

Vista Higher 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	Pending	Pending	N/A	N/A
Grade 1	54.90%	50.00%	N/A	N/A
Grade 2	61.29%	69.35%	N/A	N/A

Section 2. Texts

- The kindergarten, first-, and second-grade materials include some high-quality texts across a variety of text types and some genres as required by the TEKS.
- The materials do not include a text complexity analysis, however texts are appropriately challenging and are at an appropriate level of complexity to support students at their grade level.

Section 3. Literary Practices and Text Interactions

- The materials provide students some opportunities 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 some opportunities to analyze the language, key ideas, details, craft, and structure of individual texts.
- The materials do not provide opportunities for students to build their academic vocabulary across the course of the year.
- The materials do not include a plan to support and hold students accountable in independent reading.
- The materials provide students some opportunities 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 do not 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.

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- The materials provide opportunities for students to engage in both short-term and sustained inquiry processes throughout the year.
- The materials contain interconnected tasks that build student knowledge and provide some opportunities for increased independence. These tasks are supported by spiraling and scaffolded practice.

Section 4. Developing and Sustaining Foundational Literacy Skills

- Materials provide some explicit instruction in print concepts and opportunities for student practice (K-1 only).
- Materials provide some explicit instruction in phonological skills and opportunities for student daily practice (e.g., rhyming, syllabication, blending, segmenting, manipulation) (K-1 only).
- Materials provide some explicit systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context.
- Materials provide some 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 some developmentally appropriate diagnostic tools and guidance for teachers, students, and administrators to monitor progress.
- The materials include some guidance for teachers and administrators to analyze and respond to data from diagnostic tools.
- The materials include frequent, embedded opportunities for monitoring progress.

Section 6. Supports for All Learners

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

Section 7. Implementation

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

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- The materials include implementation support for teachers and administrators. The implementation includes some guidance to meet variability in programmatic design and scheduling considerations.
- The materials provide some guidance on fostering connections between home and school.

Section 8. Bilingual Program Model Considerations

- The materials do not provide clear guidance specific to bilingual program models.
- The materials somewhat 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.

Partially Meets 2/4

The material includes some high-quality texts for SLAR instruction covering a range of student interests. Some texts represent a variety of genres, from contemporary to multiculturally diverse, and are well-crafted quality in content, language, and writing that is represented in cross-disciplinary standards that engage all learners' interests. Some of the materials include increasingly complex, diverse texts in traditional, contemporary, classical and multicultural.

Evidence includes but is not limited to:

“Antología” divides the readings into three levels, which aids in scaffolding stories according to the levels necessary to achieve student comprehension: “Nivel Principiante, Nivel Intermedio, Nivel Avanzado.” In “Nivel Principiante,” “La Bandera de Bolivia” is an informational text that details the meaning behind the symbols present in the country's flag. Before reading the informational text, teachers use the pink text sidebar to explain the reason students read these types of text. They introduce the highlighted vocabulary and “any additional terms (that) would be difficult for (the) students.” Throughout the text, students learn about the symbolism associated with popular country landmarks. For example, when detailing the coat of arms at the flag’s center, the text states, “Las estrellas representan los diez departamentos que forman Bolivia,” then continues to elaborate on the meaning.

In Antología, in Nivel Principiante, “Punta del Este,” students explore the features of a particular area in Uruguay. It uses the sentence stem “Las playas...” before beginning several paragraphs to assist the students in a read-aloud through repetition. Students answer questions with teacher support, such as “¿Por qué es conocida la ciudad de Punta del Este?” and “¿Cómo son las aguas de la playa de Punta del Este?” Teachers allow the students time to orally respond while processing the reading.

In Antología, in Nivel Intermedio, the informational text, “El Origen de Las Islas Galápagos,” students learn about the creation of the Galapagos Islands through a cultural legend in which an enormous condor tries to eat a turtle, fails, and drops the turtle into the ocean. Prior to reading selection, the instructor tip section guides the teacher to address the main points of the

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purpose for a legend, the “present models of behavior, explain and transmit aspects of origin, life, culture, historical events, creation and nature to each generation of culture.”

In *Antología*, in Nivel Avanzado, a legend story, “El Penacho de Atahualpa,” challenges students by having them analyze the character, Atahualpa, and its personal growth after committing a mistake in the story. Reading strategies include encouraging students to make inferences based on what they have read. The teacher instructs the students to answer the questions “¿Crees que Atahualpa era inteligente? ¿Cómo lo sabes?” The legend has pictures to help the student see the character’s physical appearance, behaviors, and interaction with other characters.

In the *Antología Teacher’s Guide*, materials include a scope and sequence which lists the texts by unit and theme. For example, Unit 2 includes “Maria Thelma,” “Where is Llama,” and “The Emperor’s New Clothes.” Unit 4, about animals and Spain, includes a poem, “Rabbit,” a song, “Purrin and Purring,” and an informational text, “The Dancing Bee.” Unit 6, “Our Environment, Argentina,” includes a song, “The Little Boat,” “The Lizards,” and “It’s Raining,” as well as an informational text, “The Seasons.” Unit 8, “Our Celebrations, Columbia,” covers holidays and celebrations and includes the song “A Tree in Our Town” and “Mother’s Day” and the story “Goldilocks’ Birthday.” As the units progress, the complexity is enhanced before, during, and after activities.

“¡Listos!” offers minimal evidence of increasingly complex texts. For example, in Unit 7, the main selection text “Las cameras” is a dialogue about cameras between a father and his son. The text includes simple vocabulary and covers only basic comprehension questions. Similarly, in Unit 8, the text, “El Dia de los Muertos,” describes the Day of the Dead and what families do in this celebration through dialogue. While this text helps students understand how people celebrate some holidays in Spanish-speaking countries, the entire text is limited to eight sentences of dialogue between two characters. There is not enough content to apply most TEKS. It is also not complex enough to make inferences, refer to events, or apply other higher-order-thinking skills appropriate for the second grade.

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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.

Partially Meets 2/4

The materials include a variety of text types and genres across content that meet SLAR TEKS requirements for each grade level. Students are given opportunities to recognize the characteristics and structures of literary and informational texts. Informational texts are connected to science and social studies topics; however, persuasive texts are not included. Students analyze the use of print and graphic features and recognize characteristics of multimodal and digital texts.

Literary Texts include but are not limited to:

In “¡Listos!” all lessons provide activities that allow students to learn from multimodal texts. Materials include audio stories and comprehension questions in the form of an eBook where students can read at their own pace and answer the questions independently.

In “Antología,” in the poem “Me Gustan Los Domingos,” in “Nivel Principiante,” students read about what a character likes to do on Sundays. The teacher informs students they will read a poem and explains that a poem is a piece of writing in which the words are chosen for their beauty and sound.

In Antología, “Murmillos bajo la cama” is a short story in “Nivel Intermedio” that contains the five characteristics of a literary work: character, setting, conflict, plot, and theme. Students predict what the “cuento” is about by looking at the illustrations and writing them on a board.

In Antología, the literary text “Yaka Yaka” includes explicit teaching of characters, plot, problem and solution, and setting. The teacher introduces the story about penguins informing the

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students that sometimes authors make up stories with characters, setting, and plot of their own. Students make predictions by using illustration prior to reading and correct or confirm their predictions after reading the text. The teacher asks questions such as “¿Qué hay en las maletas de los pingüinitos? ¿Qué hace el pingüinito más pequeño?” or “¿Qué ves en la playa?” Students listen to the audio version of the story as well as retell and summarize the story.

Informational texts connected to Science and Social Studies include but are not limited to:

In ¡Listos!, the informational text, “Lugares y Actividades en la Escuela at El Salvador,” helps students understand the similarities and differences between the school in their community and those in El Salvador. Students use a graphic organizer to compare and contrast their own community with that of El Salvador.

In Antología, Fernando Llor’s biography, “El Pintor,” includes activities to help students learn the characteristics of biographies. The teacher introduces the characteristics of a biography under the pre-reading tips listed before the story. Teachers “explain that a biography is a story about a person’s life and achievements written by someone else.”

In ¡Listos!, the teacher introduces the informational text, “Ropa tradicional de Bolivia,” by providing information about people, places, events, or things. Students learn about different garments and answer comprehension questions about the different pieces of clothes they have read about, such as “el sombrero” and “la pollera.” Students expand their knowledge by researching online typical clothes in other countries, such as a “huipil” in México, a “hausá” in Chile, or a “gaucho” in Argentina.

In ¡Listos!, “El Museo del Canal, an informational text, includes a map of the Panamá Channel with different colors and labels as well as photos and captions. The teacher emphasizes the information in the map, as well as text features such as labels and photos.

Other titles include:

“Names of Hispanic Children” (informational text about culture and history)

“Monument to the Drowned” (informational text about history)

“The Day of the Dead” (informational text about culture)

“Paquito Palaviccini: músico y compositor” (biography)

“Jorge Argueta: autor de libros para niños” (biography)

“Dancing as Exercise” (informational text about dance)

“Flamenco and the Five Senses” (informational text about organisms)

“Animales de Ecuador” (informational text about organisms)

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The materials include opportunities for students to recognize characteristics of multimodal and digital texts. In ¡Listos!, in the teacher edition, the Additional Components section, teachers find the online extensions that provide “Smartbook presentations and audio support, Animated Video Virtual Chats for communication activities, and Cultural Videos to explore products and practices.” Antología also includes opportunities for students to listen to text at the various levels. However, second-grade materials do not include any persuasive texts or indications of teachers directing students to explicitly learn to identify characteristics of persuasive texts.

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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.

Partially Meets 2/4

The materials include some appropriately challenging text at an appropriate level of complexity to support students at the second-grade level. Interactive texts and shared-reading texts are at the level of what second grade students can read independently, and texts are appropriately challenging for students as the year progresses. Thematic units are based on the Fountas and Pinnell readability level system. However, a text complexity analysis is not included for educators to consider about texts. Teacher instructions do not include directions for students to read the text independently.

Evidence includes but is not limited to:

In “¡Listos!” the materials include an online resource section for teacher support. In the online resource, a reading leveled chart titled “Biblioteca temática Reading level chart” is included. This guide follows the “approximate equivalent of the Listos Thematic Library readers to the Fountas and Pinnell leveling system; however, there is no attached chart referencing the text titles for each level. Although letters are assigned to each level, there is no indicator within the resource stating what each letter means or the corresponding text. Materials do not include Lexile levels within the lesson planner or referencing the corresponding texts to each reading level. Teacher instructions do not explicitly give directions for students to read the text independently.

“Antología’s” Unit Walkthrough section provides a sample story outlining the different components teachers can find alongside the text referencing the three different levels: Principiante, Intermedio, and Avanzado. While one of the labels points to teacher instructions and states the purpose of that section is to provide “reading strategies (to) support instruction,” there is no reference listed to these research strategies. Neither material provides a direct text complexity analysis for the stories used in the lesson. The titles of the texts are listed in the table of contents in the scope sequence teacher guide broken down by thematic eight units.

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As the year progresses, texts grow in complexity according to the text structure and tasks. By the end of the units within each level (Principiante, Intermedio, Avanzado), the text in Antología will be above what the student can read independently. The materials included are structured as shared reading with guidance comprehension strategies along the way. There is no read-aloud text presented during the lessons. It also includes vocabulary for the lesson as well as a mode of communication.

In Antología, “Nivel Avanzado,” the poem “Noche flamenca” by Vanessa Pérez-Sauquillo contains ten stanzas with four verses each and describes “Lola, la bailaora” in chronological order. The vocabulary in the poem is complex, and the structure is challenging for the second-grade students.

In Antología, Nivel Avanzado, the story, “Las alfombras de Antigua,” is a Lexile level L. The text increases in length, the structure of the story is longer, and the language increases in complexity.

In the Reading Performance Assessment, ¡Listos! includes passages using three different colors to differentiate grade level when assessing the reading level of the students. Each of the passages is equivalent to the Fountas and Pinnell reading level system ranging from level F at the beginning of the year to level N at the end of second grade. It lists ranges for each level with descriptions of each level, including listening, reading, speaking, and writing in each level. A conversion chart is included, as well as teacher directions and answer keys for each assessment.

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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.

Partially Meets 2/4

Some of the materials contain questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes. Assignments and activities focus on texts that students are reading/listening to and require close attention to the meaning as students demonstrate comprehension. Some opportunities are provided to grow student's understanding of topics and literacy skills over the course of the unit and to evaluate and discuss information from multiple places within a text. Materials provide instructions for students to make connections to personal experiences, ideas from other texts, and society.

Evidence includes but is not limited to:

In "¡Listos!" Unit 1, students answer text-dependent and inference questions about how birthdays are celebrated in Mexico, such as "¿Quién tiene la idea de tener una fiesta sorpresa para Anna?" "¿Quiénes están en la fiesta?" and "¿Crees que es cierta la teoría del origen de la piñata que cuenta el abuelo?" At the end of the lesson, students create a pinata model following the directions on a procedural text. Students present their pinatas to the class using the sentence stem, "Mi piñata se llama...."

In ¡Listos! Unit 2, students work in pairs to ask and answer questions about their favorite workers and the places where they work by using lists on the board as support. The teacher writes "trabajadores" and "lugares" on the board for students to write new words they learn from the lesson. Students answer guiding questions, such as "¿Que lleva en la mano la mamá de Camila?" and "¿Que vende Nora?" At the end of the lesson, students write a short paragraph describing workers in their community to make connections with the text.

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In ¡Listos! Unit 4, in the informational text, “Las Mascotas y Otros Animales,” the teacher begins the lesson by activating students' prior knowledge by asking what kind of animals they have at home. Students volunteer to share by describing their pets, including their names. By the end of the same lessons, students create and illustrate a book about their pet and a characteristic of their pet.

In ¡Listos! Unit 5, students role-play, pretending they are from a different country by describing what they do to stay healthy by using their five senses. Students participate in a poll selecting how often they engage in healthy habits by answering with options such as “siempre, a veces, o nunca.” Students record and graph their responses together as a class.

In ¡Listos! Unit 6, materials provide students opportunities to make connections with the text. Before reading the story, “Uruguay Vacaciones en Diciembre,” students answer, “In your community, is there a street with museums, theaters, and historic buildings?” while showing them real-world pictures of the sights in Montevideo. Students answer questions that relate to the pictures, “¿Cuál de estos lugares de Montevideo te gusta más?”

In ¡Listos! Unit 8, students create an ad for a product they will sell to celebrate their favorite holiday. Students follow directions when creating their ad by naming the product, describing the product, the total cost, and providing information on how to order it. The students use guiding questions for their writing assignment: “Busca información sobre las celebraciones de tu comunidad, and ¿Qué, cómo y cuándo se celebra?” At the end of the lesson, students reflect on which celebration they like the most and present their writing to the class.

“Antología,” however, contains limited questions and tasks that support students in synthesizing knowledge and ideas to deepen understanding and identify and explain topics and themes. For example, in “Nivel Principiante,” Unit 1, the materials guide the teachers to ask students to share their own experiences and ideas about the content and have them relate it to their own lives. The teacher asks students about their favorite day of the week and what they do on that day, “¿Cuál es tu día favorito de la semana? ¿Qué haces en tu día favorito?” Students answer and discuss what they do on their favorite day as a pre-reading activity to get ready for the poem. The materials ultimately ask literal questions and do not include questions and tasks that build conceptual knowledge, are text-dependent, and prompt students to synthesize new information.

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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.

Partially Meets 2/4

The materials contain some questions and tasks that require students to evaluate the language, key ideas, details, craft, and structure of individual texts. Some of the questions and tasks support students' analysis of the literary/textual elements of texts by asking students to analyze, make inferences, draw conclusions, identify the author's purpose, confirm predictions. Materials do not provide opportunities for students to study the language within texts to support their understanding or compare and contrast the stated or implied purposes of different authors' writing on the same topic.

Evidence includes but is not limited to:

In "Nivel Principiante" of "Antología," Unit 2, the teacher reads the story "Los Mercados de la Paz." After the reading, the students are to answer questions to determine the author's purpose. For example, "¿Por qué escribió este texto la autora? y ¿Qué detalles apoyan el propósito de la autora?" Students reread the text and answer comprehension questions by referring back to the text to justify their answers. Through this activity, students learn how to identify the author's purpose.

In "Nivel Intermedio" of Antología, Unit 2, the materials include questions to identify the main idea. The teacher assists the students to find the main idea by asking "¿Qué color representa las riquezas de Bolivia?, "¿Qué minerales hay en Bolivia?" y "¿Qué color representa la esperanza?" The teacher and students reread the text together and answer the comprehension questions that are text-dependent, such as "¿Donde deben jugar los niños?" y "¿Dónde no deben comer?" Throughout this lesson, students use questions to identify the main idea.

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In “Nivel Avanzado” of Antología, Unit 3, the materials include questions and tasks that require readers to identify and support the author’s purpose for the biography of Jorge Argueta. The teacher asks questions relating to the author’s purpose, such as “¿Cuál es la intención de la autora en este texto, describir, explicar o contestar algo? ¿Qué información describe la autora? y ¿Qué te hace pensar eso?” Students demonstrate understanding of the author’s purpose and find answers that show details confirming the purpose is to inform.

In Antología Nivel Intermedio, Unit 5, the materials use the poem “¡Agua, San Marcos!” to analyze the text and extract meaning. The teacher reads the title, the author’s name and asks students to make predictions by looking at the illustrations. Students share what the text might be about while the teacher writes their predictions on the board. Students read the poem in choral reading and confirm their predictions after reading. At the end of the lesson, the students answer questions that demonstrate understanding of the text.

“¡Listos!” however, includes minimal opportunities for students to evaluate the language, key ideas, details, craft, and structure of individual texts. In Unit 6, the story “Vacaciones en Diciembre” includes opportunities for students to study the language of the vocabulary words presented in the lesson. For example, the teacher reviews the words “gusta” and “gustan” with the students. Students use those words to practice conjugating the verbs by completing sentences, such as “A Ana le gusta visitar la playa. A Charlie le gustan las vacaciones.” The teacher refers the student to the text to support their understanding of how the characters used the verbs during a dialogue. The questions included in ¡Listos! foster the development of the Spanish language and not Spanish Language Arts and Reading.

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Indicator 3.A.3

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

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

Does Not Meet 0/4

The materials do not include a cohesive, year-long plan for students to interact with and build vocabulary in and across texts. The materials include some scaffolds and supports for teachers to differentiate vocabulary development for all learners, but the vocabulary development is for basic Spanish words, not text-based academic vocabulary.

Evidence includes but is not limited to:

In the Teacher Edition of “¡Listos!” the materials include a Language Scope and Sequence to support teachers. The materials display how vocabulary is incorporated in every unit, though it is not labeled as a year-long plan. Each lesson includes a language development component such as “become familiar with grade-appropriate vocabulary, identifying the use of words that name sequences, or identifying the use of words that name actions.” The words taught in ¡Listos! are not text-based academic vocabulary rather vocabulary used to develop Spanish as a second language skills.

Every lesson in ¡Listos! includes a vocabulary list of basic Spanish words that correlate with the lesson being taught, along with teacher guidance under the “Preview Vocabulary, Vocabulary Development, and Reinforce Vocabulary” sections. In Unit 2 of ¡Listos!, students learn vocabulary about the names of rooms in a house such as “el comedor,” “la cocina,” “la habitación,” “el dormitorio,” “el baño.” Teachers activate prior knowledge by using tarjetas fotograficas displaying vocabulary words. The teacher explains each word and models using each word in a sentence. The students repeat the sentences. Challenging activities for vocabulary development include students writing a short story about a time they went shopping. The students read their compositions aloud to the class and explain any unfamiliar words. At the end of Unit 2, the teacher models how to have a conversation regarding the location of the characters in the story’s setting. Students use photographs and write the name of their friends under each photo. Students converse with a partner asking “¿Dónde está tu amigo...?” and answer using the sentence frame “Mi amigo...está en la cocina.” The materials offer opportunities for students to learn, practice, apply and transfer words into familiar and new contexts; however, as previously mentioned, vocabulary is not of academic nature.

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In Unit 5 of ¡Listos!, materials include teacher support to differentiate and scaffold vocabulary development. Students learn the types of food that they consume for nutrition. The differentiation instructions provide teachers with guidance on how to support struggling students. The teacher guides students who are having difficulty learning the names of the foods to look for pictures of the foods in magazines, cut them out, then label them.

In Unit 6 of ¡Listos!, the informational story “Tiempo de Verano y de Invierno” includes a vocabulary development section. The materials support the teacher by explaining how to ask about the weather in Spanish using questions such as “¿Qué tiempo hace?” Students respond by saying, “hace frío o hace calor.” At the end of the lesson, the students work in groups of four to draw a picture of a summer and winter scene and label using vocabulary words, “hoy hace calor” y “hoy hace frío.” The students share their pictures and read the sentences aloud.

In Unit 8 of ¡Listos!, the materials include introducing vocabulary through various forms of activities. The teacher writes the word “pedacito” on an index card. The teacher uses a piece of bread or a sheet of paper to demonstrate what a “pedacito” is by breaking off a very small piece of the material. The teacher asks, “¿Te comes todo el pastel o solo un pedacito?” Students answer using the word “pedacito” in a sentence to demonstrate comprehension of the meaning. Students learn about family celebrations using vocabulary words in this unit, such as “pastel, pedacito, celebración,” and “restaurante.”

“Antología” offers different forms of tasks and assessments to demonstrate students' vocabulary comprehension. However, the materials do not offer a cohesive year-long plan to address vocabulary development. The materials include a glossary at the end of the book for students to check the definitions of the words. The teacher introduces highlighted vocabulary, “venden, lana, artesanías,” explaining the meaning of the words. Students answer questions “¿Dónde hay mercados en tu comunidad?” “¿Qué puedes comprar en un mercado?” “¿En qué se diferencian las tiendas y los mercados?” and use the vocabulary they have learned in their responses. The materials offer activities to practice vocabulary independently or for homework.

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Indicator 3.A.4

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

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

Does Not Meet 0/1

The materials do not include a clearly defined plan to support and hold students accountable as they engage in self-sustained reading. Materials provide limited opportunities for students to self-select texts; however, the materials do not provide opportunities for students to read independently for a sustained period of time, including planning and accountability for achieving independent reading goals.

Evidence includes but is not limited to:

Neither “Antología” nor “¡Listos!” incorporates guidance to foster independent reading, and neither explicitly includes independent reading time in the daily teacher schedule. The materials do not contain procedures and/or protocols to foster independent reading, and there is no planning or accountability for achieving independent reading goals. While Antología provides several reading strategies, students do not specifically use them while reading independently since there is no mention of independent reading in Antología.

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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).

Partially Meets 2/4

The materials provide support for students to compose text types by writing personal narratives or informational text that convey their thoughts about an experience or information they have learned. However, the materials have limited opportunities for students to dictate or write using poetry elements, procedural texts, or practice correspondence. Materials allow teachers to guide students to create illustrations and write using guiding questions. Materials lack support for students to compose for a variety of purposes and audiences.

Evidence includes but is not limited to:

In “¡Listos!” Unit 2, the materials provide students an opportunity to write an informational text about their home and their clothes. The teacher supports the writing by saying, “Vas a escribir sobre tu casa y tu ropa.” The materials include a list of instructions for step one of the writing process, such as “Planifica tus ideas, piensa en qué habitaciones tiene tu casa, imagina que estás en una habitación.” Students create an illustration of their house and include a drawing of themselves and a friend. During step 3, students label the rooms in their drawing and write describing the clothes they wear. Students present their illustrations and read their text aloud for step 4 of the writing process.

In ¡Listos! Unit 4, the materials provide students opportunities to write personal narratives about their favorite pets. In step 1 for the writing process, students draw pictures of their pets and write their names. During step 2, students write to describe the different body parts of their favorite pet and include drawings or pictures. In step 3, students revise their work, check for errors and make corrections. At the end of lesson 4, step 4, students write how their pets move and then present their final project to the class.

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Spanish Language Arts and Reading Program Summary

In ¡Listos! Unit 7, materials provide students opportunities to write informational texts. Throughout this unit, students write about computers. Students draw a computer as a laptop or desktop and describe what the purpose of a computer is. During lesson 3, students add to their writing, giving descriptions of how they use a computer. Students present their drawings and read their text to the class.

In ¡Listos! Unit 8 includes an opportunity for students to write about their thoughts and feelings about an experience during favorite celebrations. The teacher supports the writing by saying, “vas a escribir sobre tus celebraciones favoritas.” The materials include a list for students to follow for step 1 of the writing process, such as “Piensa en tus celebraciones favoritas, usa un organizador gráfico, y escribe tus celebraciones favoritas.” In step 2, the students use a graphic organizer to write down the main idea and details about their favorite celebrations. During step 3, students describe the activities they do during their favorite celebration in their writing and include an illustration. Students present to the class at the end of the unit by reading their text and explaining their illustration for step 4 of the writing process.

In “Antología,” in “Nivel Principiante” Unit 1, materials offer students opportunities to write about a special time they spent with their family or friends. The teacher and students talk about their favorite party and write two sentences. For example, “Imagina que estás en una fiesta, ¿Cuál es tu comida favorita? ¿Cómo se ve, como huele y qué sabor tiene?” Students complete the sentences, “La fiesta es.... En la fiesta hay... Yo celebro con...” to practice their writing.

In Antología, in “Nivel Intermedio” Unit 5, the materials provide students opportunities to write a short, two-line poem. At the end of the unit, the teacher asks students to identify the rhyming words in a poem they read together. The teacher asks students to think about the sounds that rain makes when it hits the ground, then students write a poem with two lines.

In Antología, in Nivel Intermedio Unit 8, materials provide students opportunities to write a simple procedural text. Students learn about Los barriletes Gigantes, huge kites, to celebrate Día de Todos los Santos and Día de Muertos. At the end of the informational text, the teacher and students discuss the steps involved in making a kite. The teacher guides students to write two sentences following the prompt “Imagina que construyes tu propio barrilete. ¿Cómo lo construyes?” Students write two sentences using the correct punctuation and the dictionary.

In Antología, in “Nivel Avanzado” Unit 6, the materials include opportunities for students to discuss and write about their city. The teacher and students discuss the city where they live in. Students name the place of interest and describe them using adjectives. Students write two sentences answering questions, “¿Cual es tu lugar favorito de tu ciudad? ¿Como es? ¿Por qué te gusta?”

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Spanish Language Arts and Reading Program Summary

In Antología, in Nivel Avanzado Unit 7, the materials include opportunities for students to write a short personal text answering questions about what they want to do when they grow up. The teacher and students discuss different professions, and students think about things they like doing and the professions that would fit into their preferences. Students write two sentences by using guiding questions, such as “¿Qué cosas y actividades te gustan más? ¿Qué quieres ser cuando seas grande? ¿Por qué?”

In ¡Listos!, the materials provide students opportunities to write informational texts and personal narratives by answering questions, creating illustrations. In Antología the materials provide students opportunities to write narrative, informational texts, and some basic poetry. However, materials lack opportunities for students to dictate or write thank you notes and letters, write procedural papers or reports about a topic.

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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.

Partially Meets 2/4

The materials provide limited opportunities for students to engage in the writing process to develop text in oral, pictorial, or written form. The materials facilitate students' coherent use of elements of the writing process to plan, draft, revise, edit and share their writing. The materials provide some opportunities for teachers to facilitate students' use of drawing and brainstorming to generate drafts. Materials provide students an opportunity to plan and organize their drafts by writing based on an idea and details. Though evidence of the writing process is found in the "¡Listos!" curriculum, there is lacking evidence in "Antología."

Evidence includes but is not limited to:

In ¡Listos! Unit 1, the materials provide students opportunities to participate in the writing process and base their writing on key ideas and details. The writing process is distributed throughout four lessons in the unit. For example, in lesson 1, the teacher explains the meaning of the "Planifica" stage. Students draw a picture of themselves and their families. Students include objects that they might have at parties, such as "pasteles, pinatas, dulces, sombreritos, silbatos," in their illustrations. During lesson 2, the materials provide opportunity for students to organize drafts by writing based on an idea. Students write the names of their families in their illustrations and also write to describe what each member does to prepare the party. In lesson 3, the teacher directs students to correct or rewrite their writing. Students are encouraged to expand their writing by adding sentences or questions under their drawings. At the end of lesson 4, students follow the instructions, "presenta tu trabajo final, lee en voz alta y presenta los dibujos."

In ¡Listos! Unit 3, materials include opportunities for students to write about their school following the writing process. In lesson 1, the materials provide opportunity for students to organize drafts by writing based on an idea. Students plan their writing by thinking about their school, the different places within the school, what they learn, and then draw a picture. Students write describing their school, their classroom, and what they learn in each class.

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Spanish Language Arts and Reading Program Summary

Materials include guiding instructions for students to begin writing such as “describe tu escuela y tu salón de clase, agrega dibujos o fotos.” Students share their writing with a partner to receive feedback for revisions during step 3. At the end of the unit, the students share their illustrations and read their writing to the class.

In ¡Listos! Unit 4, the materials instruct students through the writing process as students write about their favorite pet. The teacher explains each stage of the writing process to students. In lesson 1, students gather their ideas by following the instructions, “Planifica tus ideas, piensa en tu mascota favorita, dibuja tus mascotas y escribe sus nombres.” During step 2, the materials provide opportunity for students to organize drafts by writing based on an idea. The students write describing the body parts of their pet and may choose to include photos. In lesson 3, students revise their work, “corrige los errores, escribe ideas nuevas.” In the final writing step, students share their published work, “presenta tu trabajo final, lee en voz alta y presenta los dibujos y fotos.”

In ¡Listos! Unit 6, materials include opportunities for students to write about a summer vacation. During the writing process step 1, the teacher explains to students, “vas a escribir sobre tus vacaciones de verano.” The materials provide opportunity for students to organize drafts by writing based on an idea. Students think about the places they want to travel to and create an illustration. During the writing stage, students write the months when they like to have their summer vacation and another sentence that describes the weather during those months. Students revise their writings by making corrections to their drafts and sharing them with a partner in step 3 of the writing process. In the final step of the writing process, students present their final writing and illustration.

While Antología includes some opportunities for students to write and publish their writing by sharing with classmates, it does not facilitate students’ coherent use of the elements of the writing process (planning, drafting, revising, editing, and sharing/publishing) to compose text.

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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

The materials provide opportunities for students to apply grade-level standard Spanish conventions in their writings. Students practice and apply 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 over the course of the year.

Evidence includes but is not limited to:

In “¡Listos!” Unit 3, the materials provide language-based support so that students are able to work on their writing assignments using the conventions of academic language rules for punctuation. In the lesson, “Los días de la semana,” the teacher reminds students of the rules of punctuation and capitalization. Students select the correct word applying capitalization rules for each sentence, such as “La/la” “Miércoles/miércoles.” Students create their own sentences applying the rules of capitalization and punctuation.

In ¡Listos! Unit 4, materials include opportunities for students to practice conjugating verbs in present-tense in Spanish. In Lesson 4, in the language convention section, the teacher explains to students that “nos vemos” is the form of the verb “mover.” The teacher pairs students and provides them the word *moverse*. One student selects a sentence starters “Yo, el cocodrilo, tú” or “los peces.” The other student provides the proper form of the verb “se mueve, me muevo, se mueven.”

In ¡Listos! Unit 5, the materials provide a Vocabulary Development section to practice grammar in Spanish. In lesson 3, the teacher explains the uses of the word “querer.” For example, when a server goes to your table at a restaurant, he or she will ask what you want to eat and drink. The server would ask “¿Que quieren comer o beber?” The students practice answering questions using the sentence stems, “yo quiero beber, yo quiero comer.” At the end of the lesson, students practice using commas when mentioning several items. The students write a sentence that mentions at least three items using the correct punctuation by placing commas correctly. Students answer questions to demonstrate comprehension for comma usage, such as “¿Qué signo de puntuación hay entre cada palabra? Una coma” and “¿Hay una coma delante de la palabra? No.”

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In “Antología,” in “Nivel Principiante,” Unit 5, the materials provide multiple and varied opportunities for students to receive explicit instruction for Spanish conventions. The teacher explains the uses of a comma in a sentence by explaining, “La coma se usa para separar palabras en una lista, pero antes de la última palabra no se escribe una coma sino la letra “y.” Students apply their learning by adding commas to several sentences. In Unit 8, the students are provided an opportunity to practice their academic vocabulary in writing. The teacher and students discuss family celebrations. Students think about what they do and eat on that day. Students write two sentences about their family celebrations. The teacher reminds them to use correct punctuation.

In Antología, in “Nivel Avanzado,” Unit 1, the students learn about the diéresis for Spanish conventions. The teacher instructions under the Asi se escribe section state, “discuss sílabas gue, gui, and use the diéresis with the students. Teacher instructions include assisting students as necessary for understanding when to apply dieresis in words. Students apply their learning by adding adequate punctuation, *diéresis*, to sentences, such as “El pingüino toca la guitarra y bebe agüita.” In Unit 3, the materials provide opportunities for students to receive explicit instruction in Spanish conventions. For example, the teacher explains, “las palabras que usamos para expresar acciones se llaman verbos.” Students choose the correct tense of the verb in several sentences to apply their learning.

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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.

Does Not Meet 0/1

The materials do not include practice for students to write legibly in cursive. The materials do not include instruction for students to write in cursive, nor do they include a plan for procedures for teachers to assess students' handwriting development.

Evidence includes but is not limited to:

In “¡Listos!” the materials lack opportunities for students to receive instruction for writing legibly in cursive. The materials lack the opportunity for explicit instruction to support teachers to teach letter formation. The materials do not offer guidance for assessing, measuring, and supporting students' handwriting. Materials do not include procedures for tracking handwriting development.

In “Antología,” the materials lack opportunities for students to receive instruction for writing legibly in cursive. The materials lack the opportunity for explicit instruction to support teachers to teach letter formation. The materials do not offer guidance for assessing, measuring, and supporting students' handwriting. Materials do not include procedures for tracking handwriting development.

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Spanish Language Arts and Reading Program Summary

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

Evidence includes but is not limited to:

In "¡Listos!" Unit 2, in the informational text, "La Casa," the materials include opportunities for students to engage in discussions about different types of homes. The students look at the photographs of rooms in a house to identify the rooms by pointing to the picture and reading the label. The teacher asks "¿Quiénes visitan a Camila? ¿Dónde vive Camila? ¿Dónde están Anna y Charlie? [and] ¿Quién está en la cocina?" to identify the location of the characters in the setting. The students work in collaborative groups to role-play, taking turns welcoming friends to their home and asking where each one is by saying, "Hola, bienvenidos, ¿donde esta...?"

In ¡Listos! Unit 4 "Un videojuego" the materials include comprehension questions about the story. The teacher asks "¿Quiénes juegan al videojuego?" "¿De que es el videojuego?" "¿Qué dice Anna del videojuego?" and "¿Dónde debes poner el pez?" Another example includes, Unit 8 critical thinking. The teacher asks, "¿Qué celebración en Estados Unidos es como la fiesta de quince años?" "¿Por qué son importantes estas celebraciones?"

In ¡Listos! Unit 8, the materials include cooperative tasks used to encourage discussions. In the story, "La fiesta de quince años," the teacher asks students to close their books and listen while he/she reads the story aloud. The teacher asks questions to engage students, such as "¿Dónde celebró Carolina la fiesta? ¿Quién cumplió quince años?" Students cooperate in a role-play activity by working with a partner taking turns to ask and answer questions about the text. The materials support teachers by asking students how they usually celebrate their birthdays and share with the class.

In "Nivel Principiante" of "Antología," Unit 2, the materials support teachers by asking questions for students to have discussions about the text. The students look at the illustrations and discuss what they think "Los mercados de la Paz" is about. The teachers discuss open-air

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Spanish Language Arts and Reading Program Summary

markets with the students and ask, “¿Por qué son importantes los mercados para las personas? ¿Hay mercados en tu comunidad? ¿Qué se vende en los mercados de tu comunidad?” The teacher helps students research Mercado Lanza and local community markets. Students compare both markets and discuss the similarities and differences of both markets.

In “Nivel Intermedio” of Antología, Unit 4, the materials provide consistent opportunities to discuss information on the topic of birdlife. The students discuss the birdlife in their community by answering questions such as “¿Qué aves viven en tu comunidad? ¿De qué colores son? ¿Qué hacen estas aves?” The students think and answer, showing what they know about birds in their community and how they look like and what they do. While reading the story, “El origen de las Islas Galápagos,” the teacher helps students identify the main idea and details. The teacher asks, “¿Que paso cuando el dios Condor trato de comerse la tortuga?” and “¿Qué pasó cuando la tortuga cayó al océano?” In Unit 8, the materials provide opportunities for the teacher and students to discuss kites and kite flying. The teacher asks “¿Cuándo volaste una cometa por primera vez?” “¿Cómo debe estar el tiempo para volar una cometa?” “¿Cómo son las cometas que has volado o visto?” The students think and answer the questions orally to show what they know about this topic.

In “Nivel Avanzado” of Antología, Unit 4, materials provide activity ideas for teachers to practice active listening, such as having the students pull out a blank sheet of paper and you give them directions of what to draw or write. In the legend, “El penacho de Atahualpa,” students read a legend about an Inca leader named Atahualpa. At the end of the selection, the teacher asks students the question in the box: “¿Por qué la reina Pacha le arrancó una pluma al guacamayo y se la dio a Atahualpa?” The students discuss the answer with other classmates. Students then write open-ended questions on a separate piece of paper and share them with the class. In Unit 8 story “Las alfombras de Antigua Guatemala,” the teacher has an opportunity to gauge the students' listening and attention to detail using activities in the story. The teacher can assess the students' ability to interact with the text and make predictions with the Preview and Predict activity section. The materials provide teacher support by “Reading the title and the author's name and asking students to look at the images and discuss what they think the text is about. The teachers write student's answers on the board to confirm or correct their predictions after reading.

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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 the students in collaborative discussions in grade-appropriate speaking skills using standard conventions of the Spanish language. The materials provide opportunities for students to develop social communication skills that are developmentally appropriate at their grade level.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1, the materials include opportunities for students to develop social communication. The materials support teachers by “explaining that in Spanish-speaking culture it is considered good manners to greet each person you meet during the day.” Students work in pairs practicing greetings and goodbyes, for example, “hola,” “¿cómo estás?,” “adios,” or “hasta luego.” Students use gestures as they greet each other such as handshaking or kissing on the cheek, differentiating on whether they are being formal or friendly.

In ¡Listos! Unit 2, the students practice their social communication skills through grade and age-appropriate activities located in the lessons of ¡Listos! In the lesson 4 activity under the “Aplica” section, students work through a conversation in pairs. The teacher asks pairs of students to converse about one of the topics presented in front of the class. The topics of choice are places in their homes, the colors on their clothes, the places in the community, and the community workers. Students then have the opportunity to engage in discussion around the chosen topic.

In ¡Listos! Unit 3, the materials provide opportunities for students to practice the conventions of the Spanish language. The students read the dialogue between a teacher and two students. Students prepare a skit using what they just read by changing the names of the characters to their own. For example, “Yo soy Juan. Yo soy un estudiante. La señora Ruiz es mi maestra. En la clase de arte, yo uso crayones.” Students present their skit to the class and are prepared to explain any unfamiliar vocabulary.

In ¡Listos! Unit 4, The materials provide consistent opportunities for students to engage in discussion. The materials support teachers by asking students, “¿Qué mascota tienes? Yo tengo un perro, yo tengo un gato, yo tengo una rana.” Students form groups of three and role-play

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the dialogue. In another activity, students collaborate in pairs to describe an imaginary animal from outer space. The other students draw the animal based on the description provided by their partner. When finished, the students swap their papers to verify details. In the close activity, students converse with a partner making new combinations of sentences such as “El perro es negro. El conejo es suave” using the correct adjective-noun agreement.

In ¡Listos! Unit 6, the materials include activities and tasks for students to collaborate in discussions about the weather. The teacher models how to describe the weather in Spanish and says “Hoy está...” and “En primavera hace...” The material supports the teacher by asking, “¿Qué día es hoy?” “¿Cómo está el tiempo hoy: soleado, nublado o lluvioso?” and “¿Cómo estará el tiempo mañana?” Students join a partner and take turns asking and answering the questions describing today's and tomorrow's weather. In another activity, the teacher encourages students to be as descriptive as possible when responding to questions about the weather in each country. The students ask each other, “¿Qué tiempo hace en Uruguay? ¿Qué tiempo hace en Bolivia? ¿Qué tiempo hace en Ecuador?” Students answer using the sentence frame “En...hace...”

In ¡Listos! Unit 8, the students are given consistent opportunities to engage in collaborative discussions. In the informational text, “Dia de los Muertos,” the teacher and students read the character’s dialogue. The materials support the teachers by having the students form groups of three. The students role-play the dialogue in front of the class, such as “¿Que celebran?” “Celebramos el dia de los muertos” “Me gusta oír la música” and “Me gusta ver el baile.” In the informational text, “Arte y Tradición en Guatemala,” the class is divided into groups. The students compare two celebrations, “El dia de los Muertos” or “Semana Santa,” with a celebration from the United States. When finished, groups compared work with another group who chose the same celebration to present to the class.

In “Antología,” in “Nivel Principiante,” Unit 2, the materials include opportunities for students to engage in discussions. The materials support the teacher with retelling by asking, “¿Puedes volver a contar Los mercados de La Paz a tu compañero/a?” Students answer, “what are the important details your classmate needs to know.” The teacher rereads the text, and the students choral read. After reading, the students answer comprehension questions and discuss answers with their classmates.

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Spanish Language Arts and Reading Program Summary

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).

Partially Meets 2/4

The materials engage students in using different sources to research topics with adult assistance; however, materials lack opportunities that support engagement in both short-term and sustained recursive inquiry processes for different purposes. Materials lack opportunity to support instruction for students to generate and follow a research plan or to generate questions for inquiry.

Evidence includes but is not limited to:

In “Antología,” in “Nivel Principiante,” Unit 2, the materials give students the opportunity to conduct research using the text, “Los mercados de la Paz.” The materials support teacher instructions by “Help students research Mercado Lanza, Mercado La Ceja, and Mercado Negro in La Paz and help them research their local markets.” The teacher distributes a Venn Diagram for the students to fill in to compare both markets. The class discusses the similarities and differences. The materials do not support instructions for students to generate general questions for inquiry or follow a research plan.

In Antología, in Nivel Principiante, Unit 7, in the story “Extraño a mi mamá,” the material provides student practice to understand information with the purpose of the research. The teacher helps the students research the Puerto Rican frog, coquí. The students look for pictures and characteristics of the tiny frog, such as its color, height, weight, and the sound it makes. The materials support the teacher to “ask students to imagine a story about the coqui and write and illustrate a story. The materials do not support instructions for students to generate general questions for inquiry or follow a research plan.

In Antología, in “Nivel Intermedio,” Unit 2, in the informational text “La Bandera de Bolivia,” the materials provide instruction for students to research a topic. After reading the text, the materials support the teacher to “help students research three facts about the Great Seal of the

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United States.” The teacher distributes a paper plate to each student. The students draw the Great Seal and write facts underneath their drawings. Materials do not support instruction for students to generate and follow a research plan or to generate questions for inquiry with adult assistance.

In Antología, in “Nivel Avanzado,” Unit 2, the text “Ropa tradicional de Bolivia,” the materials support instruction for students to practice understanding and communicating information in accordance with the purpose of the research. Students learn about the traditional clothes that women wear in Bolivia, such as skirts and hats. At the end of the lesson, the teacher instructs students to do research on other traditional clothes in Latin America. Students prepare a short presentation describing the costumes and bring pictures to compare costumes. The materials provide a list of suggestions of clothing, such as “huasa” dress in Chile, the “gaucho” in Argentina, the “huipil” in Mexico, and the “chamanto” in Chile and Guatemala. The materials do not support instruction for students to generate and follow a research plan with adult assistance.

“¡Listos!” provides minimal opportunities for students to engage in short-term or sustained recursive inquiry processes for different purposes. Though the materials include an “Investiga la cultura” section where students learn more about Spanish-speaking countries, the information is directly provided to students in the text. Additionally, the materials do not include support for students to generate or follow a research plan with adult assistance. For example, in Unit 6, the “Project” section guides the teacher to divide the class into groups to prepare a poster or brochure in Spanish that features a place in the U.S. to visit each year. The materials include that “the poster should explain what tourists can do in each place. Have groups present their brochures or posters to the class.” No additional guidance is provided to help students engage in the research process or how to present to the class.

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Spanish Language Arts and Reading Program Summary

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.

Partially Meets 2/4

Some of the materials contain interconnected tasks that build knowledge. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. Some tasks integrate reading, writing, speaking, listening, and thinking, but include limited opportunities to address the components of vocabulary, comprehension, and syntax, and for increased independence.

Evidence includes but is not limited to:

In Unit 4 of “¡Listos!,” the materials include opportunities for students to apply their knowledge in speaking, listening, practicing language, thinking, and reading. In the text, *Las mascotas y otros animales*, the teacher displays photocards of a “perro, gato, and rana” and has the students repeat each word. The students role-play by forming groups of three and saying the sentence stem “Yo tengo...” and adding the name of the animal they might have. The materials guide teachers to ask for “a volunteer to read *Las mascotas de Diana* and have the class repeat what the student is reading.” The teacher directs the students’ attention to the exclamatory sentences and models the correct intonation. After students repeat the exclamatory sentences, the teacher asks questions, such as “¿Como se llama este tipo de oración?” and “¿Qué tipo de puntuación debemos usar en español?” to check for understanding of the language development for using exclamation marks.

In Unit 5 of ¡Listos!, in the text “Una Visita al Medico,” the materials provide the students with tasks that incorporate several domains, components of vocabulary, and syntax while promoting independence. The students work in groups of four to create a chart that describes how often they do things to stay healthy incorporating vocabulary words learned. Students use the headings “Siempre, A veces, and Nunca” to label their charts. Students come up with questions to write on the chart, for example, “¿Te lavas los dientes?” Students explain how healthy their habits are. At the end of the lesson, students write how they take care of their bodies and present their final work to the class.

In Unit 7 of ¡Listos!, in the text, “¿Cómo se usan?,” the materials include interconnected tasks for students to apply and build knowledge in skills for listening, speaking, reading, and writing.

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The students discuss what might happen if they did not take care of the computers at school. The teacher plays the audio of the song, and students listen by following the lyrics on their books. As they listen, the teacher mimes “cuidar, descuidar, se da and con cuidado.” The teacher holds an object from the classroom such as a book or a chair and asks, ¿Cuidas tu libro? The students respond with the sentence stem “Sí, cuido mi....” At the end of the lesson, students work in small groups drawing pictures or using magazine cutouts to illustrate a rule when using the computer lab. Students write the rule next to the illustration and display the work in class.

In Unit 8 of ¡Listos!, the materials include questions and tasks designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and language. In the text, “El Día de los Muertos,” the teacher asks “¿Te imaginas una celebración con música, baile, canciones y comida...en un cementerio? ¿Qué, cómo y cuándo se celebra?” Teachers and students discuss the tradition of the day of the dead. The teacher reads the dialogues in the text, and students chorally repeat. After reading, students get in groups of three to role-play the dialogues in front of the class. At the end of the lesson, the teacher divides the class into four groups, and each group gets one word: “comida, barrilete, música, baile.” The students draw the assigned word or use cutouts from magazines and place them on a large piece of paper. The teacher encourages students to write sentences using adjectives that describe the objects. The students' work is displayed in front of the class.

“Antología” includes limited opportunities for students to engage in questions and tasks designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, thinking, and languages; there are limited opportunities to build increased independence. For example, in “Nivel Intermedio” of Antología, Unit 6, in the text “Montevideo” in the pre-reading activity, the teacher asks students to locate Uruguay on a map in the book. Students locate the city. Teacher asks students “¿Qué países conoces de América del Sur? ¿Recuerdas el nombre de alguna de sus capitales?” Students read and answer the comprehension questions at the end of the text: “¿Dónde está el centro cultural de Montevideo?” Students ask each other, “¿Por qué muchos argentinos visitan Montevideo? and ¿A ti qué te gustaría visitar o hacer en Montevideo?” and discuss answers together. Though this activity includes some listening, speaking, and reading the activity does not foster building or applying knowledge of the text read as the questions are basic and only address a surface level understanding of the text. Additionally, the activity does not foster increased independence

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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 over the course of the year. The practice is distributed, and the material 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:

In “¡Listos!” the materials provide scaffolds for students to demonstrate literacy skills throughout the year. In Unit 1, in the text, “Un correo electrónico,” the teacher points to the highlighted words in the text and explains the concept of adjectives. The teacher explains other adjectives that students see in the text, such as “buenos,” “divertido,” and “bonita.” Students write sentences about Tony and Lisa at the festival in Oaxaca using pronouns and adjectives in the unit. Students share their sentences in class. In Unit 4, in the text, “Asi nos movemos,” the teacher explains the adjectives “rapidamente” and “lentamente” by saying the word quickly or by mimicking a quick action. The teacher reads the sentences under the photos, and students act out the sentences. The students are then paired, and they take turns asking each other the questions in the text (i.e., ¿Cómo se mueve el gato? ¿Cómo se mueve el pez?) and answer each other using sentence frames (i.e., El...se mueve...). The teacher asks for volunteers to present their dialogue in front of the class.

In ¡Listos!, the materials support distributed practice over the course of the year, and tasks increase in complexity and rigor to demonstrate additional mastery opportunities for students. In Unit 1, in the text “¿Cómo te llamas?” the teacher explains that questions in Spanish have two interrogation marks, one at the beginning and another at the end of the question. Then asks a volunteer to tell the difference between both marks. Students identify in their books the interrogative sentences by circling them. Students also fill out the blanks for interrogation marks at the beginning or end in the incomplete sentences on the following page of the book “¿Cómo te llamas?” In Unit 4, in the text, “¿Qué comen los pájaros?” the teacher asks students to identify interrogative sentences that their classmates read, such as “¿Qué comen los pájaros?” Students describe the sentences they identified. At the end of the year, in Unit 7, in the text Las profesiones, the teacher reminds students that in Spanish, questions always have an interrogation mark at the beginning and at the end of a sentence, students read several sentences in the book, and the teacher asks if the sentences are interrogative or not “¿Qué

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hace el bombero? El bombero apaga fuegos.” Students read the sentences and identify if they are interrogative.

In ¡Listos!, the materials provide scaffold practice throughout the course of the year. In Unit 2, in the text, “La Casa,” the teacher uses photo cards to display the words for campo and ciudad. The teacher reads each word, and students repeat. The teacher holds up each card and says the words while the students repeat. The teacher models when someone asks you, “¿Dónde vives?” and the teacher responds, “Yo vivo en una ciudad.” In Unit 6, in the text, “Lugares para visitar,” the teacher uses tarjetas fotográficas to display the words “campo, ciudad, and playa.” Students use the photo cards to complete sentences with other places they would like to visit. For example, “En el verano me gusta visitar..” and “En el invierno me gusta visitar....” At the end of the lesson, students review the means of transportation and role-play with their partners the dialogue in the text.

In “Antología,” the materials allow for distributed practice throughout the duration of the school year. For example, in “Nivel Intermedio,” the students identify the main idea and details throughout the units. In Unit 1, in the story “Murmillos bajo la cama,” the teacher instructions state “Help students identify the main idea of the story by asking: ¿Cuál fue el consejo que recibió de su amigo? ¿Qué sintió Julio con la idea de su amigo?” In Unit 2, in the story, “La bandera de Bolivia,” the teacher asks: ¿Qué color representa las riquezas de Bolivia? ¿Qué minerales hay en Bolivia? for students to identify the main idea. In Unit 4, “El origen de las islas Galapagos” students identify the main idea answering questions: “¿Cómo son las alas del dios Condór? ¿Las puedes describir?” The rest of the units within the level also address main idea and details.

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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.

Partially Meets 2/4

The materials provide explicit, systematic instruction in phonetic knowledge and opportunities for students to practice both in and out of context. Opportunities are provided for students to apply grade-level phonetic knowledge to connected text, such as decodable readers or syllabic readers and tasks. Materials included limited building of spelling knowledge based on ATFL. However, the materials do not identify SLAR-TEKS for grade-level phonics addressed, spelling knowledge and do not include a research-based sequence of grade-level foundational skill instruction for students to practice to achieve mastery.

Evidence includes but is not limited to:

In the Teacher Edition of “¡Listos!,” the materials include a Language Arts Scope and Sequence for the recommended phonics instruction. The materials provide scope and sequence with teacher suggestions on how to teach the skill. However, there is no reference to SLAR TEKS neither in ¡Listos! nor in “Antología.” The students begin with decoding vowel sounds, read words with different prefixes and suffixes, and continue with using orthographic rules to segment and combine syllables. For example, in Unit 2, the teacher gives the students a list of words provided in the student activity book: “r_ jo, verd_ , az_ l, amar_ llo, bl_ nco, negr_ ” and omits a vowel from each word. The teacher says, “¿Qué vocal falta?” The students complete this activity orally or write in the missing vowels. Students volunteer to read the words to the class. In Unit 4, the teacher writes the words “ojos, boca, nariz, and orejas.” The teacher reads the first word out loud (ojos) and segments it by syllables. The students repeat the words by segmenting the sounds. The process is repeated for the words, “llama, suave, pequeño, rana, and animal.” The students write words on a sheet of paper and practice dividing the words into syllables. In Unit 6, the teacher asks the students to close their books as she writes the segmented syllables “ve-ra-no and in-vier-no” and students repeat after the teacher. The students segment the words from the unit “enero, mayo, favorito.”

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The ¡Listos! Teacher Edition, in the Unit Overview planner, the materials include decodable texts assigned in the theme-related readings heading. In the online version, the materials include “Lecturas fonéticas” found in the activities section. The materials provide opportunities for students to practice grade-level phonetic knowledge of connected text. In Unit 5, the reader “La reina Rita” highlights the consonant blend vocabulary and provides a list of words before the reading that includes “reina, Rita, rato, rosas, rotas, ramo, raro, René, and risa.” In Unit 6, the decodable book “Susi amasa” focuses on the s sound and includes a word-list, “Susi, amasa, masa, mesa, amazon, es, se, piso, pasa, pisa, Sami.” The materials do not provide research-based high-frequency word lists provided or referenced with the resource.

In ¡Listos!, additional components are referenced to support phonics instruction in the Program components section titled “Phonics Kit.” In the phonics kit, Phonics Readers Scope and Sequence includes a list of the syllabic readers and diphthongs and blends readers. In the online Resources, the Phonic Readers Scope and Sequence, include a list of Cumulative Vocabulary from Kinder to 2nd Grade. However, the materials do not indicate or give instructions on which unit to use the syllabic reader, nor is it referenced in the lesson planners. The materials do not include research-based high-frequency word lists provided or referenced with the resource, nor provide high-frequency word activities or tasks in the unit.

In “Antología,” the materials include a Scope and Sequence divided by unit, theme, text, and spelling. The spelling section indicates the letters students will be learning for each unit. Each unit includes a “teacher tip” in the “Asi se escribe” section for students to practice forming the letters they are learning. The materials do not include explicit instruction for spelling instruction nor provide reference to SLAR TEKS for building spelling knowledge.

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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.

Partially Meets 2/4

The materials provide frequent opportunities for students to practice and develop fluency while reading a wide variety of grade-level texts at appropriate rates with accuracy by repeating after the teacher. Materials have limited support for the teacher to provide explicit instruction in fluency, accuracy, and prosody. The materials include a reading performance assessment to evaluate fluency, rate, and comprehension. However, the materials do not include opportunities and routines for teachers to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1, the materials provide opportunities for students to practice fluency and prosody by repeating after the teacher. For example, in the story “¿Cómo te llamas?,” the materials guide the teacher to “read the text aloud and point as you read to build students reading fluency and print knowledge.” The teacher reads the text again in segments, students repeat or echo each segment. The materials do not provide explicit instruction in accuracy and rate for fluency.

In ¡Listos! Unit 5, the materials include an “echo read” section for students to practice fluency and prosody by repeating after the teacher. For example, in the story “Una tarjeta electrónica,” the teacher reads the title, and students repeat. The teacher reads the message from Sofía’s grandmother, and students follow along. The teacher reads the message again, and students chorally repeat after the teacher. The materials do not provide explicit instruction in accuracy and rate for fluency.

In ¡Listos! Unit 6, the materials include opportunities for students to practice fluency and prosody. For example, in the text “Vacaciones en diciembre,” the students close their books while the teacher reads the dialogues aloud. The materials support the teacher to “ask students questions while you read and mime the words. Students open their books, play the audio and finally read the sentences again as the students repeat.” The teacher reads the three dialogues and students follow along. The teacher reads the dialogues again, and students chorally repeat. After this activity, the students role-play and act out the dialogues in front of the class.

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In “Antología,” “Nivel Principiante” Unit 3, the materials include opportunities for students to practice fluency and prosody. For example, in the biography “Fernando Llort, el pintor,” the teacher reads the text aloud, and students read the biography together in choral reading. The materials support the teacher to “be sure to demonstrate proper fluency and inflection for students to mimic. Model fluency by reading the poem again and asking students to pay attention when the tone of voice changes.” In Unit 5, in the story, “Teresa pone la mesa,” the teacher rereads aloud, and students read the poem together in choral read. The materials support the teacher to “be sure to demonstrate proper fluency and inflection for students to mimic. Model fluency by reading the poem again and asking students to pay attention when the tone of voice changes.” The materials do not provide teachers with routines and opportunities to regularly monitor and provide corrective feedback on rate, accuracy, and prosody.

In Antología, the materials support the teacher by providing a Reading Performance Assessment in the Resources section. The purpose of the assessment is to evaluate the decoding and comprehension skills. The materials support the teacher by providing directions on how to administer the assessment and how to calculate the words-correct-per-minute (WCPM) and accuracy. The materials provide five comprehension questions, which are divided into five levels based on the WIDA standards. The materials do not provide a suggested time to perform the evaluations and to provide feedback to students.

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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.

Partially Meets 1/2

The materials include developmentally appropriate diagnostic tools and guidance for teachers to monitor progress. Materials provide guidance to ensure consistent and accurate administration of diagnostic tools. However, the materials do not include tools for students to track their own progress and growth, nor do the materials include guidance for administrators to monitor student progress. Materials do not include diagnostic tools to measure all content and process skills for SLAR K-2 TEKS.

Evidence includes but is not limited to:

In “¡Listos!” and “Antología,” the materials provide diagnostic tools, located in the resources section of the online teacher's edition, that measure content and skills acquisition, monitoring student progress and growth.

The ¡Listos! materials provide a teacher overview of the types of assessments. Summative assessments include a pre-test “Evaluación de ubicación” to be administered before Unit 1 when the student first enters the program. A post-test “Evaluación Final” is administered at the end of the year, after Unit 8. The assessments provide general information on Spanish language development, as well as specific skills for listening, speaking, reading, and writing. The assessments are composed of three sections, “A escuchar,” “A conversar,” and “A leer and escribir.” “A Escuchar” assessment requires students to demonstrate comprehension of nouns and grammatical structures and may be administered in a group setting. The “A Conversar” assessment requires students to demonstrate comprehension of language by recognizing and naming objects and is administered individually using a rubric. The “A leer y escribir” assessment requires students to demonstrate comprehension of vowels and syllables and may be administered in a group setting. The materials recommend that the summative assessments be administered in a controlled environment using a provided script. The materials support the teacher by providing a “manual del maestro” with a script to use when administering

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assessments. Materials include an administration section, scoring sheets, rubrics, and an interpreting results guide.

In ¡Listos!, the materials support the teacher by including a “Forms” section with documents provided to record student scores for assessments. The “Individual Separate Domains Assessment Profile” form is used to record raw scores of unit assessments, pre-tests, and post-tests. The “A Conversar Student Speech Record” form is used to record student verbal responses to the questions in the “A conversar” section of the unit assessment, pre-test, and post-test. The examiner records student’s responses word for word and later rates the proficiency level using a rubric. The “Individual Integrated Domains Assessment Rating” form is for the holistic evaluation of a child’s language comprehension and production while working in small groups. During these Integrated Domains assessments, such as “informal, culminating and cooperative activities,” the teacher makes notes on the child’s performance while observing students’ interactions and their listening, speaking, reading, and writing skills. Teachers use rubrics to score students’ abilities in comprehension (listening and reading skills) and production (speaking and writing skills). These scores are based on their observation notes.

Materials support teachers by providing a chart used to interpret the meaning of the proficiency levels (Beginning, Intermediate, and/or Advanced). The “Individual Student Record” form is used to keep track of each student’s performance on the separate domains and integrated domains. This form is also used for monitoring progress and growth throughout the school year. A “Class Record” form is included to record the performance of the entire class for each unit and is useful when forming groups based on proficiency level. The materials also include a “Portfolio” to organize the pre-tests, unit tests, post-tests and include the Individual Integrated Domains assessment rating sheet. The portfolios may be used to provide information for parents and teachers regarding students’ progress and growth. The materials do not include recommendations for assessment tools that allow for students’ own evaluations of their work or track their own progress.

In “Antología,” the materials include a pre-test “Evaluación de Ubicación” and a post-test “Evaluación Final,” which are administered before and after the units by using a script provided. In Antología, the “Reading Performance Assessments” measure the student’s ability to read a passage from the book. Three assessments are included for each grade level (K-5) for a total of 18 assessments. Levels are identified by their assigned color to include fiction and nonfiction passages. Materials recommend assessing students three times a year. The materials provide teacher guidance on administering the assessment, responding to student data, and forming guided reading groups based on the student performance. At the end of each unit, quizzes are integrated throughout the program to assess listening, speaking, reading, and writing.

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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.

Partially Meets 1/2

The materials include guidance for teachers to analyze and respond to data from diagnostic tools. The materials support teachers with guidance and direction to respond to individual student's needs in all domains, based on measures of student progress appropriate to the developmental level. The diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation. However, the materials do not include a variety of resources and teacher guidance on how to leverage different activities to respond to student data and do not provide guidance for administrators to support teachers in analyzing and responding to data.

Evidence includes but is not limited to:

In the Teacher Edition of "¡Listos!", the materials include an "Individual Student Record" for teachers to keep track of student performance on the separate domains and integrated domains assessed throughout the course of the school year. Teachers use a rubric when administering a holistic assessment to rate students based on their notes on group interactions and all domains for listening, speaking, reading, and writing. The rubrics are based on two components: comprehension and production. Comprehension rates students' listening and reading skills; production rates their speaking and writing skills. However, the materials do not include recommendations on how to adjust instruction to meet student needs based on data, nor do the materials provide guidance on the specific materials necessary to reinforce or re-teach skills that are not mastered by the students after assessing data from the diagnostic tools.

The ¡Listos! materials support the teacher by providing a form "Interpreting the Results" to use as a guide to convert raw scores to numerical scores into proficiency levels. The three levels are "Beginning, Intermediate, and Advanced," which correspond closely with the descriptors of basic levels of language proficiency established by the American Council for Teaching of Foreign

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Languages (ACTFL). The materials provide a general description of skills at the beginning, intermediate, and advanced levels for each of the four domains of listening, speaking, reading, and writing; they also support the teachers to interpret the meaning of the proficiency level. The resource includes charts, such as the “Interpreting Separate Domains Assessment Level Chart” and “Interpreting Integrated Domains Assessment Level Charts,” which can be helpful for explaining a student’s abilities and progress to parents and administrators. However, the materials do not include guidance for administrators to support teachers in analyzing and responding to data. A “Class Record” form is used to record the performance of the entire unit and is useful for grouping based on proficiency level. The materials do not have additional small group activities that direct the teachers to provide varied support to each student based on their individual performances on the diagnostic tools.

In “Antología,” the Reading Performance Assessments evaluate the students’ decoding and comprehension skills. The assessment includes a set of five comprehension questions divided into five levels: “beginning, early intermediate, intermediate, early advanced, and advanced.” These levels are approximately aligned to the WIDA standards. The materials in Antología support teachers by providing criteria to use when grouping students who are reading from instructional to proficient levels. The levels consist of ranges in levels A through D. The Reading Performance Assessment is a quantitative measurement system for Spanish reading identified by colored levels: magenta, yellow, orange, red, green, and blue. The materials include a chart providing a comparative view of the different levels, their corresponding equivalent grade levels, and their approximate levels according to the Fountas and Pinnell readability system. However, the materials do not include specific descriptions or interventions for each leveled group.

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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 throughout the units. Materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress using a rubric. The frequency of progress monitoring is appropriate for the age and content skill assessed.

Evidence includes but is not limited to:

In the Teacher's Edition of “¡Listos!,” the materials include performance tasks, formative assessments, and informal assessments throughout the lessons. The unit planner for each of the eight units includes differentiated summative performance tasks as interpretive, interpersonal, and presentational. The materials support the teachers in assessing student progress using language in context. Each unit is composed of four lessons, and each lesson is divided into four days; a lesson planner is also included for each lesson. The lesson planner includes formative assessments to be administered using online practice: “cuaderno de practica,” close activities, and “hojas de actividad.” It also includes summative performance assessments through the use of “album de recuerdos” and “actividades and aplica.”

Formative assessments in ¡Listos! include but are not limited to “I Can Statements,” where students and teachers review the objectives for the day. At the end of each day, students complete a close activity by completing individual or group tasks. On day four of each lesson, the materials support the teacher in applying informal assessments in the apply section. The teacher reads the instructions and evaluates the student’s performance. The Individual Student Record sheet is also used to keep track of each child’s performance on the Separate Domains and Integrated Domains Assessments that take place throughout the course of the school year. In this form, all possible scoring information may be recorded: unit assessments, closing activities, summative performance assessments, and summative performance tasks.

The ¡Listos!’s materials give teachers the opportunity to rely on observational assessments and to take notes on student performance. Teachers are able to observe performance by utilizing the program’s activities and then recording these observations in the “Individual Integrated Domains Assessment Rating” sheets. For example, the “Integrated Domains Assessment” allows teachers to rate the student’s ability to comprehend and produce Spanish: “For this process, rely on teacher observation notes and a child’s writing sample (if appropriate) produced by the

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activity.” The individual integrated domains rating sheets are accompanied by a rubric to rate students’ comprehension level and production level in Spanish language development as a way to track student progress throughout the year.

In “Antología,” the materials support the teacher by recommending that students be “assessed three times during the year, beginning at the start of the year; however, a teacher may opt to assess individual students as often as he/she deems necessary.” The materials include a pre- and post-assessment for each unit. Each unit includes formative assessments in the form of quizzes for decoding, print awareness, and reading comprehension at the end of each lesson. The materials support the teacher by providing an answer key for each quiz, including instructions and ELAR TEKS addressed for each item.

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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

The materials include a differentiated instruction section for guidance, scaffolds, supports, and extensions that vary by students' learning level. Recommendations and activities are included for students who have not mastered the content or for students who have mastered the content. Materials also include additional enrichment activities for students at all levels to maximize their learning potential.

Evidence includes but is not limited to:

In the “¡Listos!” Teacher’s Guide Program Walkthrough, the differentiation for students at different levels is located on days 2 and 4 of each lesson. Sections are labeled as strategic or intensive to provide teacher instructions for students who have not mastered the content. In Unit 3, students who exhibit difficulty following the reading listen to the text several times and practice pronunciation. Students who have been identified as having a learning disability or difficulty carefully pronounce the syllable with “ca, co,” or “cu,” repeat the syllable and then repeat the whole word.

In ¡Listos!, in the “Challenge” section, the materials support the teacher by directing and providing suggestions to the teacher for students who have mastered the concept. In Unit 4, the concept focuses on verb conjugation with the pronouns yo, tú, nosotros, ella, and ellos. Students answer questions such as “¿Cómo se mueve el gato?” and students conjugate the response accordingly by responding, “El gato se mueve...” Once that lesson is complete, teachers challenge the students who show mastery by applying and exploring grammar skills. For example, teachers give pairs of affirmative and negative phrases to students and ask them to create sentences. Examples such as “yo/moverse -- Yo me muevo; tú/no moverse -- Tú no te mueves.” In other lessons, students learn about school rules and write a list of additional school rules. Students read them to the class and explain any unfamiliar words.

In ¡Listos!, enrichment opportunities can be found in the Close, the Culminating Activities, and Multiple Intelligence text boxes. For example, teaching models for students how to conjugate various verbs with the pronouns yo, tú, nosotros, ella, and ellos. After the activities are

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completed for the day (or for the lesson), teachers can play a ball-toss game detailed in the Close section of the lesson. During this lesson, the teacher tosses a ball to the student and says a pronoun. The student catches the ball, and they have a limited amount of time to conjugate the pronoun to the assigned verb (the example lists moverse as the verb to use). Students apply their new learning during this multimodal activity. In another extension activity, students create their ideal computer by drawing it first, then write detailed sentences to describe its physical appearance as well as what it can do.

In ¡Listos!, Unit 7 provides additional activities for students who have mastered the content. Students engage in a vocabulary comprehension activity. The students listen to the vocabulary several times by selecting the audio icon. Then students will repeat until they have mastered the pronunciation. The teacher explains the meaning and helps students with vocabulary concepts during independent work.

In the resource “Antología,” materials include beginner, intermediate, and advanced-level stories and activities. Teacher tips are included on the top of each page describing how each assignment is used with these different groups of students. Throughout the Antología series, the materials are divided with these tabs for differentiating to meet the needs of all learners.

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Indicator 6.2

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

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

Meets 2/2

The materials include a variety of instructional approaches to engage students in the mastery of the content. Appropriate multimodal instructional strategies are included for a variety of learners, such as visual, auditory, kinesthetic, and tactile. Support for multiple practices provided as guidance for teachers to achieve effective implementation and provide flexible grouping.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1, Saludos y despedidas, students learn greetings “hola” and “adios” by completing the activities in the Cuaderno de práctica by choosing the correct answer in several multiple choice exercises. Students use the audio to individually listen to three questions that the character Javier asks. Students listen to the questions and answers by recording their own responses. Throughout the lesson, students have opportunities to incorporate other modalities such as kinesthetic learning. Students create a dialogue with their partners and act it out to present to the class.

Unit 2 of ¡Listos! the materials include an interpersonal section for a total physical response activity. Students build character posters to describe each character. At the end of the lesson, students engage in a group activity to role play. Students take turns welcoming friends to their home and asking and telling them where the person is located, for example, “Hola, bienvenidos. ¿Dónde está Mario? Mario está en la cocina.”

In ¡Listos! Unit 3, materials include another role-play activity in which the students work in pairs and present Anna and Charlies’ statements in front of the class. They expand each statement by saying what they themselves are going to study. The teacher reads aloud the materials and points to build reading fluency and print knowledge as an echo reading strategy.

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Spanish Language Arts and Reading Program Summary

In ¡Listos! Unit 5, the informational text “En la mesa,” students learn about the names of the utensils at the table. The teacher forms pairs of students, and students draw an “original” place setting without showing it to their partner. Students give each other directions based on their drawings, and they use the cutout utensils to follow the directions. Students compare their place setting to see how accurate it is. Students form groups of four and act out the dialogue as it is listed in their books.

During ¡Listos! Unit 5 lessons, materials include a sequencing strategy activity during guided practice. Students describe a sequence of events using *primero*, *después*, and *por último*. Students explain how they groom themselves and get dressed, and describe how they take care of their bodies. Students use words such as *ojos*, *boca*, *nariz*, and *dientes*. After this activity, the students work in collaborative pairs to mime the actions in the sentences they read (verbs such as *me lavo*, *me peino*, *me pongo*) to present as a whole class.

In ¡Listos! Unit 7, kinesthetic activities include engaging students by tossing a small, soft ball while learning the conjugation of verbs in Spanish. The teacher tosses a small soft ball to one of the students while saying the pronoun “yo” student who catches the ball answers quickly with the suitable form of the verb *hacer* “hago,” if students answer incorrectly, they are out. The game continues until only one student is left or time is over.

In “Antología,” “Nivel Principiante,” materials use multiple instructional approaches to engage students with hands-on and collaborative activities. Students get engaged by creating a piñata while learning about how birthdays are celebrated in Mexico. Students follow a procedural text to make the pinata. When finishing their pinata, students place candy and little toys in the cut made by the teacher to fill the piñata and wait to celebrate the Mexican tradition.

In “Nivel Intermedio” of Antología, in the biography Paquito Palaviccini, músico y compositor, students read aloud together the biography of the musician after listening to their teacher model for fluency and inflection. The teacher announces that they will be doing a “Paseo por América con Paquito” and hands out copies of large blank political maps of the American continent and colored pencils. Students find El Salvador, Argentina, Venezuela, Panamá, Cuba, and Estados Unidos in the blank maps with the help of the teacher. Students write the name of those countries in each of them and color them. Students listen to a selection of songs such as “El cóndor pasa” (Perú) or “El café de mi tierra” (El Salvador) while learning about Paquito Palaviccini.

In ¡Listos!, the materials include activities for students at various levels and additional resources listed in the teacher's guide, including phonics readers, a phonics kit, a thematic library, photo cards, and manipulatives to engage a variety of learners interests and needs.

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Spanish Language Arts and Reading Program Summary

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

The materials do not include supports for English Learners to meet grade-level learning expectations. The materials do not provide accommodations for English Language learners with various levels of English language proficiency. The 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:

In “¡Listos!” the materials do not include supporting English learners with various levels of English language proficiency. The materials are for Spanish instruction, and there is no guidance or support for English instruction. In Units 1-8, materials include lessons targeted to develop the Spanish language found in different Spanish-speaking countries through activities, stories, and lessons. Therefore, there is no evidence that the materials provide accommodations for English learners with various English proficiency. The materials do not encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development).

The intent of ¡Listos! and “Antología” is to use English as a bridge to learning Spanish; consequently, the materials are focused on the usage and development of the Spanish language and not the English language.

No evidence was found in either resource that addresses any particular strategy for English Learners (ELs). The materials are for students learning Spanish. Therefore, the materials do not encourage the strategic use of Spanish to develop English. Instead, they encourage some strategic use of English to develop Spanish.

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Spanish Language Arts and Reading Program Summary

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.

Partially Meets 1/2

The materials include year-long plans with practice and review opportunities that support instruction. The materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum. However, the materials do not provide resources to consider how to vertically align instructions that build year to year.

Evidence includes but is not limited to:

In “¡Listos!” the materials include a Language Arts Scope and Sequence indicating the concepts students are learning throughout the year. The materials are divided into thematic Units 1 through 8 named after a Spanish-speaking country such as “Mexico, Bolivia, El Salvador, Ecuador, España, Uruguay, Puerto Rico,” and “Guatemala.” Each thematic unit includes four lessons that are divided into four days of instruction for “reading strategies, vocabulary development, oral/written conventions, phonics, print awareness, phonological awareness, and media literacy.” Each standard is labeled with a letter “I, R, or M” indicating “(I) for introduce, (R) for review, and (M) for maintain,” allowing teachers to know which standards are taught for the first time, for review or to maintain. For example, in Lesson 1, students are introduced to a sequence of events for reading strategies skills labeled (I) for introduction. In Unit 2, the label “R” is indicated to review the sequence of events during Lesson 1. In Unit 5, the skill sequence of events is labeled with an “M,” indicating to maintain since this skill was previously taught.

In ¡Listos!, the materials provide spiraled review and practice of knowledge and skills in all domains throughout the span of the curriculum. Lessons begin with simple skills and become more complex. For example, in Unit 1, students distinguish declarative, interrogative sentences and become familiar with grade-appropriate vocabulary. In Unit 4, students recognize some functions of a sentence, such as giving information, expressing an option, or asking a question. In Unit 5, students read words with the prefix des- and the suffix -oso, learn and apply rules of capitalization. In Unit 8, students distinguish among declarative, interrogative, and exclamatory sentences and use orthographic rules to segment and combine syllables using diphthongs. The materials, however, do not provide a vertical alignment resource on how skills build upon each other as students progress from year to year.

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Spanish Language Arts and Reading Program Summary

In the Lesson Planner section for each unit of ¡Listos!, the materials provide a Unit Overview stating the essential questions and enduring understandings. The overview includes Objectives by lesson, summative performance tasks, literacy center activities, culture connections, and technology integrations. The unit content lessons are connected to each other throughout the overall theme of the unit, but the units do not seem to be connected to each other in any other way than representing different cultures throughout the year.

The resources that support instruction include the “Antología” resource. Antología includes a scope and sequence section that correlates with the corresponding units in ¡Listos!. The materials are divided into levels, “Principiante, Intermedio, and Avanzado.” Each unit reviews the learning for reading strategies, phonics, spelling, and structures. The materials, however, do not provide a vertical alignment resource on how skills build upon each other as students progress from year to year.

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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 supports to help teachers implement the materials as intended.
- Materials include resources and guidance to help administrators support teachers in implementing the materials as intended.
- Materials include a school year's worth of instruction, including realistic pacing guidance and routines.

Partially Meets 1/2

The materials include support to help teachers implement the materials as intended. Resources and guidance support teachers to plan and adapt flexible schedules. The materials include a school year's worth of instruction with realistic pacing guidance and routines. However, resources and guidance to help administrators support teachers in implementing the materials are not included. Materials are not accompanied by an SLAR 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.

Evidence includes but is not limited to:

The materials do not include resources and guidance for administrators to support teachers. Materials are not accompanied by an SLAR 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.

In the Teacher's Guide for "¡Listos!", the materials include a Program Walkthrough to support the teachers with an overview of the components for each of the four lessons. The materials include a total of 8 thematic units in ¡Listos!, providing 32 weeks of curriculum for a school year's worth of instruction. The materials include four lessons within each unit, and each lesson takes approximately one week to complete following the same structure. Day 1 is the lesson opener to include: objectives, vocabulary, guiding questions, predicting tasks, activating student's prior knowledge activities, and closure of the daily tasks. Day 2 of each lesson presents the vocabulary in a reading passage, differentiated instruction, teaching suggestions, practice and application tasks, and closure of the day activities. Day 3 follows a pattern across units and changes based on the lesson for checking comprehension, pronunciation, language, function, and forms. Day 4 instruction also follows a pattern across units and changes based on the lesson to practice language and structures by exploring cultures, connections, comparisons,

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Spanish Language Arts and Reading Program Summary

and communities. The materials, however, do not provide a sequence that presents the SLAR TEKS or how they are incorporated in the curriculum materials.

In ¡Listos!, the Scope and Sequence Charts in the Teacher’s Guide provide the themes and structure for each unit. The chart is a view at a glance for all eight units that follow the same instructional structure to teach language functions, structures, culture connections, and writing. For example, in Unit 1, “Nos Conocemos,” students learn how to greet others and say goodbye by using the language structures “Yo soy....” Students make cultural connections by reading “Pyramids” and investigate the culture in the text “Las Piñata.” Students finish the lesson by writing about “Mi familia.” In Unit 8, students practice language functions to name the months of the year and celebrations for each by using language structures such as “ser, fue, sera, visitar.” Students make cultural connections by reading “La Puerta in Montevideo” and investigate the culture in the text “Vacaciones en Uruguay.” Students end the lesson by writing “Mis vacaciones de verano.”

A Unit Planner of ¡Listos! is included to provide a unit overview to support teachers when planning for the entire unit. The unit overview includes essential questions, enduring understandings, and objectives by lesson. Summative performance task guidance is provided into interpretive, interpersonal, and presentational modalities. The literary center subtitle includes skills practiced in the unit, theme-related readings, and cultural readings with supporting activities that are embedded in “Antología” resources. The culture connection texts students will be reading are color-coded by lessons. Technology integration activity ideas are listed and may be added to the students’ portfolios.

In ¡Listos!, each unit includes a Lesson Planner for each lesson to support the teachers to know where to locate the activities. The lesson planner includes four sections divided into subtitles “Lesson Overview, Evidence of Learning, Meeting the Standards, and Additional Components.” The lesson overview states the objectives, vocabulary, and “I Can Statements.” The Evidence of Learning includes both formative and summative assessments. Meeting the Standards provides the mode of communication and activities and how each connects to the lesson objectives in “communication and culture, connections, comparison, and communities.” The Additional Components include both Print and Online resources that teachers may use during the lessons, “Cuaderno de práctica, Hojas de actividad, Character cutouts, Alphabet game, Tarjetas Fotográficas.” The Lesson Planner is a comprehensible tool for teachers to plan in advance and to know what to teach for that particular lesson.

In the Teacher’s Edition for “Antología,” a scope and sequence is included to support the teacher to implement this resource as intended. The chart provides the unit, themes, titles for reading by level, text types, and spelling. Each Unit is color-coded by level Principiante, Intermedio, and Avanzado.

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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 guidance for strategic implementation does not disrupt the sequence of content that must be taught in a specific order following a developmental progression. The materials are designed in a way that allows 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 include two different pacing models found in the online component for “¡Listos!” Resources section. A five-day pacing model chart guides the teachers who provide instruction for classes that meet more than 120 minutes per week and includes the pacing suggestions of a 30-minute class with five sessions per lesson for a total of 150 minutes per lesson. The Alternate pacing model is intended for classes that meet three times per week, 120 minutes of instruction, 40 minutes of instruction per class. A flexible pacing suggestion section is also included in the Unit Planner for classes that meet 1 to 2 times per week for 30-45 minutes per class to teach lessons 1 and 2 and follow adapting suggested activities. For classes that meet three or more times per week, 30-45 minutes per class to present all four lessons in the unit, one lesson per week. “Antología” can be taught out of order due to the nature of the spiraling skills and the varied reading levels available at the beginning, intermediate, and advanced levels.

In the online Teacher Edition of ¡Listos!, a Phonics reader's scope and sequence is included in the Resource section. The Scope and Sequence provides a list of readers to introduce students to phonemes, diphthongs and blends, and basic syllable patterns in Spanish words. The 12 readers emphasize phonemic patterns, gradually scaffolding and spiraling the vocabulary and transitioning from syllable recognition to text decoding. The resource provides a list of syllabic readers, cumulative vocabulary, diphthongs, and blends readers. However, this resource does not state the SLAR-TEKS address throughout the lessons.

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In ¡Listos!, the materials provide a Scope and Sequence displaying all units at-a-glance in the Teacher’s Guide. Each unit is named after a Spanish-speaking country. Each unit contains four color-coded lessons based on themes that correlate with the language functions, structures, and culture the students are learning. In the appendix section, a Language Arts scope and sequence is included to support implementation and correlates with the color-coded thematic units. The lessons focus on specific skills and strategies and follow the same structure from Unit 1 to Unit 8, such as “Reading strategies, vocabulary development, oral and written conventions, phonics, print awareness, and media literacy.”

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Spanish Language Arts and Reading Program Summary

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 guidance on fostering connections between home and school by providing a letter to the parents before each unit. Materials provide some activities for use at home to support students' learning development. However, materials do not include support development of strong relationships between teachers and families.

Evidence includes but is not limited to:

In the Resources section of “¡Listos!,” the materials include a parent letter for each unit. The letter provides a brief description of what students will be learning in Spanish. It also provides expansion activities to complete at home. For example, in Unit 1, “Mexico,” the letter provides parents with suggestions on what to do at home, such as “Ask your child what he or she is learning to say in Spanish at school. Ask: ¿Cómo me saludas? Use a map of the world to ask your child where Mexico is, and Encourage your child to write a sentence in Spanish. Ask your child to name the most exciting thing he or she learned about Mexico. Then have him or her draw a picture of it and write a sentence describing it. Encourage your child to write the sentence in Spanish. Allow your child to bring the drawing and sentence back to school to share with the rest of the class.”

“Antología” includes a letter to parents and teachers that describes the program's structure and the different instructional components. For example, a section of that letter that is called “Habilidades de Competencia Lectora y Estrategias” defines each of the reading skills and then explains how to help students master them. The skills included are point of view, author's purpose, cause and effect, compare and contrast, drawing conclusions, reading aloud, problem and solution, main idea and details, making inferences, making connections, retelling, sequencing, summary, and visualization. Additionally, the letter explains how parents and teachers can encourage students to use reading skills after reading a story or piece of text.

In ¡Listos! Unit 3, in the text, “La Escuela,” the materials include activities to use at home to support student's learning. The materials support the teacher by “explaining to students that they will identify school supplies they need for certain classes by cutting out images of the supplies, then gluing them next to the image of the corresponding class.” When students finish, they glue their “recuerdo” inside their scrapbook. The materials only state that “this can be a home connection activity” but do not provide instructions on how parents can help at home.

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In ¡Listos! Unit 5, “Spain,” the parent letter includes suggestions for parents to “ask your child what he or she is learning to say in Spanish at school. Encourage your child to act as if he or she is your teacher. Ask: ¿Cómo se llaman las partes de tu cuerpo? What are the names of your body parts? ¿Qué haces con tus sentidos? What do you do with your senses? Uso un tenedor para comer. ¿Qué usas para beber? I use a fork to eat. What do you use to drink? ¿Cuál es tu comida favorita? What is your favorite food?” The materials do not include resources for relationship-building between the teacher and the parent.

In ¡Listos! Unit 6, in the text, “Las estaciones del año y el tiempo,” the materials include activities in the “revisa y aplica” section that can be a home connection activity. The materials support the teacher to “explain to the students that they will complete sentences by writing the names of different means of transportation.” Students distinguish sentences in the “hoja de actividad” that have more than one correct answer. In the end, the students glue their recuerdo inside their scrapbook. The materials do not provide any instructions or guidance for parents to help their child at home.

In ¡Listos! Unit 8, in the text, “Celebraciones de la comunidad,” the materials include an activity that students may do at home to enhance their learning. For example, in the “album de recuerdos” section, the students complete the hoja de actividad. The teacher explains to students that the page shows an outline of a “barrilete” from Guatemala. The students follow the directions to draw shapes on their kites and color them. When finished, the students glue their kite inside their album. The materials only state that “this can be a home connection activity” but do not provide instructions on how parents can help at home.

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Spanish Language Arts and Reading Program Summary

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

Evidence includes but is not limited to:

In “¡Listos!” in the teacher's textbook, the materials include a “Unit Planner” section to provide an overview for each of the eight units identified by the color green. The subheadings provide a visual of the overview of the unit. The materials support teachers the ease of navigation of resources such as color-coded pages or tabbed pages to easily identify content on that page. The unit planner includes “Unit Overview, Summative Performance Tasks, Literacy Center, Culture Connections, Technology Integration, and Pacing Suggestions.” In the lesson planner section, in the teacher’s textbook, the materials provide an overview of what will be taught for each of the four lessons in each unit. The lesson planner pages are identified in the color red and contain. The lesson planner includes “lesson overview, evidence of learning, meeting the standards and additional components.” Each lesson is color-coded in each of the eight units; for example, lesson one is in red, lesson two in purple, lesson three in orange, and lesson four in blue. The materials provide subheadings for all the components for each of the four days in each lesson that teachers will need for instruction. For example, subheadings include but are not limited to “language functions, culture objective, vocabulary, materials, teaching strategies, differentiated instruction or review, and application.”

In the student edition, in ¡Listos!, the materials include a table of content to support students to locate the units they are learning. The student materials are appropriately designed to clearly state the intent. For example, photo images to teach the unit vocabulary online are clear, made with actual people, and appropriate colors. The images are real pictures that support the stories and vocabulary that are taught. The stories include characters that are used to interact in dialogue, and sentences are accompanied with a visual to assist emergent readers with comprehension. At the end of each unit, the materials are structured with simple activities divided into sections for students to complete. Each lesson for each of the eight units is color-

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coded to match the teacher's textbook. Vocabulary words are highlighted throughout the text. Any tables, charts, and visuals included are clear and concise, without being distracting from the student's learning.

In the "Antología" teacher's book, units are divided by students' level of Spanish development, such as Nivel principiante, nivel intermedio, and nivel avanzado. Each Nivel is color-coded and includes eight units for each. The teaching instructions are bolded in pink throughout the pages as the students are engaged in before, during, and after reading. The subheadings include, "Vocabulary development, Echo Read, Differentiated Instruction, Practice and Apply, and Scaffold and Apply."

In Antología, student edition, the materials provide visual support for students. Every sentence or word is accompanied by an illustration or real photographs. The materials include activities for students to complete after reading labeled, "Comprendo lo que leí, Así se dice, Así se escribe, y A escribir." The activities contain real photographs or images that correspond to the students' language development or comprehension. The vocabulary words within the text are highlighted in yellow and easily identifiable. The illustrations and visuals are clear, with no distractions from the student's learning.

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Spanish Language Arts and Reading Program Summary

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 do not provide clear guidance specific to a bilingual program model. Materials do not include guidance or recommendations on how they could be applied within a particular bilingual program model. Materials do not include or cite current, relevant research on Spanish literacy development and second language development and acquisition.

Evidence includes but is not limited to:

In “Antología,” the Teacher and Parent letter, a statement includes, “A program built to meet the varied needs of today’s Spanish learners, Antología can be used in a dual-language elementary program, a foreign-language-in-the-elementary-school (FLES) setting, or a Spanish-language-immersion instruction.” No specific program model is mentioned, and no guidance is given to the teacher on how to implement the program within a specific model.

The Teacher's Edition section for “¡Listos!” includes a statement in the “Communicative Approach,” and it states, “Communicate with spiraling content that allows for added flexibility of choices in any second language classroom models or with any methodology.” Materials do not include guidance or recommendations on how they could be applied within a particular bilingual program model.

Although the materials present lessons that scaffold across all domains (listening, speaking, reading, and writing), allow opportunities for interpersonal communication, build vocabulary, offer sentence stems and frames, and incorporate other methods of second-language acquisition, the materials do not cite research material on second-language acquisition, best practices, how Spanish language literacy develops, cross-linguistic connections, etc.

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Spanish Language Arts and Reading Program Summary

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, (ie. 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. Materials highlight opportunities for students to make cross-linguistic connections. Materials support teacher and student understanding and application of the connection between the languages. However, the materials do not allow equitable instruction in both languages in terms of quality and quantity of materials based on English materials not being accessible.

Evidence includes but is not limited to:

In “¡Listos!” Unit 1 Lesson 1, the materials support teacher and student understanding and application of the connection between the languages. In the “Preview vocabulary” section, the teacher asks the students how they greet and say goodbye in English. The materials support the teacher by “explaining that in Spanish you say ‘hi’ or ‘hello’ by saying ‘hola,’ then the teacher practices by saying ‘hola’ to a student, then he/she waves and says ‘adiós’ to him or her. The teacher asks students to say ‘hola’ and ‘adiós’ back to him/her and repeats with several students.” In Lesson 3, in the “Cognates” section, the materials support the teacher to explain “cognates spelled the same or similarly in English and Spanish.” The teacher reads some Spanish words, and students repeat using the English equivalent, such as “parque, familia, abuela.” The students say “park, family, grandmother.” The students use the “Hoja de actividad” to make two columns titled “Similar and Diferente.” The students list the words in the corresponding column that are similar or different in English and Spanish, such as “parque (park), hermana (sister), iguana (iguana), amigo (friend), piramide (pyramid), abuela (grandma), familia (family)” and “mama (mom).”

In ¡Listos! Unit 4, lesson 3, the materials highlight opportunities for students to make cross-linguistic connections. In the “Spanish to English: Types of Sentences” section, the materials support the teacher by explaining, “in Spanish, as in English, there are three types of sentences, declarative, interrogative, and exclamatory. All start with a capital letter, but interrogative and exclamatory sentences in Spanish have punctuation marks both at the beginning and at the end of the sentence-unlike English, which has only punctuation at the end.” The students identify

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each type of sentence and explain its characteristics, such as “¿Los loros comen semillas? (declarativa).” Students write three sentences to include declarative, interrogative, and exclamatory and present to the class.

In ¡Listos! Unit 5, lesson 3, the materials support teacher and student understanding and application of the connection between the language in the “Spanish to English: Punctuation Rules” section, the teacher explains, “Spanish, like English, has rules for punctuation. In English, when you want to mention several items, for example, three foods that you eat - you write I eat fruits, vegetables, and fish.” The teacher continues explaining “usas una coma para separar cada palabra, incluso la palabra delante de “and” en español también usas comas para separar palabras, pero no delante de la palabra y: “Como frutas, verduras y pescado.” Students write a sentence that mentions at least three items, using the correct punctuation. In Unit 7, Lesson 1, the teacher introduces the term aparatos electrónicos and points out the similarity between “electrónicos and electronic” in English. The materials support the teacher by “asking the students to identify the name of the word that is used to call words that are similar in both languages.” The students respond using cognates.

The materials in both ¡Listos! and “Antología” provide quality materials for Spanish instruction. The components include “Tarjetas fotográficas,” a thematic library, leveled readings (through Antología, Phonics readers, and a Language Handbook. The stories inside Antología contain a wide variety of folktales, poems, and fables representative of Hispanic culture, and the lessons in ¡Listos! contain information about the different cultures, customs, and traditions of South American countries as well as Spain. The materials contain leveled stories (Principante, Intermedio, Avanzado) and differentiation and enrichment opportunities provided within the lessons throughout the entire school year. However, the materials do not include English curriculum that may be used to compare the quality or quantity for equitable instruction in both languages.

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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 as appropriate for the purpose and context of the activities. The materials support the development of sociocultural competence. The materials represent the cultural and linguistic diversity of the Spanish language and Hispanic culture.

Evidence includes but is not limited to:

In the materials found in “¡Listos!” and “Antología,” both teacher and student materials are presented in authentic and academic Spanish. The “¡Bienvenidos!” letter and the Teachers and Parents letter in Antología describe the stories contained as “authentic selections from across the Spanish-speaking world” with selections that are authentic Spanish literature and informational texts covering a range of topics. The stories include a wide variety of authentic Spanish texts written by Hispanic authors that 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. In ¡Listos!, each unit focuses on a different country, such as “México, Bolivia, El Salvador, Ecuador, España, Uruguay, Puerto Rico, and Guatemala.” At the end of the unit, “Investiga la Cultura” provides a lesson about the culture of the particular country. The materials support the teachers by providing a script or given sentence stems to use in both Spanish and English.

In ¡Listos! Unit 1, the materials support the development of sociocultural competence. For example, in the text “Las pirámides,” the teacher displays a photo card that shows a pyramid in Mexico and Egypt. The materials support the teacher by reading, “Pyramids are ancient structures built by people in different parts of the world, such as Egypt and México. Pyramids were built for religious ceremonies or as tombs.” The teacher asks “¿Qué es similar y qué es diferente si comparas fotos de las pirámides de Chichen Itzá y de las pirámides de Egipto?” Students compare the pyramids and discuss them with classmates. In Unit 4, in the “Investiga la Cultura” lesson, the students read about different kinds of monkeys found in Ecuador, specifically the pygmy marmoset. The materials support the teacher by providing a cultural

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context, “Ecuador has more than 300 species of mammals including the pygmy marmoset known as ‘pocket monkey’ or ‘finger monkey’ because it is the smallest in the world.” Students work in groups to answer questions such as “¿Cómo protegemos a los monos al proteger la selva amazónica? ¿Es importante proteger la selva amazónica? ¿Por que?” In Unit 5, students learn two popular Spanish traditions, flamenco, and paella. The materials support the teacher by providing a cultural context information section. The students practice the dance by following the directions provided.

In Antología, the materials are presented in authentic and academic Spanish. In “Nivel Principiante,” Unit 1, in the poem *Me gustan los domingos* by Margarita Robleda, the students are introduced to the highlighted vocabulary. The materials support the teacher by asking students, “¿Cual es tu actividad favorita durante el fin de semana? What is your favorite activity to do on the weekend?” While reading, in the cultural connections section, the teachers explain to students that Chapultepec Park is an important landmark in the center of Mexico’s capital.” After reading, students answer comprehension questions. Unit 8 uses the informational text *El fiambre* by Lada Kratky, a well-known Spanish and English children's book writer, which is about a typical food from Guatemala that people eat in November. In “Nivel Avanzado,” Unit 1, uses the text *Yanka, yanka* by (Hispanic author) Francisco Hinojosa. The story is about a family of penguins that prepare a vacation together to the South Pole, and someone stole the ice cream. The story shows a family like the students’ families, with several children, with some children who misbehave, and how the father fixes the problem. It is written in authentic Spanish language using some argot language, “Lo que significaba que estaban más que tremendamente archi-grata-requete-contra-felices.”