds of assessments to drive instruction?” Teachers are provided with 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

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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 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 how 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.

Additionally, the resource includes Formative Assessments. These assessments 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. Teachers are also provided with Cold Reads. The Cold Reads track student progress each week using fresh reading passages. Materials also include Project-Based Inquiry that monitors and tracks student progress during Week 6 through student work on a unit-themed project. Teachers are also provided with Middle-Of-Year Tests that monitor student progress on skills and standards taught in Units 1–3 and End-of-Year Tests that monitor student progress on skills and standards taught through the course of the year.

Materials include instructional strategies that can be used to support students whose data demonstrate 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, and determine three possible teacher points for the conference based on student work and any prior conversions with the student.

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 professional development 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 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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### 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. Materials provide opportunities for students who have mastered content to apply grade-level skills to connected texts and tasks. Additional resources and materials provide enrichment activities for all levels of learners. A variety of text types and genres across content areas meet the demands of the grade-level requirements. Materials provide opportunities for students to analyze the use of print and graphic features within a variety of texts.

Evidence includes but is not limited to:

The materials include guidance for teachers to provide additional lessons for students who have not yet mastered the concept and struggle to master grade-level activities. For example, in Unit 1, Week 1, the Teacher’s Guide provides additional phonics practice for students who have not mastered this skill. The resource provides activities for intervention with strategy groups and building vocabulary. The section called “Opciones de evaluación formativa” provides an option to meet the students that are having a difficult time with “fonetica” and place them in small groups using the guidance given under the section “Evaluación y diferenciación.”

In the “Edición de la maestra,” Unit 3, Week 3, the “Guía del maestro para la intervención,” presents ideas for recommended intervention activities. The materials contain targeted lessons for students who have not mastered skills. For example, there are three practice stories that include explicit teaching, modeling, scaffolding points, graphic organizers, and progress monitoring. Teacher guidance describes options on the next steps for students having difficulties. This resource is also designed for independent practice to support the development of skills. For example, the “Guía de Intervención” is divided into five sections. Additionally, a reading about “Dia de Accion de Gracias para las fresas” includes academic vocabulary, comprehension skills, and phonics. The materials provide explicit teaching points for struggling students in the “Taller de Lectura”; the lessons include recommendations for scaffolds to support the student in decoding words with open syllables. For example, the teacher writes

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words and segments them into syllables. As she points to each syllable, students combine the syllables and read the whole word. In the Student Interactive Book, the materials provide explicit teaching points for practicing decoding words.

Recommendations for upward scaffolding in the materials present extensions for students that have mastered the content. For example, in the “Edición de la maestra,” Unit 2, Week 2, the phonological awareness section presents instructions for the teacher to find the extension to the fundamental skills in plurals /s/, /es/, /ces/. The materials direct the teacher to use teacher instructions but do not state specific implementation times or recommendations for scaffolding and extensions. Later in Lesson 2, “Lectura Compartida,” the teacher explains that authors choose specific vocabulary to describe key plot elements, main events, the problem for the main character, and a resolution. The vocabulary words “entusiasmada, favoritas, tour, gia, explorar” describe the main events in the plot. Teacher guidance explains the meaning of these words along with what and how they describe the plot.

Materials provide additional enrichment activities for all levels of learners. In Unit 3, students learn about traditional stories of fables. At the end of the lesson, the Quick Check teacher guidance states that if students are not mastering the concept of identifying fables, the teacher needs to refer to the pages that follow to place them in small groups. Although the reference page provides questions for teachers to ask students during small groups, it does not explain any other further directions. Additional lessons include recommendations for upward scaffolds and extensions to identify the main idea. For example, the materials provide explicit teaching points for the teachers to revisit “Lugares a donde vamos” and ask questions about main ideas. The teacher guides students to locate words that help them identify the main idea. Students discuss the main idea and the details. Students on level can reread, listen, or select a previously read text and work independently. Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

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## Spanish Language Arts and Reading Program Summary

### 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. In Unit 3, the lesson titled “Interacción con los fuentes: Explorar la infografía” incorporates a variety of different instructional approaches for making connections between the text to self, text to text, and reflecting upon it. The material provides the teacher with various questions to ask students to reflect upon, such as “¿Por qué creen que las fábulas los cuentos folclóricos han sobrevivido tanto tiempo?” Students engage in meaningful conversations with their peers, reflecting upon these questions in small groups. The resource guides teachers through mini-lessons. Questioning, conferring, and observations provide opportunities for students to engage with the week’s topic and skills. Additionally, a combination of Whole Group instruction, Reading Workshop (small group instruction), On-Level and Advanced Activities, Conferring, Book Club, Literacy Activities with Partner Reading, and Independent Reading also help students. Later in the resource, students engage in the mastery of the content by reading a passage aloud to each other. Students then work collaboratively with letter tiles to create closed syllable words, create a list of new words and practice reading words with a partner.

Materials support developmentally appropriate multimodal instructional strategies (e.g., visual, auditory, kinesthetic, tactile, etc.). In Unit 3, Week 1, in the “Diferenciación y evaluación — Aplicar” section, the students are prompted to use strategies to identify fables. The students can choose one of two options: they can share with a partner to complete an activity in their

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“Libro interactivo del estudiante” or use sticky notes to take note of characteristics of fables. The resource provides opportunities for the students to show understanding then extend instruction in small groups using: “Opciones guiadas para el maestro.” The teacher can choose from different multimodal instruction strategies found in the “Intervención” book.

In Unit 3, the materials include a lesson, “Comprensión auditiva: Cuentos tradicionales: Fábulas,” a multimodal lesson that guides the teacher in demonstrating to students how to actively listen while asking relevant questions to clarify meaning. For example, in the lesson, the teacher says “Anime a los estudiantes a escuchar atentamente prestando atención a las características de una fábula mientras lee.” In Lesson 5, “Taller de Lectura,” the teacher asks students to look back at the infographic “El proyecto de troy and Algo bello tal vez.” The teacher provides sentence starters to prompt partner discussion and identify the similarities and differences between the texts.

Materials support 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, or practicing Word Work, Genre Work, Theme, and Comprehension Strategies. The materials also provide guidance for Small Group instruction (25–30 minutes) and include the following teacher actions: Guided Reading, Strategy Groups, Interventions, and Conferencing. During this time, students are to do Partner Reading, Independent Reading, Book Club, Literacy Activities, or Word Work. For each unit, in the Reading-Writing Bridge section, there is a Whole Group lesson (5 minutes) where the materials provide opportunities for meaningful connections with activities, whole group, partner work, small group instruction, and independent work. In Week 1, the students manipulate pictures of objects or animals whose names contain open syllables. Students name each picture and write the word. Students are placed in groups to practice open syllables by using letter tiles to make the words. The materials guide the teacher to engage students with small groups using leveled readers to help students understand the details and determine the text’s importance.

The “Evaluación y diferenciación” section provides the teacher with an option of a flexible grouping called book clubs. The materials explain how to plan for them in lessons. For example, in Unit 3, Week 1, the focus is the following, “Observarán las ilustraciones y explorarán el texto más a fondo en sus grupos del Club del libro.” This material provides the support needed to implement such book clubs during flexible grouping time.

Materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation. The materials move from teacher instruction and modeling to model and practice and independent work or collaboration. For example, in Unit 3, Week 1, students have the opportunity to practice independently while teachers confer with students using the guide provided in “Evaluación formativa — Instrucciones para la conferencia.” In addition, the materials provide a gradual release chart named “Pasos para escribir independientemente,” with steps for teachers to

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## **Spanish Language Arts and Reading Program Summary**

gradually adjust support to students: Modeled Writing, Shared Writing, Guided Writing, and Independent Writing. The resource supports guided, independent, and collaborative practices by placing students in small groups.

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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 how to use students' first language as the foundation for developing skills in English. Throughout the five units, the materials provide various support for students in developing Spanish language skills, not English language skills.

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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 on 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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## Spanish Language Arts and Reading Program Summary

### 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 support 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 identify the content on that page easily. 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 Guía de evaluación can be used by administrators and teachers to analyze and synthesize data to drive instructional decisions and deliver the materials of the program as intended. It includes guidance for evaluating and supporting the classroom environment and implementing the lessons with more than 20 checklists outlining appropriate instructional

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strategies, key skills, and skills that have been mastered or need to be mastered. The Guía de evaluación includes several printables and checklists that support observational assessment which are used to take steps around planning instruction. The Guía de evaluación also assists administrators in providing effective feedback to classroom teachers by guiding teachers in gathering formal observations.

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 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 make 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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## Spanish Language Arts and Reading Program Summary

### 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 “Puente entre lectura y escritura,” the teacher demonstrates to students how to use proper sitting positions and paper positions. The teacher tells students to sit upright with both feet on the floor and place the paper at an angle. The teacher models sitting upright in a chair with both feet flat on the floor and tells students to think of the capital letter L—their back is the upright position of the L and the tops of their legs are the bottom part of the letter. The teacher works with students to explain how to place their paper at a 45-degree angle

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toward the writing-arm side of the body, with the non-writing hand on the paper's top corner to hold it in place.

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 the lesson and follow a sequence throughout the entire text. In Unit 5, Week 6, the activity “celebrar y reflexionar” shares ideas that focus on the topic under discussion, including speaking clearly at an appropriate pace as activities provided for the teacher to use.

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. In Unit 1, Week 6, the activity begins with the narrative “Proyecto de indagación— Celebrar y reflexionar,” and students practice the progressed level. In Unit 5, Week 3, with the narrative “Reflexionar y comentar,” students have another opportunity for progress. In Unit 5, Week 6, for the narrative “Celebrar y reflexionar,” students continue to practice the TEK with two scaffolded activities. For instance, students practice in Unit 1, Week 6, with the activity “Proyecto de indagación— Celebrar y reflexionar; Colaborar” and the activity “reflexionar y comentar” found in Week 3. 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, including 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 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 teacher’s guides are designed with clear, designated places for important information. There is consistency in how the pages are presented: to the far left or right, the instructions are in English in smaller font. In addition, each page contains the title of the section, the subtitles, and the visual of pages needed for instruction, for example, the photograph from Student Interactive Book or a downloadable page from any of the other materials.

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

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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. For example, students need to identify words with *c,q,k*. Students are guided to “ordenar las letras para escribir la palabra que nombra cada imagen, luego lee las palabras.” The page has six small pictures; under them, the letters create the word, such as a photograph of a coconut and the letters: “occo.” 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.

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. 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 materials introduce the authors who worked on the curriculum as Maria G. Arreguin Anderson, Ed.D., a context expert in the design of instruction, and Richard Gomez Jr., Ph.D., an expert in Dual language curriculum. These authors solidify the expertise taken when constructing the curriculum.

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

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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 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. In the Dual Language Implementation Guide Introduction, the resource presents what makes a comprehensive Spanish Language Arts program by stating, “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.”

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

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patterns. Teachers are provided additional strategies to support biliterate learners in the online Dual Language Educators' Implementation Guide. This section suggests that teachers pair 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, “Desarrollo del lenguaje en español” guides the teacher to review the syllables with soft g. Students work in small groups to complete the

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words with the syllables given to them; it is recommended to do the activity as a competition. Groups take turns reading the words, and they can create a sentence with it.

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. Read-alouds are designed to incorporate cultural and ethnic activities and materials. For example, the Read-Aloud books in Spanish include authentic texts such as *Algo bello tal vez* and *Cómo el arte transformó el vecindario* by F. Isabel Campy and Theresa Howell.

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 focus is on confirming and adjusting predictions based on a text. The students make predictions from the text in their Student Interactive Book. They adjust or confirm predictions such as, “¿La predicción era correcta?” Students work with partners to adjust their predictions. They use the word wall in bridging time to connect the cognates in this lesson: “prediction/predecir,” “confirm/confirmar,” “adjust/ajustar.”

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 explores sensory details; the teacher explains that sensory details allow the author to describe exactly how objects look, smell, and taste. The teacher reads one or more poems paying attention to sensory details. Students work in pairs reading a poem, identifying sensory details, and copying them in their notebooks. Finally, they present the sensory details they found and how they help understand the poem to the class.

The materials include quality materials for both English and Spanish language learners. The materials provide units for planning biliteracy instruction to offer embedded texts with equitable storylines and content. An example of the unit plan can be found in the Dual Language Planning Guide, which provides several story titles with their accompanying counterpart. For instance, in Unit 3, the genre of Traditional Tales is the focus for that week. Stories like “La noche que se cayó la luna” are provided with a similar story in English, “Fables,” to support the genre focus for that week. In this Guide, for each unit of “mi Vision text,” the

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teacher is given two specific stories. The third story gives an alternate story to choose from; the same format for each unit is provided using the “My Vision Text.” The materials provide quality reading materials found in leveled readers. The materials provide a variety of texts in the Leveled Readers section. The texts are classified by their Lexile level in both languages. (English and Spanish).

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.

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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. For example, in Unit 4, Week 2, before reading “La vida de Antoni Gaudí” by Rachel Rodriguez, the teacher introduces the text and previews the vocabulary. The English instruction says, “Introduce the vocabulary words on p. 286 in the Libro interactivo del estudiante and define them as needed (See Spanish). Estas palabras los ayudarán a comprender el texto, ‘Imitar la naturaleza: la vida de Antoni Gaudí.’ Resalten las palabras cuando las lean en el texto, ‘¿Qué les dicen sobre el texto?, ¿Qué monumentos famosos conocen?, ¿Qué tipo de creaciones diseñan los arquitectos?, and ¿Dónde han visto arcos?’” 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.

Materials address the importance of intercultural understanding and respect. The materials present 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. For example, Unit 4, “La celebración del Eid” by Suzanne Muir talks about the Muslim Ramadan celebration. The teacher makes connections with celebrations such as Independence Day, and students retell

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the story in a graphic organizer. For differentiated instruction, the suggestion is to help students to make background connections about celebrations with questions such as, “¿Qué tipo de comida especial comparten?” Once the student is more familiarized with the celebration, they can generate questions. If there is a student that is familiar with Eid, they can tell more to the rest of the students. Finally, at the end, students can write about, “Imagina que eres uno de los amigos de Marjani. Escribe sobre lo que te regala y qué es lo que dices y haces cuando recibes un regalo.”

Although 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.

Materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture. The materials include some stories that specify the country of origin. For example, Unit 3, Week 2, presents the text “La noche que se cayó la luna” by Pat Mora. This book is about a Mayan Myth about the creation of the Milky Way. Also, some Reader Leveled books specifically mention traditions from the country of origin, such as “Celebramos con comida,” by Mariel Early that discusses “El día de la Revolución” in Argentina and the food they eat. The text “Tradiciones en todo el mundo” by Mariel Early discusses “El Día de San Juan” in Spain and the traditions.

The materials address the importance of intercultural understanding and respect, for example, as in the Leveled Reader *Bailamos* by Nancy Fornasiero. This text includes culture, traditions, and reunions. The reader is about different dances around the world. It teaches about the dances in the United States, powwows by the North-Eastern Native Americans, traditional dances in Hawaii, and professional ballerinas in New York. It ends with a fiesta for Quinceaneras. This text includes a table at the end of the book for students to reflect on the main idea of *Bailamos* and the details of the main idea.

The materials include authentic Spanish texts written by authors with Hispanic heritage. For example, in Unit 1, Week 2, the story “Algo bello tal vez, como el arte transformó un vecindario” is written by F. Isabel Campoy, a well-recognized author of stories that relate to the Hispanic culture. Another example of a Spanish text written by authors with Hispanic heritages is found in the Unit 2, Week 2 story “Mi amigo el manatí,” written by Emma Romeu, an author of Cuban descent.

The materials include stories that provide values and traditions in the form of fables. Fables are stories that include lessons and suggest values to students. In Unit 3, Week 1, the story “De fábulas” includes several fables such as “La gallina y el manzano,” “Las ranas al final del arcoiris,” and “El ratón al orilla del mar.” These stories each have a lesson to be learned. For

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example in “La gallina y el manzano,” the lesson to be learned is “siempre es difícil hacerse pasar por algo que no es.” In “Las ranas al final del arcoiris,” the lesson to be learned is “las esperanzas más grandes pueden llevar a las más grandes decepciones.” In “El ratón al orilla del mar,” the lesson to be learned is “cada una de las millas de un arduo camino valen la pena si conducen a un momento de verdadero felicidad.” The materials in Spanish are authentic and culturally relevant.