Cada estudiante es una historia de éxito.
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WELCOME TO MARAVILLAS!

This Maravillas User’s Guide is your tour guide through Maravillas: providing background and highlighting points of interest along the way. To show you the “why” behind the “what”, we identify research from our literacy experts and learning scientists, and showcase where we make that research and learning visible throughout our resources.

As you page through this guide, you will see tabs for Teach It Your Way, Resources, Equity and Access, Social Emotional Learning, and Writing. These sections represent a few of the most important aspects of Maravillas and explain our approach throughout the resources and instruction.

- **Student and teacher choice are at the heart of Maravillas.** Maravillas was designed to support you and your entire classroom as you teach your way—whether you follow our suggested pathway of instruction or create your own workshop lessons using our resources.

- **Maravillas offers a thorough emphasis on foundational skills backed by research** from our authors, including Jana Echevarria and Josie Tinajero.

- **Built around the new standards.** As you explore Maravillas, you will find texts, tools, and technology that support close reading and rereading with purpose, writing to sources, citing evidence, and answering text-dependent questions.

- **All students deserve access to a vibrant community of learners,** so you will find integrate support for every learning pathway.

- **We are dedicated to teaching the whole child** and take a whole heart approach to learning. We developed Maravillas to support students as they build social emotional skills and interact with peers, their community, and the world.

As you explore Maravillas, we sincerely hope that you visualize how your students could benefit from these resources in your classroom. We hope that Maravillas helps your students and cultivates a classroom environment that fosters their love of literacy and learning every single day.

TAKE A FIVE-MINUTE TOUR

Get the big picture of what Maravillas is about! Open your Teacher’s Edition and take a look at pages vi through xix.
In classrooms across the country, teachers employ a variety of instructional approaches to literacy to engage their students and help them grow—and to fit their teaching philosophy and style. Some educators find that a more prescriptive approach works best for their students, while other teachers carefully select elements from diverse schools of thought and craft them into an individual literacy framework.

With Maravillas, you can choose what works best in your classroom or framework. You can follow the experts that best align with your teaching philosophy, and choose routines and resources that support your instructional goals and foster your students’ literacy development.

### Instructional Focus

#### Read Alouds

The read aloud is a strategic instructional practice; in today’s classrooms, the read aloud should be a valuable and intentional part of good instruction.

It can be a highly effective strategy for nurturing and developing literacy learners. Read alouds allow children to access more complex text than they can access while reading on their own—as well as provide them with access to more complex concepts.

“When a teacher reads aloud, it is a bonding between the teacher, the children, the books, and the act of reading.”—Lester Laminack, expert and author on read alouds

### Resources to Support Your Instruction

*Maravillas* builds important relationships—between teachers, students, books, and reading—through a wide range of texts and tools designed to enrich and extend the power of read alouds.

*Maravillas* offers a range of rich and engaging texts for reading aloud—each part of a rich genre study:

- Classroom Trade Library
- Genre Read-Aloud Passages
- Literature Anthology
- Genre Read-Aloud Anthology
- Interactive Read-Aloud Cards, grades K-2 only

Accompanying digital tools and lesson plans help learners access complex texts.
### Instructional Focus

#### Guided Reading

Guided reading is your opportunity to help individual students learn to process increasingly challenging texts with understanding and fluency. Guided reading also can help increase students' motivation to read.

Guided reading “is a context in which a teacher supports each reader's development of effective strategies for processing novel text at increasingly challenging levels of difficulty.” (Fountas & Pinnell, 2017)

“It makes me smile to see children leaning over a table, dig into a book, solve problems, and construct meaning. Why? Because these precious children are experiencing a wonderful feeling of accomplishment. They know they are becoming better readers, and they are excited about it.”

—Jan Richardson

#### Independent Reading

To become strong readers, students need dedicated time to practice what they have been taught so that reading becomes a habit. Independent reading provides students with the chance to self-select books of interest to them, and that they are motivated to read and reread.

Donalyn Miller writes, “Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated.” (Miller, 2009)

### Resources to Support Your Instruction

*Maravillas* honors the pedagogical approach and values of guided reading, developed by Fountas and Pinnell and furthered by Richardson, by providing a rich collection of connected leveled texts and accompanying instructional support.

The focused instruction designed to accompany the *Maravillas* leveled texts empowers learners to “level up” to complex texts and tasks more quickly than in traditional guided reading settings.

The resources in *Maravillas* were designed to equip learners in the areas of foundational skills, close reading, and writing to analyze texts, most notably:

- Leveled Readers
- Reading/Writing Companion minilessons

The design of these resources, and the related instructional supports both online and in print, support you as you help students build reading capacity.

*Maravillas* provides a full range of texts for students to choose from for independent reading:

- Classroom Trade Library Books
- Literature Anthology
- Leveled Reader Library Online

Inquiry-driven Genre Study Units equip students to make informed choices during independent reading.

The Teacher’s Edition offers support to encourage independent learning, in the Teach It Your Way features throughout the instruction, along with independent reading routines in the Instructional Routine Handbook.
### Instructional Focus

**Writing Workshop**

For educators who are guided by the work of writing workshop expert Lucy Calkins, *Maravillas* includes resources that can be used in a writing workshop model.

Calkins writes that, during a powerful writer’s workshop, it is the teacher’s job “to ask questions of children so that children internalize these questions and ask them of themselves and their own emerging drafts.” (Calkins, 2011)

---

### Resources to Support Your Instruction

*Maravillas* is designed to develop rich workshop settings for students to engage in, using a writer’s process, all while crafting writing pieces that reflect the range of each genre.

In each of these settings, student agency is guided by teacher and peer questioning and multiple opportunities for brief student/teacher writing conferences.

At all grade levels, *Maravillas* Teacher’s Editions provide point-of-use tools to empower the teacher during the writing workshop. Resources are designed to deliver responsive, flexible writing support for each student.

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### REFERENCES


A BALANCED LITERACY CLASSROOM
WHAT DOES IT LOOK AND SOUND LIKE?

By Kathy Rhea Bumgardner

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Creator of Think Aloud Clouds and Literacy Toolkits
Wonders Author

A balanced approach to instructional literacy practices is grounded in the belief that ownership of literacy is central to students’ lifelong success.

Introduction
Balanced literacy is not new in education. However, in the era of more rigorous standards for English Language Arts and Reading, and expectations for 21st century college and career-ready students, many educators are questioning their current instructional strategies and practices. Questions that educators frequently need to address include the following: What does effective 21st century literacy learning look and sound like? How do we prepare students to be college- and career-ready? What existing practices should remain in the classroom and what needs to change with the times?

Although some adjustment must be made to meet new global economy expectations, the foundation of the balanced literacy model remains solid in preparing students for reading success in school, college, and career.

In a balanced approach to literacy instruction, teachers strategically and consistently integrate instruction with authentic reading and writing on a daily basis, so that students learn how to apply and utilize the literacy strategies and skills they are learning. In Literacy for the 21st Century: A Balanced Approach, Gail Tompkins (2013) explains there is noticeable “increased emphasis on developing strategic readers and writers” in recent years (p. 10). A balanced approach to instructional literacy practices is grounded in the belief that ownership of literacy is central to students’ lifelong success and this ownership of literacy motivates students to continue reading even when reading becomes challenging.

In an era of increased emphasis on accessing complex texts, a balanced literacy instructional approach ensures students are becoming proficient reader by providing multiple opportunities for modeled instruction as well as guided, collaborative, and independent practice.

Although this article was written for Wonders from the English language perspective, the same principles apply to Maravillas from the Spanish language perspective.
The Many Names and Faces of Balanced Literacy

Multiple opinions exist as to what the word “balanced” actually means in the term balanced literacy. At any time, in any number of school districts and classrooms across this country, various labels are used for what appears to be, in essence, the same overall balanced approach, or at least an approach that has the same basic framework and goals.

In Ann Arbor, Michigan, Ann Arbor Public Schools has a district publication, “Balanced Literacy in the Ann Arbor Public Schools,” that outlines a framework for balanced literacy instruction. The publication define balanced literacy as “a set of instructional literacy practices, which encompass methods for teaching to the whole class, small groups, and individuals according to need and interest” (Hatt, Anderson, Madden, & Dickinson, 2008, p. 3).

Further, the district publication references “the inclusion of instruction in reading, writing, and word study,” (Hatt et al., 2008, p. 3) in its definition of balanced literacy. The “understanding of balance also applies to the gradual release of support from the teacher to the learner as skills become more proficient and the learner becomes more independent” (Hatt et al., 2008, p. 3).

Similarly, literature produced in Branchburg Township School District in Branchburg, New Jersey define their district’s balanced literacy instruction as a comprehensive approach to language arts instruction that “contains all of the components necessary for students to master written and oral communication” (Porowski, 2009, p. 4).

Branchburg’s balanced literacy components are listed as follows:

- **READ-ALOUDS**: Teacher Modeled Reading
- **INDEPENDENT READING WORKSHOP**: Daily Independent Reading
- **GUIDED READING WORKSHOP**: Guided Instruction in Developmentally Appropriate Books
- **WRITE ALOUDS**: Teacher Modeled Writing
- **INDEPENDENT WRITING WORKSHOP**: Daily Independent Writing
- **GUIDED WRITING WORKSHOP**: Guided Instruction in Developmentally Appropriate Writing
- **WORD STUDY**: Guided and Independent Phonics, Spelling, and Etymology

Another balanced approach is the Four-Blocks® Literacy Model. It incorporates four different approaches each day to teach children to read and write. Patricia Cunningham and Dorothy Hall developed this model. It includes:

- Guided Reading
- Working with Words
- Self-Selected Reading
- Writing

Another example of a balanced approach is a model created by teachers Gail Boushey and Joan Moser, known as “The Daily 5™.” It is based on their own classroom teaching experiences, research, and methods they have developed for accelerating literacy and learning. This approach includes the following components:

- Read to Self
- Read to Someone
- Work on Writing
- Listen to Reading
- Word Work

Whether it is called Daily 5, Four-Blocks™, reading or writing workshop, or balanced literacy, all the approaches are based on providing the best instruction possible in whole-group and small-group and then providing students with opportunities to work independently after a gradual release of responsibility.

A Balanced Literacy Framework Supports a Successful 21st Century Classroom

We have seen that different approaches to balance literacy share a pattern of common components. When considering increased 21st century college and career requirements, the common best-practice instructional components of balanced literacy not only hold up as viable approaches in response to the demands of more
rigorous standards and expectations, but provide a balanced, scaffolded framework for helping student prepare for critical thinking, collaboration and becoming college- and career-ready.

Balanced literacy includes three levels of instruction:

- Whole-group (whole-class) instruction
- Differentiated small-group instruction
- Independent student work

Another tenet of balanced literacy that supports our new era of literacy instruction is the focus on progressive lessons in reading, writing, and vocabulary—or word study—that use a gradual release of responsibility approach. This balanced literacy lesson progression generally includes the following:

- Modeled Interactive Read-Alouds/ Modeled Writing (whole-group)
- Shared Reading and Writing (whole-group)
- Guided Reading and Writing (small-group)
- Independent Reading and Writing (small-group/ individual)
- Word Study (whole-group and small-group, integrated with reading and writing)

In Neenah, Wisconsin, Neenah Joint School District is among those embracing the balanced literacy model as their chosen approach to meet the new college- and career-ready requirements. In defining their 2014–15 plan for Elementary Universa Instruction, Neenah Joint School District states that they have “embraced the balanced literacy framework for instruction because it provides emerging readers and writers with opportunities to read and write every day in a variety of ways” (2014).

Neenah's balanced literacy plan gives teachers time in their first quarter for building routines to ensure a successful program that engages students in reading, writing, and speaking and listening. They also place emphasis on “community and stamina building” (2014). This demonstrates a focus on preparing students to be collaborative and college and career ready.

21st Century College and Career Ready Inspired Shifts in Balanced Literacy

Although the main components of balanced literacy have remained constant, 21st century college and career requirements have called for some important shifts in the implementation of these components.

1. Gradual Release and Collaboration

One example is a shift in the gradual release model of instruction. During gradual release, the teacher scaffolds each lesson to first introduce a concept skill (I Do), then gradually releases to students the responsibility of practicing that skill, first with the teacher (We Do), then independently (You Do). In balanced literacy, this model is followed not only through the scaffolded progression of lessons (modeled, shared, guided, independent) but is also followed within the steps of each individual lesson.

More rigorous standards and the importance of collaborative practices in the global economy call for an adjustment in the gradual release model. In Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Doug Fisher and Nancy Frey (2008) dig deeper into the methods of and reasons for the gradual release of responsibility in the instructional framework of a 21st century classroom. They note these essential and interrelated instructional phases now require an additional collaborative step in the You Do phase, for a total of four phases:

- Focused Instruction: I Do
- Guided Instruction: We Do
- Collaborative Learning: You Do Together
- Independent Learning: You Do Independently
This is also reflective of the increased importance of collaborative conversations in the classroom with a direct link from collaboration to nurturing deeper comprehension. Teachers and students share a balance of equal opportunities to participate in the classroom during explicit instruction, engaged discussions, and productive group work either in whole-group or small-group activities (Archer and Hughes, 2011; Frey, Fisher, and Everlove, 2009). More rigorous demands for critical communication and collaboration in the 21st century workplace initiates the need for more intentional and consistent teacher-student and student-student communication than most classrooms experienced previously.

2. Text Complexity, Close Reading, and Informational Text

Another shift in balanced literacy instruction has occurred in the complexity of the text and the approach to reading during the shared reading lesson. Shared reading must now be done with more-complex texts alongside a protocol of close listening and reading, with a focus on text-dependent questioning and citing text evidence.

The increased text complexity of the shared read increases the importance of the read-aloud lesson that precedes it. In the read aloud, students receive modeled instruction for addressing these more complex texts.

The current focus on informational text also calls for the inclusion, in all reading lessons, of a balance of content-rich informational texts and literature selections that are read to students, with students, and by students.

Workshop teachers who use Maravillas have access to a cutting-edge, rigorous curriculum that contains a strategic and rich balance of texts, resources, and instructional supports teachers need to embrace balanced literacy and prepare students to be college- and career-ready.

Maravillas provides teachers with texts and resources for working with students in whole-group, small-group, as well as individually, while addressing more rigorous requirements and expectations for students.

Assessment in a Balanced Literacy Classroom

Assessment provides data about students’ performance that can and should be used to drive instruction. Teachers need to have multiple assessments in place to identify a student’s strengths and determine what instruction the student needs next.

Assessment is a critical component of the decision-making process within balanced literacy. To support teachers in their decision-making process, data are collected systematically. The goal of this data collection is to document change over time (Clay, 2001), as well as gather evidence of learning (Shea, Murray, & Harlin, 2005).

In a balanced literacy classroom, informal and ongoing assessments play a key role in monitoring student progress. Examples of these include anecdotal notes of teacher observations, running records and miscue analysis, retells and recounts, fluency checks, student journals and portfolios, writing samples, and student interviews.

Teacher observations of their students at work in whole groups, small groups, and independently in the classroom is one of the most valuable information sources for guiding their instructional decisions on a daily basis. Anecdotal notes enable a teacher to identify a student’s learning behavior and document authentic performance to guide next steps. It is recommended that teachers “have a clipboard with you at all times so you can document students’ literacy behaviors. Putting sticky notes on the clipboard is another way to keep observations” (Poliastro & McTague, 2015, p. 24).

In today’s classroom, the core principles of the balanced literacy model of instruction are not only viable but are an effective set of instructional approaches for student reading success in school, college, and career. The reading, writing, and word study components of Maravillas support teaching a balanced literacy framework, while guiding students to truly be college- and career-ready for the world in which they will be living and working upon graduation from high school.
REFERENCES

How Maravillas Supports Your Classroom

Maravillas offers resources and supports that align with your instructional approach. Our text set of connected resources for each week or genre study is displayed in your unit overview, divided into resources for minilessons and small-group instruction. You will find resources for read alouds, independent reading, guided reading, and writing.

In your digital workspace, the Teacher Dashboard organizes all your resources for weekly lessons, activities, and printable materials. You also have easy access to additional digital tools for writing, grammar, spelling, word study, and more. With e-books, videos, activities, and games, you have a multitude of resources for blended learning and independent work time.
Your digital planner makes it quick and easy to reorganize your instruction and lesson plan. You can drag and drop any minilessons for whole class or small group instruction to a different day, add or remove lesson blocks, or add your own resources. The digital presentation and related resources will update automatically.

Maravillas Teacher Dashboard

Grade 1 Digital Weekly Planner—Whole Group Minilessons
In your Teacher’s Edition, you’ll find a movable “Teach It Your Way” tab. This tab was designed to move through each week and unit with you, and carry your specific notes about minilessons, small groups, independent time, and resources. More “Teach It Your Way” templates, available online, include guidance for using *Maravillas* with a variety of instructional approaches.
## HOW MARAVILLAS SUPPORTS YOUR APPROACH

**Example: Using Maravillas with Daily Five™**

In your digital resources, you’ll find guidance for using *Maravillas* with a variety of instructional approaches and frameworks, like these examples for Daily Five.

### Grade 1

<table>
<thead>
<tr>
<th>READ TO SELF</th>
<th>READ WITH A PARTNER</th>
<th>LISTENING TO READING</th>
<th>WORD WORK</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-selected Reading</td>
<td>• Collection of shared reads</td>
<td>• eBooks</td>
<td>• Leveled Workstation Activity Cards: Word Work</td>
<td>• Writing in response to reading in Reading/Writing Companion</td>
</tr>
<tr>
<td>• Genre self-selected reading and small group lessons in Teacher’s Edition (TE)</td>
<td>• Leveled Readers</td>
<td>• Leveled Readers for the week online</td>
<td>• Digital Practice online</td>
<td>• Independent Writing</td>
</tr>
<tr>
<td>• Read from collection of shared reads/authentic literature</td>
<td>• Level Up Leveled Reader and Level Up lessons in TE</td>
<td>• Book Talk Activities</td>
<td>• Practice Book (Word Work, Grammar, Spelling)</td>
<td>• Handwriting Practice</td>
</tr>
<tr>
<td>• Read Leveled Readers on independent reading level</td>
<td>• Literature Circle (small group lessons in TE)</td>
<td>• Leveled Workstation Activity Cards</td>
<td>• Collaboration Grammar activities (TE)</td>
<td>• Leveled Workstation Activity Cards: Writing</td>
</tr>
<tr>
<td>• Read paired reads in collection of shared reads and Leveled Readers</td>
<td>• Teacher Poster reads</td>
<td>• Teacher Poster reads</td>
<td>• Collaboration Word Sort activities (TE)</td>
<td>• Research and Inquiry</td>
</tr>
<tr>
<td>• Read from Classroom Trade Library</td>
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<td>• Collaboration Vocabulary activities (TE)</td>
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Grade 3–5

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<th>LISTENING TO READING</th>
<th>WORD WORK</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-selected reading</td>
<td>• Collection of shared reads</td>
<td>• eBooks</td>
<td>• Leveled Workstation Activity Cards: Word Work</td>
<td>• Writing in response to reading in Reading/Writing Companion</td>
</tr>
<tr>
<td>• Genre self-selected reading (lessons in small group lessons in TE)</td>
<td>• Leveled Readers</td>
<td>• Leveled Readers for the week online</td>
<td>• Digital Practice online</td>
<td>• Analytical writing: comparing the two sources</td>
</tr>
<tr>
<td>• Read from collection of shared reads/authentic literature</td>
<td>• Level Up Leveled Reader and Level Up lessons in TE</td>
<td>• Book Talk Activities</td>
<td>• Practice Book (Word Work, Grammar, Spelling)</td>
<td>• Genre writing: full writing process</td>
</tr>
<tr>
<td>• Read Leveled Readers on independent reading level</td>
<td>• Literature Circle (activities in small group lessons in TE)</td>
<td>• Literature Circle</td>
<td>• Collaboration Grammar activities (TE)</td>
<td>• Writer’s Notebook online</td>
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<tr>
<td>• Read paired reads in collection of shared reads and Leveled Readers</td>
<td>• Leveled Workstation Activity Cards</td>
<td>• Level Up Leveled Reader and Level Up lessons in TE</td>
<td>• Collaboration Word Sort activities (TE)</td>
<td>• Leveled Workstation Activity Cards: Writing</td>
</tr>
<tr>
<td>• Study Sync Blasts</td>
<td>• Readers Theater</td>
<td>• Book Talk Activities</td>
<td>• Collaboration Vocabulary activities (TE)</td>
<td>• Research and Inquiry</td>
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<tr>
<td>• Read from Classroom Trade Library</td>
<td>• Study Sync Blasts</td>
<td>• Literature Circle</td>
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How *Maravillas* Supports Your Classroom
GUIDED READING INSTRUCTION

By Kathy Rhea Bumgardner, M. Ed.

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Wonders Author

Introduction
Small-group guided reading instruction is an integral instructional component of a balanced literacy classroom. The small-group format provides differentiated support for student developing reading proficiency. Guided reading allows teachers to help individual students learn to process increasingly challenging texts with understanding and fluency.

Guided reading also can help increase students’ motivation to read. Lyons (2003) expressed the importance of motivation when she wrote, “motivation is arguably the most critical ingredient for long-term success in learning to read and write” (p. 84).

Also, small-group guided reading provides an opportunity for the teacher to lean in and listen in to assess students as they practice applying skills and strategies while reading independently.

Ford and Opitz (2001) indicate, “true guided reading is increasingly perceived as an integral part of a balanced literacy program designed to help all children become independent readers” (p. 15). The importance of formative assessment and listening in regularly as students apply skills and strategies sets balanced literacy apart from other traditional classroom approaches (Ford & Opitz, 2008).

What is Guided Reading?
The definition of small-group guided reading is subjective to interpretation. Burkins and Croft (2010) identify these common elements of small-group guided reading:

- Working with small groups
- Matching student reading ability to appropriate text levels
- Providing each student in the group with the same text
- Introducing the text and setting a purpose for reading
- Listening to individual students as they read
- Prompting students to apply learned reading strategies
- Engaging students in discussions about the text

Guided reading focuses on processes integral to reading proficiently, such as cross-checking text meaning rather than depending solely on picture clues. For example, a student sees an illustration that features a small dog and says “dog” when the text actually says “puppy.” After noticing the beginning letter p in puppy, the student is able to correct the mistake.
During guided reading, teachers monitor student reading processes and check that texts are within students’ grasp, allowing students to assemble their newly acquired skills into a smooth, integrated reading system (Clay, 1994). Laguinta (2006) states, “in a truly balanced literacy program, how you teach is as important as what you teach” (p. 417). Teaching decoding and basic comprehension skills is not enough. Deep comprehension and connections to text are important as well.

Preparing for Guided Reading Instruction

Some general tasks should be considered before initiating guided reading instruction.

- **Assessment**: Use assessment tools, such as running records, retellings, teacher observations, and anecdotal notes, along with Placement and Diagnostic Assessments, TPRI, DIBELS, or other recognized data, to determine the students’ instructional reading levels and placement in groups.

- **Schedule**: Make a plan for working with your small groups to allow productive, flexible use of classroom time.

- **Physical Set-up**: Organize materials and set up an area to allow small-group instruction to be as timely and productive as possible.

- **Close Read the Text**: Read and reread the texts that you will be using. Check to see what makes the leveled text complex and prepare questions for that lesson. Review anecdotal notes and formative assessments to find where students in the group may need additional support.

- **Organize Independent Work**: Plan for what other students will do while you are with a small group. Independent work should be closely connected to authentic reading and writing. It should include appropriate independent reading and response. Make a plan for how you will develop and consistently monitor student accountability.

Teaching a Guided Reading Lesson

Guided reading instruction is ultimately about the instructional choices that the teacher makes in a balanced literacy classroom. Guided reading instruction should be broken into manageable phases to allow enough time to listen in, coach, and confer with students frequently. The following is a general structure.

**Before Reading (Mini Lesson)**

- **Read Familiar Texts**: Use familiar texts from earlier guided reading lessons to lean in and listen in as students read. Make anecdotal notes about their progress. This step may not always be possible due to time constraints, but when time allows, it is a quick and valuable opportunity to do formative assessment of sustained learning and application of learned skills and strategies.

- **Preview**: For beginning readers, this can include a brief “picture walk” guided by the teacher encouraging students to use picture clues for meaning and decoding. For Approaching-Level readers, this can include previewing the text—with the teacher providing specific directions about what students should look for in the text. For example, students may be prompted to notice the book’s format, structure, a text feature, or illustration.

- **Introduce**: Prepare an introduction (a gist statement) about the text to motivate, focus, and provide appropriate background. The introduction can include appropriate vocabulary scaffoldin
for sight words, vocabulary in context, and other vocabulary strategies to prepare students for challenging and possibly unknown vocabulary. The goal is to provide some background and promote interest and enthusiasm in the text without giving away too much about it.

- **Review Whole-Group Lesson**: Do a quick review of the skill or strategy taught during the related whole-group read aloud or shared read.
- **Set a Purpose**: Give students a purpose for reading the text based on the essential question, genre, or comprehension skill or strategy appropriate for the specific text. Restate the reading purpose as needed throughout the lesson.

**During Reading**

- **Encourage Independent Reading**: Assign all students to read a specific section of text independently and read to find meaning in the text. Each student is accountable for reading the text. Unlike “Round Robin” reading, students read the whole text, or a portion of it, softly or silently to themselves. The teacher moves through the group to monitor and coach each student.
- **Listen In and Assess**: Rotate from student to student as they read to themselves. Ask each student to read quietly for you and listen closely. Make anecdotal notes about strategy use or misuse. Intervene and prompt only as needed, with broad questions like, “what will you do next?”
- **Ask Text-Dependent Questions**: At appropriate points, ask text-dependent questions. Have students reread to locate text evidence to support their thinking. Coach students as they reread and scaffold your prompts to promote deep understanding.
- **Promote Collaborative Discussion**: Periodically prompt students to discuss specific parts of the text collaboratively while you listen in. As students discuss, prompt them as needed to locate text evidence to support their ideas. Have partners share with the small group periodically to compare and contrast responses and text evidence. Keep this brief and meaningful.
- **Support Students**: Observe each reader’s behavior for evidence of strategy use and make plans for future support. Interact with individual students to assist with problem solving and locating text evidence at difficult point.
- **Anecdotal Notes**: While listening in as students read and discuss the text, observe and take written notes of their reading behaviors, strengths, and needs for support to guide next step instruction.

**After Reading**

- **Deepen Understanding**: Prompt students to talk about what they noticed while reading. Support their efforts to think deeply and connect ideas across the whole text. For example, a student may notice an opening illustration showing ingredients in a pantry, and by the end, the ingredients are spread around the kitchen. Another student may notice how a character is changing and point out text evidence to support that observation.
- **Reference the Text**: It is important to return to the text for one or two teaching opportunities. Students can cite text evidence or talk about how they used the strategy during reading. Pose text-dependent questions that require students to go back into the text to show where they found their answers. Use modeling to demonstrate specific examples of what this looks like and how it provides depth to their answers and thinking.
• **Review and Reflect:** Pull it all together with a review. Offer a teaching point based on observations made during reading. For example, point out that a student was able to figure out the meaning of a word in the text by using context clues. Have students reflect on and share with partners how they used strategies and solved problems as they read. Think about what the students “know” and what they “demonstrated.” Then focus on what you need to teach them next.

• **Promote Collaborative Discussion:** Encourage students to collaborate and discuss with partners. Listen in on each pair. When appropriate, have students briefly write a response to the text and share their writing with the group to keep all students actively engaged in the lesson.

• **Extend the Text:** Encourage students to deepen their understanding by extending the text through writing, art, or more reading of connected text.

### Scaffolding Versus Rescuing

The term “scaffold,” as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.

In today’s educational world, scaffolding refers to a variety of instructional techniques used to move students progressively toward understanding a learning skill or process. The end goal is students become independent and proficient readers and writers.

Leading students to think for themselves and to correct their own misunderstandings is a powerful way to ensure sustainable student achievement.

### Questions, Prompts, and Cues

Effective instructional scaffolding is key to success in small-group guided reading. In the box at right are examples of three types of scaffolds—questions, prompts, and cues—as they are applied to a lesson on how a character’s feelings change from the beginning to the end of a story.

| Question | “How is the character feeling right now? What are the words in the text that best show you how the character was feeling at this point in the text?” |
| Prompt | “Reread that section aloud and, when you read the character’s dialogue, make your voice sound the way you think the character would speak.” |
| Cue | “What do you notice in the illustration? What does the expression on the character’s face tell you?” |

To provide successful scaffolding for students strategically phrase questions so the response shows the true depth of students’ understanding.

Probing questions should be rich and designed with the purpose of motivating students to work towards understanding. Teachers can also guide students to craft their own guiding questions to lead themselves to deeper understanding. Providing students with robust scaffolding helps them build the reading tenacity and perseverance needed to work through “hard parts” of a complex text.

Questions, prompts, and cues can be used in sequence. Following a question with a prompt can help students engage in more focused, critical thinking. Offering additional cues for support helps shift students’ attention to something they may have missed that can enhance their understanding. These are teaching moments when teachers can reference anchor charts, graphic organizers, and other visuals to encourage students to apply previous skills and strategies taught, while not giving them the answers.

Scaffolding can easily become a rescue if the teacher leads or gives students answers without wait time. Questioning can be a strong and effective scaffold if students have appropriate time and support in their quest for answers.

When working with a small, guided reading group, avoid reading the text for the students consistently. Instead, provide students with the scaffolded support and time to become proficient in their own reading.
Level Up: Supporting Students to Become College and Career Ready

In balanced literacy, as with any model for effective reading instruction, accelerating students to proficiency levels of reading is paramount to becoming college and career ready.

Small-group guided reading is done in differentiate reading groups. Students read and learn at their tested reading level. The goal is to help students accelerate their reading skills and to provide opportunities for them to reach or exceed grade-level expectations and standards for reading proficiency.

The three sets of leveled texts in Maravillas include strategic instructional support and scaffolding that allow the teacher to help students increase their reading proficiency during small-group guided reading. As students make progress in reading fluently and answering text-dependent questions at a particular level, the teacher can use Level Up lessons online to accelerate students to more complex texts.

Using Assessment to Drive Instruction

The key to effective, scaffolded instruction is knowing where students are, knowing where they need to be, and then building a bridge between those two points. This requires being able to use efficient, effective, ongoing assessment tools and adjust plans accordingly (Fountas & Pinnell, 1996).

The balanced literacy model of instruction relies on consistent formative assessment to inform instructional planning. Ongoing assessments begin with teacher observations of students during whole group, small group, and independent learning. It is especially important to assess the ongoing needs of small differentiated groups so that instruction targets students at their level of need.

Assessment and evaluation of student performance and instructional practices can be recorded both informally while observing individuals in class and formally by completing running records, reading inventories, strategy checklists, and other state- or district-mandated assessments.

In Guiding Readers and Writers, Fountas and Pinnell (2006) write that assessment “involves collecting information about or evidence of your students’ learning, [and] is a continual and integral part of quality teaching. In fact, teaching without continual assessment is akin to teaching without the children” (p. 189). Teachers should prepare for ongoing assessments by having ready the available forms and methods for tracking data throughout the school day. Teachers should use that data to guide instruction.

Ongoing assessment supports instruction by allowing teachers to do the following:

- Find out what students already know and what they need to learn.
- Plan effectively and set a teaching purpose that is intentional and productive.
- Determine and adjust differentiated student groupings for instruction.
- Identify which instructional materials are best suited for each student or group.

When can teachers fit this in? One golden opportunity for formative assessment occurs at the beginning of a small-group guided reading lesson. Have students do a “warm reread” of a previously read text as you listen in, or have students write known words or letters. Scheduled assessments can be planned with grade-level groups as directed by schools and districts and should be considered an integral part of reading instruction.

Conclusion

Guided reading is a step-by-step exercise that teachers use to engage students in practicing reading skills. This is an important opportunity for teachers to provide intentional and intense instruction which develops students’ proficiency in reading accurately and closely.

For students who are experiencing difficulty, as well as for advanced readers who need to be challenged, small-group guided instruction is a key component for raising student achievement.
REFERENCES
HOW MARAVILLAS SUPPORTS GUIDED READING

The leveled readers in Maravillas are designed to help students build skills and stamina with a range of informational and literary texts. Each of the three levels of content—Approaching, On-Level, and Beyond—offer students access to the same skills, vocabulary, and concepts, along with strong connections to anchor texts.

Each leveled reader title is accompanied by differentiated instruction for small group guide reading time, with specific guidance for previewing the title—through a picture walk or text preview—and setting a purpose.

A nivel
Libro por nivel:
Paisajes que cambian

Vistazo preliminar y predicción
• Lea la pregunta esencial con los estudiantes: ¿Cómo reacciona la gente a los desastres naturales?
• Diga a los estudiantes que el autor utiliza la estructura de comparar y contrastar para organizar la información. Pídales que piensen en la estructura del texto, que hagan predicciones del tema de la selección y que comenten cómo la gente reacciona a cambios repentinos.

Repro del género: texto expositivo
Pida a los estudiantes que recuerden que en el texto expositivo se brinda información de un tema. El texto expositivo tiene encabezados y diagramas que sirven para que el lector pueda comprender el tema. Pida a los estudiantes que identifiquen las características del texto expositivo en Paisajes que cambian.

Lectura atenta
Tomar notas Pida a los estudiantes que completen el organizador gráfico 11 mientras lean.
The Level Up feature in your Teacher’s Edition provides tips for accelerating students’ reading growth, and a clear “If/Then” decision guide so students can level up whenever they are ready.

Help students find meaning in the text by assigning a specific section for students to read softly or silently to themselves. Monitor and coach each student; the Teacher’s Edition provides guidance for which skills or strategies can be addressed during this time.

The Reading Writing Companion asks students to search for specific text evidence in short passages they’ve already read. Collaborative Conversation prompts urge students to work with a partner, employing new strategies, using text evidence and academic language, and comparing responses and text evidence.

Comprendión guiada

Observe a los niños mientras leen. La casa de Dardo veo tajos, sol o en parajes. Guíeles cuando tengan dificultades con la pronunciación o con la comprensión de ideas claves. Si es necesario, ofrezca las definiciones de las palabras que no conocen.

Estrategia: hacer y confirmar predicciones

Muestre los enfoques. En la página 5, lea que Dardo le pide ayuda a Dénis para construir una casa. Prediga lo que le ayudará. Lea la página 5 para confirmar la predicción. Recuerde a los niños que hagan predicciones sobre lo que sucederá en el cuento y que las comparen o corrijan a medida que avancen en la lectura.

Destrezas: personal, ambiente, sucesos

Recuerde a los niños que los personajes son las personas o los animales de un cuento, el ambiente es el sitio donde se desarrolla y los sucesos son las cosas que pasan. Estos detalles ayudarán a los niños a comprender el cuento. Mientras leen, pregúnten: ¿Quiénes son los personajes? ¿Dónde está el ambiente? ¿Qué sucesos ocurren? Muestre una tabla de personajes, ambiente y sucesos para que la copien. Muestre cómo analizar las respuestas de los niños en los recuadros. Pida a los niños que escojan las respuestas en sus tablas.

Level Up feature, Grade 1 Teacher’s Edition, U2, W2, p. T223, T233

Grade 1 Teacher’s Edition, U2, W2, p. T1S8

Grade 4 Reading/Writing Companion, Units 3-4, p. 8

How Maravillas Supports Guided Reading
After their initial reading, students reread and review for deeper meaning, taking notes and citing text evidence in the Reading/Writing Companion, and discussing with a partner. The text is extended with a paired selection, which may be a different genre, and includes images, art, or other text features.
In recent years, many literacy educators have focused their attention on the practice of close reading. Close reading is the instructional practice of having students critically examine a text, especially through multiple readings. It has been utilized most commonly at the secondary and college levels, usually within the context of rhetorical reading and writing courses. Adler and Van Doren (1940/1972) explain in their seminal text, *How to Read a Book*, that readers should “x-ray the book” in order to find “the skeleton hidden between its covers” (p. 75). The intent in analytic reading is to identify these deep structures in order to plumb the explicit and implicit meanings of the text. Paul and Elder (2003) explain that this practice encourages students to:

- Identify their purpose for reading
- Determine the author’s purpose for writing the piece
- Develop schema
- Understand systems of thought in the disciplines

The overarching goal of close reading is to cause students to engage in critical thinking with a text. Notice how all of the above elements coincide with well-researched elements of effective reading instruction. What is lacking, however, is specific research on the effectiveness of close reading for elementary students. It is fair to say that our collective understanding of this practice will grow as empirical studies are conducted with this population. Until that occurs, it is useful to examine these elements within the context of what we currently know about reading instruction for young students. Each element will be followed by suggestions for instruction in close reading.

### Identifying a Purpose for Reading

Even emergent readers understand that different pieces of text are used for different purposes. The see a parent consult a cookbook to locate a recipe for preparing a meal. A caregiver provides important read-aloud time as they read a well-loved picture book for the fiftieth time. Their teacher consults a map of the zoo as she leads her class on a field trip to study African animals. In each case, the reading demand is shaped by the reader’s purpose. The recipe reader is reading for details, while the bedtime story reader is reading for comfort and enjoyment. The map of the zoo requires skimming and scanning of the layout in order to locate the elephant enclosure. In each case, the reader adjusts one’s reading based on purpose.

Understanding one’s purpose for reading is a metacognitive process that supports a reader’s comprehension of text (Paris, Wasik, & Turner, 1991). Students apply their sense of purpose for reading in order to locate information. Reading for pleasure activates a student’s expectations about how she will evaluate the text. On the other hand, if her purpose is to seek technical information, she is going to

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*Although this article was written for Wonders from the English language perspective, the same principles apply to Maravillas from the Spanish language perspective.*
judge that reading in a completely different wa . Understanding one’s purpose for reading allows the learner to judge goodness of fit. In other words, was this the right text for the job? Purpose plays a key factor in motivation for reading (Guthrie & Wigfield, 2000).

In their study of assessing motivation for reading, Baker and Wigfield (1999) stated, “Engaged reader are motivated to read for different purposes, utiliz knowledge gained from previous experience to generate new understandings, and participate in meaningful social interactions around reading” (p. 453).

Teachers can build students’ understanding of purposes for reading by establishing it clearly for them. A statement of the purposes establishes a learning target for students and increases the likelihood that they will reach the target, in particular because it serves as a priming mechanism (Gagné & Briggs, 1974). These statements include the content and language (reading, writing, speaking, listening) purposes (Fisher & Frey, 2011). “We’re going to read this article so we can figure out how honeybees carry the pollen from one flower to another. You’ll use this information in your table groups to develop a scientific illustration of how this occurs” a fourth-grade teacher tells his students. In doing so, he signals students to the content purpose (to figure out how honeybees carry pollen) and the language purpose (to create a scientific illustration).

Determining the Author’s Purpose

Think of purpose as two sides of the same coin. On one side is the reader’s purpose: Why am I reading this? What do I want to get out of this text? On the opposite side is the author’s purpose: What does the writer want me to know? Why has this been written, and for whom? A reader who can ascertain the author’s purpose is able to begin analyzing the text. An author’s purpose typically addresses one or more of these:

- To entertain
- To persuade
- To inform

The overarching goal of close reading is to cause students to engage in critical thinking with a text.
Developing Schema

Schema theory is at the core of teaching and learning, especially in reading comprehension (Spires, Gallini, & Riggsbee, 1992). The deeper one’s schema, or organized pattern or structure of knowledge about a topic, the easier it is to comprehend a text about the subject (Mannes, 1994). When one’s schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978). This causes a delay in the comprehension of a piece of text. It is likely that you find yourself doing this all the time, perhaps even with this paper. When the information in a text is dense, and when the reader has gaps in schema, the information isn’t fully understood immediately. You have to pause to figure out how this new information relates to previously understood concepts. In other words, you are actively constructing a mental model. A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information.

Text-dependent questions are used in reading instruction to promote the habit of rereading text in order to build schema (Fisher & Frey, in press; Pearson & Johnson, 1978). These questions do not rely on outside sources, but rather are designed to cause students to return to the text. This is especially important when text is being used for the purpose of building knowledge. Out-of-school reading is often devoted to topics the reader already knows quite a bit about. But in classrooms, much of the text students encounter will be about topics that are less familiar. Text-dependent questions signal to readers that the information is complex and readers are expected to linger over the details in order to build those mental models. These questions move through a progression from part to whole, from word and sentence level, to paragraph and then across the entire text. As well, these questions move from explicitly stated information to those that require inferential and critical reading. These include (Fisher & Frey, in press):

- **Key detail questions**, which are the who/what/when/where/why/how questions essential to understanding the meaning of the passage.
- **Vocabulary and text structure questions** that bridge explicit with implicit meanings, especially in focusing on words and phrases, as well as the way the author has organized the information. Text structure questions may include text features, and discourse structures (problem/solution, cause/effect, compare/contrast, etc.)
- **Author’s purpose questions**, which draw the reader’s attention to genre, point of view, multiple perspectives, and critical literacies, such as speculating on alternative accounts of the same event.
- **Inferential questions** that challenge students to examine the implicitly stated ideas, arguments, or key details in the text.
- **Opinion and intertextual questions** that allow students to use their foundational knowledge of one text to assert their opinions or to make connections to other texts, using the target text to support their claims.

Understanding Systems of Thought in the Disciplines

A final element of analytical reading is in understanding that each discipline has unique characteristics, especially in its systems of thought, that inform the texts of the discipline. For example, narrative structures, primarily fictional, dominate English language arts content. On the other hand, science texts use an explanatory text structure that contains a high number of technical vocabulary words. Moreover, these texts assume a tremendous level of background knowledge in order to understand new information. Paul and Elder (2003) call this text structure a “map of knowledge” and define these as the primary and secondary ideas that help us understand a system of thought. “When we understand core historical ideas, we can begin to think historically. When we understand core scientific ideas, we can begin to think scientifically. Core or primary ideas are the key to every system of knowledge. They are the key to truly learning any subject. They are the key to retaining what we learn for lifelong use” (Paul & Elder, 2008, p. 3).
• Science texts contain “technical vocabulary and dense sentences that require the reader to draw on multiple concepts simultaneously.”

• Social studies texts contain “nominalizations (nouns derived from adjectives and verbs) that reference abstract ideas, and the presence of evaluative judgments.”

• Mathematics texts “switch between both natural language and mathematical language and symbols, requiring readers to make similar shifts in the grammars of both.”

While these informational texts utilize narrative structures more frequently at the elementary level to explain concepts and events, they can still tax a young reader’s understanding. Consider this opening passage from Gibbons’s (1996) Recycle! A Handbook for Kids:

“More and more garbage! Every day people throw more trash away. As the world population increases, more people throw trash away. Garbage trucks come to pick it up, but where does all this trash go?” (p. 1)

Both the vocabulary demand and the conceptual understandings that go along with it are high. The Lexile level, a quantitative measure of text complexity, is 840L, suggesting that this picture book requires adult direction rather than independent reading. However, selecting which vocabulary will need direct teaching, and which can be learned through multiple readings of the text, can be challenging. It is useful to have a selection criteria (Frey & Fisher, 2010; Graves, 2006; Marzano & Pickering, 2005; Nagy, 1988). The first step is to identify worthy words:

• Representative: Is it critical to understanding?
• Repeatability: Will it be used again?
• Transportable: Is it needed for discussions or writing?

The next two questions narrow the list further, identifying words that students can figure out

• Contextual analysis: Can they use context to figure it out?
• Structural analysis: Can they use structure (a root, base) to figure it out

Once these words are eliminated, what remains are the general academic and content-specific word and phrases that require direct instruction. The final question concerns the number of words:

• Cognitive load: Have I exceeded the number they can learn?

Considerations for Developing a Close Reading

There are several considerations useful in engaging students in a close reading. First, select short, worthy passages. Because close reading can be time-consuming, it is often best to select shorter pieces of text for instruction. If the selection is too long, students will not have time to reread and respond to questions that guide their thinking and will miss opportunities to interact with others about the content. Second, close-reading lessons should be designed so students reread the text. Rereading to develop a depth of understanding is one of the key features of a close-reading lesson. Anyone who has ever read a text for the second or third time knows that understanding is improved when you know the basic outline of the text (Rasinski, 1990). One of the ways to ensure that students reread the text is to establish different purposes for each reading and teach students to look for evidence for their responses to text-dependent questions. As noted previously, text-dependent questions should be used to guide students back to the text and provide them an opportunity to analyze the text more deeply.

Third, students should learn to “read with a pencil.” They don’t literally have to use a pencil, but they do need to learn to annotate or make notes as they read. They must become detectives while reading, learning to look for clues as they uncover the structure and meaning of a text. Fourth, students should learn to note the parts that were confusing. This is helpful for several reasons, including the metacognitive awareness that comes from recognizing when meaning is lost. Also, noting confusing parts can guide teacher actions, modeling, and reteaching so that students have opportunities to apply what they learn in future close-reading lessons or extended reading. Finally, as part of close reading, students should interact with their peers and the teacher in discussions about the text. In these
Close reading is a practice that deserves increased attention in elementary school classrooms as students are expected to read and understand increasingly complex texts.

Watch the Videos
See Dr. Douglas Fisher’s video in which he discusses “The Characteristics of an Effective Close Reading Lesson.”
Search the title, or navigate to Resources > Professional Development > Classroom Videos > Balanced Literacy to view this video and related content.
my.mheducation.com

Analytic Reading Is Worth the Effort
The practice of close reading invites students to read repeatedly and is guided by discussion of text-dependent questions. When practices such as close reading are consistently implemented, students become better equipped to handle increasingly difficult texts. Over time, and with practice, they will apply the approaches used in a close reading to the extended reading that they do independently.

discussions, students should practice their skills in argumentation, making claims, offering counterclaims providing evidence, and agreeing and disagreeing. Interacting with others to determine the meaning of the text is an important aspect of close reading.
HOW MARAVILLAS SUPPORTS CLOSE READING

Close Reading Routines

Students benefit from repeated practice with close reading. Maravillas strengthens close reading skill instruction with clear, concise close reading routines. The consistent routine reinforces skills from grade to grade as students prepare for more complex close reading tasks.

Maravillas offers plentiful, high-quality short reads to take the guesswork out of text selection for close reading instruction and practice.

Close reading routines are most effective when used with texts that are engaging and worth repeated reading, but short enough to complete within your available time. Maravillas offer plentiful, high-quality short reads to take the guesswork out of text selection for close reading instruction and practice.

Grade 1 Teacher’s Edition, U2, W2, p. T127A

Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T26

Grade 1 Reading/Writing Companion, Unit 2, p. 3

Grade 4 Reading/Writing Companion, Units 3-4, p. iv
Reading with a Purpose

The Essential Questions in *Maravillas* are designed to start conversations that activate background knowledge and set a meaningful purpose for reading. These questions become increasingly sophisticated through the year and from grade to grade, encouraging students to engage in more complex inquiries.

Essential Questions bridge across texts to set a purpose for reading and re-reading. Students use text evidence to answer these questions; they work with partners to compare what they find and develop critical thinking skills.

*Maravillas* invites students to reread and consider author's purpose, at all grades and levels.
Students practice reading with “pencil in hand” using their Reading/Writing Companion. They practice methods for annotating texts—a key strategy for close reading—and learn to identify high-quality text evidence, based on their purpose for reading.

Close Reading Skills

*Maravillas* integrates modeling, guided practice, and independent practice of close reading skills throughout the program. At every grade, Think Alouds provide multiple modeling opportunities.

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**Lectura interactiva en voz alta**

**Conectar con el concepto**

Diga a los niños que leer en voz alta es una actividad que a lo largo de la escuela deben hacer frecuentemente. A lo largo de la historia, los niños han comenzado a leer en voz alta. Ahora es el momento de volver a este hábito. Estarán aprendiendo a leer de un texto que está en blanco. El proponente es que leen en voz alta para poder continuar leyendo.

**Vínculos de vocabulario**

El proponente es que leen en voz alta para poder continuar leyendo.

**Estrategia: hacer y confirmar predicciones**

Recuerde a los niños que, durante la lectura, pueden hacer predicciones de lo que sucederá en continuación. Luego, pueden usar los vocabulario y las ilustraciones para averiguar si sus predicciones fueron acertadas.

**Pensar en voz alta**

Diga a los niños que pensar en voz alta es una estrategia que pueden usar para ayudarse a pensar. Luego, el proponente es que los niños puedan confirmar sus predicciones.

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**Destreza: punto de vista**

**Párrafo 1**

¿Desde qué punto de vista está narrado el relato?

**Pensar en voz alta**

A medida que leo, estoy de pie y me siento incómodo con el narrador. Al final, me doy cuenta de que no le digo nada a nadie.

**Párrafo 2**

¿Con qué palabras puedes imaginar cómo era la vida diaria de los pescadores?

**Pensar en voz alta**

Voy a buscar evidencias en el texto para responder esta pregunta. En el párrafo 2 leo: “En la mañana, los pescadores se reunían en el barco y salían a pescar a bordo de sus chalupas”. El narrador incluye detalles que nos ponen en el escenario de la escena que se está viendo en el texto, y que las personas se unen y que iban a pescar. A partir de estos detalles puedo imaginar cómo se ve la escena y qué están haciendo los pescadores.

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*Grade 4 Reading/Writing Companion, Units 3-4, p. 18-19*

*Grade 1 Teacher’s Edition, U2, W2, p. T35*  
*Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T27*  

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Academic Vocabulary Study

Embedded, Deep, and Generative Practices

By Dr. Donald R. Bear

Introduction

Vocabulary is derived from the Latin word vox (voice in English). With our vocabularies, we call out and give voice to new ideas and concepts that beg to be named. And due to its prominence, new ideas are constantly being added to the English vocabulary, which has surpassed one million words. Vocabulary knowledge is crucial to successful comprehension—current standards recognize this, and take a fresh look at vocabulary learning. In particular, standards now highlight teaching academic vocabulary as a major instructional shift to improve students’ ability to ACT (Access Complex Text). Two types of academic vocabulary have been described: general and domain-specific. General academic vocabulary is composed of words and phrases found in all academic texts, such as analysis, attribute, contrast, discussion, however, and in particular. These general academic words are similar to Tier 2 words. Domain-specific academic vocabulary includes specialized vocabulary, and are usually related to a particular field of study like the word photosynthesis in biology, parallelogram in geometry, and democratic republic in social studies or government.

When teachers plan instruction, they examine texts for general and domain-specific vocabulary to explore in more depth; they look for the academic vocabulary that will serve students consistently as tools in their reading and writing. This paper presents principles of academic vocabulary learning and instruction, followed by several practices to help students acquire the ability to learn new ideas and vocabulary, and to name and implement these newly learned concepts.

“Vocabulary standards highlight teaching academic vocabulary as a major instructional shift to improve students’ ability to Access Complex Text.”

— Dr. Donald R. Bear

Although this article was written for Wonders from the English language perspective, the same principles apply to Maravillas from the Spanish language perspective.
Procedure: A General Academic Vocabulary Word

The word *procedure* is a general academic word because this word can be found in many content areas. Consider words related to procedure: *proceed, procedural, procedurally, and procedures*. These are not many words to draw on, but learning can be much deeper when the context of *procedure* is broadened in phrases like the following: *bureaucratic procedure, cataloged procedure, civil procedure, contingency procedure, diagnostic procedure, emergency procedure, operating procedure, parliamentary procedure, standard operating procedure (SOP), standard procedure, standing operating procedure, and surgical procedure* (www.onelook.com).

Tectonic: A Domain-Specific Vocabulary Word

A domain-specific word like *tectonic* has both literal and figurative meanings, but for the most part, the use of the word is found in geology and physics. As you may recall, earthquakes and tsunamis can be caused by tectonic shifts in which two landmasses collide. In a dictionary search, other forms of the word are found: *tectonics, tectonical, tectonically, textonism, tectonite, tectonism, tectono, tectonometer, tectonophysicist, tectonophysics, and tectonosphere*. While students benefit just from reading and thinking of the meaning of these variations, most of these forms are simple grammatical shifts.

Consider how much more meaning is brought to the adjective *tectonic* when the word is broadened to phrases: *tectonic-uplift, tectonic activity, tectonic basins and rift valleys, tectonic boundary, tectonic breccia, tectonic change of sea level, tectonic conglomerate, tectonic creep, tectonic earthquake, tectonic environment, tectonic gap, tectonic keratoplasty, tectonic map, tectonic motion, tectonic movement, tectonic plates, tectonic stratigraphy, tectonic theater project, tectonic theory, tectonic window, tectonically active, and tectonics zones of Pakistan* (www.onelook.com). Students’ sense of the word *tectonic* becomes deeper as they consider the meaning of these phrases. All but two of these phrases relate to science, particularly geology. As a classroom activity, students could work with partners to uncover the meaning of a few phrases that they then would share with their classmates either orally or in a classroom vocabulary notebook.

When *tectonics* is scrutinized morphologically for its root, other related words come into play—words that, again, deepen understanding. *Tectonics* was used in geology for the first time in writing in 1891, and is derived from Latin and Greek terms related to building which can be found in *architect*—literally, the chief (*arch*) builder (*tect*). What a wonderful story this makes, but this may be as far as most students examine the word. You’ll find, though, that intermediate grade students become more accustomed to using etymological resources, they become enticed to look more deeply to learn that *tek-* is the Indo-European root for “to make” and is the root of words like *textile* and *texture*. Vocabulary study makes us deeper thinkers. The free etymological resources used in the explorations shared here are presented in the activities to follow.

Five Principles of Academic Vocabulary Instruction

These five principles of vocabulary study can serve as a guide to organize instruction, and they highlight the profound role vocabulary has in expanding students’ thinking.

1. **Vocabulary learning is intertwined with concept development.**
Words describe ideas, and, in discussions of vocabulary, students expand and refine their thinking. The key to vocabulary learning is to uncover the concepts that underlie the vocabulary.
2. **Vocabulary is learned in context.**
Students learn new vocabulary through extensive reading and writing. It is impossible to teach students all of the vocabulary words they need to know. Rather, the goal is to teach students how to examine and think about words. Teachers show students routines—like those that follow—to investigate the meanings of new vocabulary as they read for comprehension and write for clarity of expression.

3. **Vocabulary is not about teaching just words.**
To learn new vocabulary, students need to examine phrases lodged in sentences and paragraphs. The importance of phrases in the discussion of teaching related words can be seen in the examples above. The days of learning a random list of vocabulary words are over; vocabulary must come from the texts students are studying and must be supported by plenty of examples.

4. **Vocabulary instruction is deep and generative.**
“When students learn one word, they learn ten words,” said a good teaching friend, Tamara Baren. As in the examples above, studying related words and phrases widens the context for vocabulary learning. In deep word study, students examine related words and phrases, and this expands their knowledge of the concepts of underlying words.

5. **Vocabulary instruction involves the study of morphology, the structure of words.**
In vocabulary instruction, students learn the meanings of prefixes and suffixes, and this makes it possible for them to derive the meaning of base words and roots. English grammar is incorporated naturally in vocabulary study as students examine what happens when suffixes are added to bases and roots. For example, they see that compete, a verb, turns into a noun when -tion is added, or that a noun is formed from an adjective when -ance is added to a word (brilliant/brilliance). The reading fluency of intermediate readers advances as they learn about words morphologically. In the very beginning of an eye fixation, mature readers peel off the affixes very rapidly (30 milliseconds) to get at the meaning of the roots and base words.

Based on these principles, and the distinction between types of academic vocabulary, activities to scaffold students’ learning of both general and domain-specific academic vocabulary can be examined.

### Vocabulary Activities
Teachers establish several key vocabulary activities that, once taught, are used throughout the school year. Here are four activities that are a part of many teachers’ vocabulary study routines.

#### Vocabulary Concept Sorts
Vocabulary concept sorts are used at all grade levels with either words or pictures. To create a concept sort, teachers review the text for vocabulary study, including the bolded vocabulary. These words and phrases can be written onto a template with twenty-four boxes in three columns and eight rows. Often with a partner, students cut up the template and then sort the items according to the teachers’ instructions. One rule is that students must say the words aloud quietly as they sort. To bypass the use of a sorting template, students can work from a randomized list of the vocabulary. Students then write the words into the appropriate meaning connection columns.

Figure 1 presents an example of a written sort for the Civil War. Sorting with partners and sharing the sorts in heterogeneous groups adds the support needed for students reading below level: if they have difficulty reading the words, they learn from their classmates as they read the words. They also learn new ideas when they share their rationales for their sorts.

Sorts can be described as either closed sorts, in which the teacher defines the sorting categories, or as open sorts, in which students create the categories. Usually, teachers will begin with closed sorts to give students a sense of how vocabulary is sorted conceptually. Students usually write these sorts into their vocabulary

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*Academic Vocabulary Study* 35
**Figure 1: Vocabulary Concept Sort**

<table>
<thead>
<tr>
<th>Military</th>
<th>Political</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>secession</td>
<td>antebellum</td>
</tr>
<tr>
<td>ambush</td>
<td>abolitionist</td>
<td>reconstruction</td>
</tr>
<tr>
<td>Appomattox Court House</td>
<td>John Brown</td>
<td></td>
</tr>
<tr>
<td>Fort Sumter</td>
<td>Confederacy</td>
<td></td>
</tr>
<tr>
<td>Ulysses S. Grant</td>
<td>free state</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td>slavery</td>
<td></td>
</tr>
<tr>
<td>blockade</td>
<td>Confederate States of America</td>
<td></td>
</tr>
<tr>
<td>infantry</td>
<td>Emancipation Proclamation</td>
<td></td>
</tr>
<tr>
<td>John Brown</td>
<td>Dred Scott decision</td>
<td></td>
</tr>
<tr>
<td>Harpers Ferry</td>
<td>border states</td>
<td></td>
</tr>
<tr>
<td>Robert E. Lee</td>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>conscription</td>
<td>Frederick Douglass</td>
<td></td>
</tr>
<tr>
<td>arsenal</td>
<td>Fugitive Slave Act</td>
<td></td>
</tr>
<tr>
<td>Yankee</td>
<td>sectionalism</td>
<td></td>
</tr>
<tr>
<td>Rebels</td>
<td>Stephen Douglas</td>
<td></td>
</tr>
<tr>
<td>artillery</td>
<td>Gettysburg Address</td>
<td></td>
</tr>
<tr>
<td>Battle of Bull Run / Manassas</td>
<td>Kansas-Nebraska Act</td>
<td></td>
</tr>
<tr>
<td>Battle of Gettysburg</td>
<td>popular sovereignty</td>
<td></td>
</tr>
<tr>
<td>brigade</td>
<td>prejudice</td>
<td></td>
</tr>
<tr>
<td>Clara Barton</td>
<td>Republican Party</td>
<td></td>
</tr>
<tr>
<td>Jefferson Davi</td>
<td>Abraham Lincoln</td>
<td></td>
</tr>
<tr>
<td>ironclads</td>
<td>Lincoln / Douglas debates</td>
<td></td>
</tr>
<tr>
<td>North</td>
<td>Missouri Compromise</td>
<td></td>
</tr>
<tr>
<td>regiment</td>
<td>states’ rights</td>
<td></td>
</tr>
<tr>
<td>skirmish</td>
<td>Thirteenth Amendment</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection:** The first column includes terms about the war's battles and famous soldiers. The second column has a lot of difficult concepts that I need to learn more about. It includes people and terms related to slavery. I do not know what the words in the third column have to do with the Civil War.
notebooks. Occasionally, teachers have students generate a written reflection to explain why they sorted each column the way they did. In English and the Language Arts, these concept sorts focus on figurative language in which students sort synonyms and examine nuances in words, or sort words by uses and parts of speech.

Concept sorts can be conducted at the beginning, middle, and end of a unit of study, and can be considered formative assessments. At the beginning of a unit, teachers can see if students can read the words accurately, which helps them understand students’ conceptual knowledge prior to formal studies. In the middle and end of a unit, teachers can see how easily students sort, as the students are asked to add related terms. Teachers and students alike can see how well they have generalized the ideas and concepts in the unit.

Picture sorts are conducted mainly in the primary grades when students are unable to read the vocabulary they are asked to sort. Furthermore, they are particularly useful for English learners when they do not know the words in English. With partners, students sort the pictures and then give their reasons for sorting the way they did. In bilingual settings, picture sorts are a way for students to share the vocabularies of their primary languages. The picture sorts provide additional experience with vocabulary from read alouds; for example, after a read aloud of Tops and Bottoms (Stevens, 1995), students sort pictures of parts of plants conceptually. In one study, students involved in sorting the pictures from their read alouds heard the words over fifty times, and, in a delay recall, they knew twice as many words as students who only heard the stories read aloud (Carpenter, 2010).

**Vocabulary Self-Assessments**

After selecting the vocabulary to study for a unit, teachers should ask students to rate their knowledge of the vocabulary. Figure 2 illustrates a student’s self-assessment of his knowledge of two terms: *abolitionist* and *Dred Scott Decision*.

The form has room for students to assess their knowledge at three points over their studies. In this example, it is clear that Antonio could learn more about the Dred Scott Decision. Teachers usually include ten to fifteen items and leave a few rows for students to add other vocabulary they think is important.
Vocabulary Notebooks

To build independence and ownership, ask students to work with partners and small groups to choose vocabulary in their texts that they think is important to study. The vocabulary students choose are usually the same as what their teachers would select, and teachers add vocabulary students have overlooked. Vocabulary notebooks are a place for students to record vocabulary they find interesting and which they study deeply. There are six steps to create an entry, as illustrated in Figure 3 (Bear, et al, 2012).

Teachers model vocabulary selections and the deep study of words several times before asking students to work independently or with a partner to create their own entries. Modeling includes showing students how to use dictionaries and etymological references to create their entries. Each week, students study several words in-depth, and then teach their classmates what they learned. They may share their work orally, a print or digital class vocabulary notebook, or create a chart to post in the room. Students familiar with other languages may include cognates in their entries. With 10,000 to 15,000 cognates between English and Spanish, students may include Spanish vocabulary. Vocabulary notebooks can be divided into separate sections by domain.

Vocabulary Notebook Entry Directions
1. Collect the word. Find an important, interesting, or difficult word. Read around the word and think about its possible meaning.
2. Record the word and sentence. Sometimes sentences are too long, so parts of the sentence can be recorded.
4. Think of related words. Brainstorm related words by word parts — prefixes, suffixes, roots, and bases.
5. Study the word in the dictionary and other resources, and record related words and interesting information.
6. Review and share. Prepare an explanation for each word part to share with classmates.

Online Resources
There are numerous dictionaries and etymological websites for students to refer to as they study their vocabulary. Below are a few favorite vocabulary websites. At these sites, students can find related words, word histories, explanations of word roots, and examples of the words used in context. Experience

Figure 3: Vocabulary Notebook Entry

<table>
<thead>
<tr>
<th>abolitionist — someone against slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolish</td>
</tr>
<tr>
<td>abolition</td>
</tr>
<tr>
<td>abolished</td>
</tr>
<tr>
<td>Spanish: abolir, abolicionista</td>
</tr>
<tr>
<td>abolitio, from abolere to destroy</td>
</tr>
<tr>
<td>To get rid of</td>
</tr>
<tr>
<td>condition</td>
</tr>
<tr>
<td>attention</td>
</tr>
<tr>
<td>Changes to a noun</td>
</tr>
<tr>
<td>chemist</td>
</tr>
<tr>
<td>geologist</td>
</tr>
<tr>
<td>Changes to a person</td>
</tr>
</tbody>
</table>

“The defeat taught Lincoln that abolitionists and other extreme antislavery men would rather be right...” p. 84
with these websites teaches students how to use dictionaries and other vocabulary resources.

**NOTE:** Access to these resources may require a request to instructional technology personnel to lower firewalls for students. If your school/district employs online safeguards or reviews, please ensure that these sites are reviewed and approved for use. While these sites are free, there are advertisements in each. Neither Dr. Bear nor McGraw-Hill Education are responsible for the content or advertisements.

- **www.onelook.com** is a powerful website. Typing in a word sometimes reveals twenty links to various dictionaries. Using their simple codes, students can easily call up a thousand related words. For example, typing syn* presents a thousand words that begin with this prefix, which means together.
- **www.etymonline.com** is one of the best websites to provide etymologies. Students learn about word origins as well as short, quaint stories of how the words have been used over time.
- **www.visuwords.com** is a graphical dictionary that creates webs with the different meanings of word positioned around the word requested. Each of the branches in the web presents a link to related words, as well as a link to antonyms. In addition, different parts of the web represent various attributes and parts of speech for the word that is being studied.
- **www.yourdictionary.com**, like many dictionary sites, provides a brief definition of the word, pronunciation of the word, and several examples of the word used in sentences.
- **www.collinsdictionary.com** is one of the best dictionaries for images. It also provides translations in French, German, and Spanish.

Using these resources to study vocabulary makes it possible for students to study words deeply. Seeing a word or phrase used in a variety of contexts, learning the history of vocabulary, and studying related words makes learning vocabulary interesting. Vocabulary study broadens one’s knowledge and divulges the evolution of our thinking. In one of B. F. Skinner’s last articles, he wrote that “etymology is the architecture of thought”—for, in the study of words, students learn how language and ideas have evolved as they learn about the subtleties of language and nuances in meaning. This vocabulary knowledge enriches our lives and deepens students’ understanding of the world around them.

**REFERENCES**


HOW MARAVILLAS SUPPORTS VOCABULARY

Maravillas focuses on high-frequency words for early elementary students and includes direct instruction on low-frequency words to support all students on the path to acquiring reading strength.

Students at all grade levels have multiple encounters with new words. Embedded vocabulary is provided alongside explicit instruction to maximize word acquisition and understanding.
Maravillas provides students with an instructional toolkit of vocabulary strategies they can use to tackle unfamiliar words. You decide when students are ready for additional help or added challenge, such as decoding words through context clues or understanding the elements of morphology, such as the structure of words and word parts.

Vocabulary skills practice is in students' hands with High-Frequency Word Cards and Visual Vocabulary Cards. High-Frequency Word Cards support acquisition of high-frequency vocabulary. Visual Vocabulary Cards provide colorful visual references and “Define-Question-Example” routines to enrich and expand vocabulary for all students.
Introduction
Researchers have made extraordinary progress in understanding what “reading” really is. Numerous complex brain processes involved in the act of reading have been identified, along with many individual component skills that must be learned and used automatically and efficiently by a reader. At this point, compelling evidence from a convergence of reading research indicates that 90% to 95% of all students can achieve literacy levels at or approaching grade level. These statistics include students with dyslexia and other students with learning and cognitive disabilities. Students succeed when intensive, comprehensive, and high-quality prevention and early intervention instruction is provided by well-trained and well-supported teachers. (c.f. Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; Al Otaiba & Torgesen, 2007; Rashotte, MacPhee, Torgeson, 2001; Shaywitz & Shaywitz, 2006; Torgesen, 2007; Vaughn & Wanzek, 2014; Vellutino & Fletcher, 2007.)

Foundational Skills
Current standards identify four essential prerequisite foundational skills for reading: Print concepts, phonological awareness, phonics and word recognition, and fluency. These skills have been widely recognized as essential for the “truly extraordinary transformation” (p. 15) of converting print—the written symbols that have no meaning on their own—into a meaningful linguistic code (Shaywitz & Shaywitz, 2006). These four skills presume that beginning readers have acquired a foundation in a spoken language, ideally the same language that they will be learning to read.

Print Awareness
Print awareness is the initial stage of literacy in which emergent readers begin to connect the language they understand and are learning to speak to the symbolic representations of letters and words, such as those written on a page in a book, on the screen of a computer or smartphone, or on a sign posted in a restaurant or shop. Print awareness involves an understanding that print has different function depending on the context in which it appears: a menu...
lists food choices; a book can tell story; a sign can announce a favorite restaurant or warn of danger; a card or letter can convey thanks or good wishes. Print awareness includes understanding that print is organized in a particular way—for example, knowing that print in English, Spanish, and other languages is read from left to right and top to bottom.

Print concept skills include:

• Knowing that print represents spoken language.
• Understanding print organization (text reads left to right, top to bottom, and page by page; printed words are strings of letters separated by blank space).
• Recognizing and naming lower- and upper-case letters in the alphabet.
• Recognizing features of a sentence (first word capitalization, ending punctuation).

Phonological Awareness

Phonological awareness is the general appreciation of the sounds of speech being distinct from their meaning. The finer-grained ability to notice, identify, and ultimately manipulate the separate sequence of sounds in spoken words is called phonemic awareness. These skills involve only auditory processes. Scientific evidence now confirms that having difficulty discriminating the sounds of spoken language is the causal factor of most reading difficulties including dyslexia. The good news is that this difficulty can often be corrected or significantly improved with intensive and targeted intervention (Snow, Burns, & Griffin, 1998)

Phonological awareness skills include:

• Recognizing rhyming words.
• Counting, pronouncing, segmenting syllables into phonemes (e.g., hunt > /h/ /u/ /n/ /t/); blending individual phonemes, consonant blends, onsets and rimes into words (e.g., /d/ /a/ /g/ > dog; /t/ /r/ /u/ /ck/ > truck; /s/ + /um/ > sum, /g/ + /um/ > gum, /dr/ + /um/ > drum)
• Isolating and pronouncing initial, medial, and final phonemes in spoken single-syllable words;
• Distinguishing long from short vowel sounds in short spoken words

Phonics

Phonics involves knowing which letters symbolize the sounds in a printed word and using that knowledge to sound out or decode words. Phonics is also referred to as the alphabetic principle. Phonics involves a reader using both auditory and visual (or tactile) processes. Students who are blind or visually impaired can also use phonics, but they learn how to associate phonemes with raised dots on a page (Braille) rather than printed letters. Students who have acquired strong phonics skills are more skillful and confident readers because they can more effectively figure out new or unfamiliar words they encounter. Foundational skills also include the essential ability to instantaneously recognize frequently used but irregularly spelled words, often referred to as sight words or high-frequency words. Newer standards are also emphasizing the value of explicitly teaching morphology (root or base words, prefixes and suffixes) in order to expand students’ access to word meaning (Bowers, Kirby, & Deacon, 2010). In addition, having students study the spelling of words they are learning to read has been shown to have a powerful and positive effect on reading skill development (Joshi, Reiman, Carreker & Moats, 2008-2009.)

Phonics and Word Recognition Skills include:

• Knowing the primary or most common sounds of each consonant, five major long and short vowels, and common consonant digraphs and vowel teams.
• Reading high-frequency, irregularly spelled words by sight (e.g., was, one, have, of, love).
• Being able to distinguish between similarly spelled words and identify inconsistent but common spelling-sound correspondences.
• Decoding regularly spelled words.
• Using knowledge of syllable structure and morphology (roots and affixes) to read words in and out of context.
Reading Fluency

Reading fluency has been defined as reasonable accurate reading at an appropriate rate with suitable prosody* that leads to accurate and deep comprehension and motivation to read (Hasbrouck & Glaser, 2012). There is a common misconception among educators that fluency is the same as rate or speed, an that having students learn to read as fast as possible will increase their reading proficiency (Asinski & Hamman, 2010). This is a mistaken notion. Fluency needs to be understood as a complex skill in which accuracy plays a foundational role, along with rate. Students need to learn to use a reading rate that is appropriate to the task at hand, but not to “speed read.” Reading too fast can be as detrimental to skillful reading as reading too slowly. Fluency is an important skill because it is necessary (but not sufficient) for students to read and understand what they have read independently, proficiently, and with motivation. Fluent reading is a sign that a reader is reading with automaticity, which is the ability to do a task without having to think about it at a conscious level. When words are read “automatically”, the brain isn’t occupied with the details of the task itself and can instead attend to the meaning of the text being read (Rasinski, Blachowicz, & Lems, 2012).

Fluency Skills include:

- Reading with sufficient accuracy and rate support comprehension.
- Reading on-level text with purpose and understanding.
- Reading on-level text orally with accuracy, appropriate rate, and expression.
- Using context to confirm or self-correct word recognition and understanding.

Introduction and Intervention for Foundational Skills

For many children, especially those who are at risk of academic failure due to the effects of poverty, cognitive challenges, and/or language deficits, learning to read will require a significant amount of carefully designed and systematically delivered instruction (Archer & Hughes, 2011).

Unlike learning to speak, which occurs naturally and organically because human brains are genetically hard-wired for spoken language, learning to read is not “natural.” Written language is a relatively new phenomenon in human development and our brains must be taught how to turn the intrinsically meaningless symbols of print into something meaningful—and potentially memorable, useful, and enjoyable. In order for students to master the essential foundational skills for reading, effective instruction must be provided skillfully differentiated to meet the varied needs of students. Struggling readers will typically need much more explicitly targeted guided practice to master the foundational skills than some of their peers, so care should also be taken by teachers to discern which students need additional, appropriate, and effective intervention, as well as when and how to provide it effectively and efficiently.

REFERENCES


HOW MARAVILLAS SUPPORTS FOUNDATIONAL SKILLS

Laying the Foundation with Print and Phonological Awareness

Print and phonological awareness are strong predictors of reading success; Maravillas supports direct development of these important skills to ensure every student has the opportunity to grow into a strong reader.

Phonological/phonemic awareness is a key element of daily word work for lower grades. You decide whether the whole class will benefit from direct instruction or if certain small groups need targeted instruction. On any instructional path, Maravillas is your partner in delivering “just right” instruction for students.

Grade 1 Teacher’s Edition, U2, W1, p. T26

Grade 1 Teacher’s Edition, U2, W3, p. T186

How Maravillas Supports Foundational Skills
Choose from phonological/phonemic awareness activities in print and online to support a blended learning model. Maravillas suggests activities at point-of-use in your Teacher's Edition to extend learning so students can engage in additional practice. Digital activities help differentiate instruction for key skills; the Data Dashboard uses activity results to provide instructional recommendations.

Phonics Instruction for All Readers
For beginning readers, explicit instruction in phonics links daily word work routines with reading and writing. Maravillas ensures complete coverage of phonics and spirals instruction to build this key foundational skill for every student.

For older readers, explicit phonics instruction continues to deepen their understanding of the building blocks of language. The Teacher’s Edition gives you options to address skill gaps for individual or small groups of students.
Additional phonics activities, both online and in print, are available at point of use. Resources like the Language Transfers Handbook, which bridges phonics in English to Spanish, offer targeted support to expand instruction whenever students need it.

Beyond the Need for Speed: Reading Fluency

Decodable Readers and Take-Home Stories (in Grade K and 1 Practice Books) offer expanded opportunities for students to practice fluency independently in school and at home.

Shared reading offers a prime opportunity to focus on fluency, while students read as a class or small groups, and then reread in pairs. In Grade 1, Focus on Fluency features indicate where Maravillas offers opportunities to practice fluency with your students; the fluency routines support weekly development.
Reading fluency is more than reading with speed, and *Maravillas* supports the careful spiraling of discrete reading fluency skills to guide all students to reading success, starting with you as their best model.

Inviting Students to Notice and Imitate Great Grammar

In addition to developing strong foundational skills, *Maravillas* also invites students to celebrate grammar and its amazing ability to turn a string of words into meaningful communication.

Through all grades, explicit grammar instruction connects to reading and writing to support integrated skill development and provide authentic experiences.
Foundational Writing Skills: Handwriting and Spelling

Like all foundational skills in Maravillas, spelling and handwriting instruction is both explicit and embedded to put best practices into action for your students.

When students need additional instruction or practice with handwriting or spelling, integrated resources target key skills in your learning model: all print, all digital, and everything in between.
Maravillas provides options for differentiation in your teacher's Edition and simplifies grouping for targeted instruction with the Data Dashboard. You can manage and gain insight into group placement decisions by filtering class, group, or individual student data. The Data Dashboard also provides resource recommendations to enhance learning at all levels.

![Data Dashboard Recommendations Report](image-url)

*Grade 4 Teacher's Edition, U1, Genre Study 2, p T154*
## Maravillas Visual Resource Guide | Grade K

### Teacher's Edition
Comprehensive support and guidance for small-group instruction, including differentiation for all student and integrated ELL support.

### Visual Vocabulary Cards
Full-color photo-word cards introduce specific vocabulary for the week, with Teacher Talk and Partner Talk activities for each word. They provide instructional support for vocabulary and language development.

### Reading/Writing Companion
Interactive student edition; ensures students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.

### Sound-Spelling Cards
Laminated cards support instruction in medial short-vowel sounds, final consonant sounds and vowel variants.

### Literature Big Books
Increase listening comprehension through read-alouds from rich, authentic texts, with stories and informational selections by award-winning authors and illustrators.

### Workstation Activity Cards
Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards.

### Leveled Readers
Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and literary and informational texts.

### Word-Building Cards
Support letter recognition and word-building skills.

### Leveled Reader Library
Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.

### High-Frequency Word Cards
Support acquisition of high-frequency vocabulary.
<p>| <strong>Print/Digital</strong> | <strong>Practice Book (BLM)</strong> | Blackline masters that provide multiple opportunities for students to master skills and strategies. Features phonological awareness, phonemic awareness, phonics, spelling, handwriting, high-frequency words, category words, and grammar practice for each week of instruction, plus take-home stories. |
| <strong>Print/Digital</strong> | <strong>Placement &amp; Diagnostic Assessment</strong> | Placement assessments assist in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing. |
| <strong>Print/Digital</strong> | <strong>Response Boards</strong> | Colorful, laminated work boards (write-on/wipe-off) supplement sound- and word-recognition practice. |
| <strong>Print/Digital</strong> | <strong>Photo Cards</strong> | Brightly-colored picture cards to increase content area and domain-specific vocabulary. |
| <strong>Print/Digital</strong> | <strong>Benchmark Assessments</strong> | Assess progress toward end-of-year goals. |
| <strong>Print/Digital</strong> | <strong>Language Transfers Handbook</strong> | Guidance for transfer of phonics, grammar, cognates, and other skills to the study of Spanish. |
| <strong>Print/Digital</strong> | <strong>Unit Assessments</strong> | Ensure valid assessment of student performance and progress, aligned to standards and measured against grade-level rigor. They are comprised of shorter foundational skills assessments and comprehensive assessments. |
| <strong>Print/Digital</strong> | <strong>Language Development Cards</strong> | Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages. |</p>
<table>
<thead>
<tr>
<th><strong>Language Development Practice</strong></th>
<th><strong>Interactive Read-Aloud Cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackline masters for targeted student practice to build Spanish language skills. For use with Language Development Cards.</td>
<td>Engage students with read alouds that develop listening comprehension using complex text, and include a variety of genres – myths, fables, poems, expository texts, and more.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Retelling Cards</strong></th>
<th><strong>Genre Read-Aloud Anthology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-color cards feature modeled and guided retelling on the back of each card to support student retelling of main selections.</td>
<td>Provide engaging read-aloud experiences in a variety of genres. Point-of-use prompts focus on genre, comprehension skills and strategies, and oral vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching Posters</strong></th>
<th><strong>Decodable Readers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorful, laminated posters (write-on/wipe-off) help you celebrate special days and reinforce concepts from instruction.</td>
<td>Engaging stories reinforce phonics instruction.</td>
</tr>
</tbody>
</table>

**Additional Digital Resources**, including:

- Foundational Skills activities
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Decodable Passages
- Professional Development
- Data Dashboard (Reporting/Differentiate Instruction Tool)
- School-to-Home Support in Spanish and English
- Online Assessments
# Maravillas Visual Resource Guide | Grade 1

<p>| Print/Digital | Teacher's Edition | Comprehensive support and guidance for small-group instruction, including differentiation for all student and integrated ELL support. |
| Print/Digital | Visual Vocabulary Cards | Full-color photo-word cards introduce specific vocabulary for the week, with Teacher Talk and Partner Talk activities for each word. They provide instructional support for vocabulary and language development. |
| Print/Digital | Reading/Writing Companion | Interactive student edition; ensure students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write. |
| Print/Digital | Literature Big Books &amp; Literature Anthology | In Units 1-3, teachers use Big Books to read aloud, increasing students' listening comprehension. In Units 4-6, students begin to read a Literature Anthology to apply their skills and strategies to rich, authentic text, with stories and informational selections by award-winning authors and illustrators. |
| Print/Digital | Workstation Activity Cards | Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards. |
| Print/Digital | Sound-Spelling Cards | Laminated cards support instruction in medial short-vowel sounds, final consonant sounds and vowel variants. |
| Print/Digital | Leveled Readers | Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and literary and informational texts. |
| Digital | Word-Building Cards | Support letter recognition and word-building skills. |</p>
<table>
<thead>
<tr>
<th><strong>High-Frequency Word Cards</strong></th>
<th><strong>Classroom Trade Library Lessons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support acquisition of high-frequency vocabulary.</td>
<td>Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, with student activity pages and support for collaborative conversations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Classroom Trade Library</strong></th>
<th><strong>Leveled Reader Library</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and extend learning with award-winning trade books, selected to provide extended readings of complex text across genres, themes, and concepts.</td>
<td>Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Practice Book (BLM)</strong></th>
<th><strong>Response Boards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackline masters that provide multiple opportunities for students to master skills and strategies. Features phonics, phonological awareness, phonemic awareness, spelling, handwriting, grammar, vocabulary, and high-frequency word practice for each week of instruction, plus take-home stories.</td>
<td>Colorful, laminated work boards (write-on/wipe-off) supplement sound- and word-recognition practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Placement &amp; Diagnostic Assessment</strong></th>
<th><strong>Progress Monitoring Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement assessments assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing.</td>
<td>Weekly “fresh reads” offer students the opportunity to demonstrate mastery of weekly skills, and help teacher evaluate and monitor progress.</td>
</tr>
<tr>
<td><strong>Benchmark Assessments</strong></td>
<td>Assess progress toward end-of-year goals.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Unit Assessments</strong></td>
<td>Ensure valid assessment of student performance and progress, aligned to standards and measured against grade-level rigor. They are comprised of shorter foundational skills assessments and comprehensive assessments.</td>
</tr>
<tr>
<td><strong>Language Development Cards</strong></td>
<td>Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages.</td>
</tr>
<tr>
<td><strong>Language Transfers Handbook</strong></td>
<td>Guidance for transfer of phonics, grammar, cognates, and other skills to the study of Spanish.</td>
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<tr>
<td><strong>Language Development Practice</strong></td>
<td>Blackline masters for targeted student practice to build Spanish language skills. For use with Language Development Cards.</td>
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<tr>
<td><strong>Interactive Read-Aloud Cards</strong></td>
<td>Engage students with read alouds that develop listening comprehension using complex text, and include a variety of genres – myths, fables, poems, expository texts, and more.</td>
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<td><strong>Retelling Cards</strong></td>
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<td><strong>Genre Read-Aloud Anthology</strong></td>
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<td>Photo Cards</td>
<td>Decodable Readers</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>Brightly-colored picture cards to increase content area and domain-specific vocabulary.</td>
<td>Engaging stories reinforce phonics instruction.</td>
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</tbody>
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<th>Teaching Posters</th>
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<td>Colorful, laminated posters (write-on/wipe-off) help you celebrate special days and reinforce concepts from instruction.</td>
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**Additional Digital Resources**, including:

- Foundational Skills activities
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Decodable Passages
- Instructional Routines Handbook
- Differentiated Genre Passages
- Professional Development
- Data Dashboard (Reporting/Differentiate Instruction Tool)
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- Online Assessments
### Maravillas Visual Resource Guide | Grade 2

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<th>Teacher’s Edition</th>
<th>Comprehensive support and guidance for small-group instruction, including differentiation for all student and integrated ELL support.</th>
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<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Visual Vocabulary Cards</td>
<td>Full-color photo-word cards introduce specific vocabulary for the week. They provide instructional support for vocabulary, and language development.</td>
</tr>
<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Reading/Writing Companion</td>
<td>Interactive student edition; ensure students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.</td>
</tr>
<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Sound-Spelling Cards</td>
<td>Laminated cards support instruction in medial short-vowel sounds, final consonant sounds and vowel variants.</td>
</tr>
<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Authentic Literature</td>
<td>Students apply their skills and strategies to rich, authentic text, with stories and informational selections by award-winning authors and illustrators.</td>
</tr>
<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Workstation Activity Cards</td>
<td>Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards.</td>
</tr>
<tr>
<td>Print/Digital</td>
<td></td>
</tr>
<tr>
<td>Leveled Readers</td>
<td>Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and literary and informational texts.</td>
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<tr>
<td>Word-Building Cards</td>
<td>Support letter recognition and word-building skills.</td>
</tr>
<tr>
<td>Digital</td>
<td></td>
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</tbody>
</table>
## Digital Leveled Reader Library

Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.

## Classroom Trade Library Lessons

Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, student activity pages, and support for collaborative conversations.

## Classroom Trade Library

Support and extend learning with award-winning trade books, selected to provide extended readings of complex text across genres, themes, and concepts.

## High-Frequency Word Cards

Support acquisition of high-frequency vocabulary.

## Practice Book (BLM)

Blackline masters that provide multiple opportunities for students to master skills and strategies. Features phonics, phonological awareness, phonemic awareness, high-frequency words, spelling, handwriting, grammar, and vocabulary practice for each text set.

## Response Boards

Colorful, laminated work boards (write-on/wipe-off) supplement sound- and word-recognition practice.

## Placement & Diagnostic Assessment

Placement assessments assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing.

## Progress Monitoring Assessment

“Fresh reads” offer student the opportunity to demonstrate mastery of weekly skills, and help teacher evaluate and monitor progress.

---

**Maravillas Resources**
### Unit Assessment
Ensure valid assessment of student performance and progress, aligned to standards and measured against grade-level rigor.

### Language Transfers Handbook
Guidance for transfer of phonics, grammar, cognates, and other skills to the study of Spanish.

### Language Development Practice
Blackline masters for targeted student practice to build Spanish language skills. For use with Language Development Cards.

### Language Development Cards
Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages.

### Interactive Read-Aloud Cards
Engage students with read-alouds that develop listening comprehension using complex text, and include a variety of genres – myths, fables, poems, expository texts, and more.

## Additional Digital Resources, including:
- Foundational Skills activities
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Writer’s Notebook
- Decodable Passages
- Instructional Routines Handbook
- Differentiated Genre assages
- Professional Development
- Data Dashboard (Reporting/Differentiate Instruction Tool)
- School-to-Home Support in English and Spanish
- Online Assessments
## Maravillas Visual Resource Guide | Grade 3

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<thead>
<tr>
<th>Teacher's Edition</th>
<th>Comprehensive support and guidance for small-group instruction, including differentiation for all student and integrated ELL support.</th>
<th>Print/Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Vocabulary Cards</td>
<td>Full-color photo-word cards introduce specific vocabulary for the week. They provide instructional support for phonics, vocabulary, and language development.</td>
<td>Print/Digital</td>
</tr>
<tr>
<td>Reading/Writing Companion</td>
<td>Interactive student edition; ensures students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.</td>
<td>Print/Digital</td>
</tr>
<tr>
<td>Workstation Activity Cards</td>
<td>Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards.</td>
<td>Print/Digital</td>
</tr>
<tr>
<td>Authentic Literature</td>
<td>Students apply their skills and strategies to rich, authentic text, with stories and informational selections by award-winning authors and illustrators.</td>
<td>Print/Digital</td>
</tr>
<tr>
<td>Classroom Trade Library</td>
<td>Support and extend learning with award-winning trade books, selected to provide extended readings of complex text across genres, themes, and concepts.</td>
<td>Print</td>
</tr>
<tr>
<td>Leveled Readers</td>
<td>Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and informational texts.</td>
<td>Print/Digital</td>
</tr>
<tr>
<td>Practice Book (BLM)</td>
<td>Blackline masters that provide multiple opportunities for students to master skills and strategies. Features grammar, phonics, spelling, vocabulary, and handwriting practice for each text set.</td>
<td>Print/Digital</td>
</tr>
</tbody>
</table>

Maravillas Resources 63
<table>
<thead>
<tr>
<th><strong>Leveled Reader Library</strong></th>
<th><strong>Classroom Trade Library Lessons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.</td>
<td>Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, with student activity pages and support for collaborative conversations.</td>
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<thead>
<tr>
<th><strong>Placement &amp; Diagnostic Assessment</strong></th>
<th><strong>Unit Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement assessments assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing.</td>
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<tr>
<th><strong>Progress Monitoring Assessment</strong></th>
<th><strong>Language Development Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly &quot;fresh reads&quot; offer students the opportunity to demonstrate mastery of weekly skills, and help teacher evaluate and monitor progress.</td>
<td>Blackline masters for targeted student practice to build Spanish language skills. For use with Language Development Cards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Development Cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages.</td>
</tr>
</tbody>
</table>
Language Transfers Handbook
Guidance for transfer of phonics, grammar, cognates, and other skills to the study of Spanish.

Additional Digital Resources, including:
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Writer’s Notebook
- Short Stories
- Instructional Routines Handbook
- Differentiated Genre assages
- Professional Development
- Data Dashboard (Reporting/Differentiate Instruction Tool)
- School-to-Home Support in Spanish and English
- Online Assessments
### Maravillas Visual Resource Guide | Grade 4

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<thead>
<tr>
<th><strong>Teacher’s Edition</strong></th>
<th><strong>Visual Vocabulary Cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive support and guidance for small-group instruction, including differentiation for all students and integrated ELL support.</td>
<td>Full-color photo-word cards introduce specific vocabulary for the week. They provide instructional support for phonics, vocabulary, and language development.</td>
</tr>
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<tr>
<th><strong>Reading/Writing Companion</strong></th>
<th><strong>Workstation Activity Cards</strong></th>
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</thead>
<tbody>
<tr>
<td>Interactive student edition; ensures students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.</td>
<td>Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards.</td>
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<tr>
<th><strong>Authentic Literature</strong></th>
<th><strong>Classroom Trade Library</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply their skills and strategies to rich, authentic text, with stories and informational selections by award-winning authors and illustrators.</td>
<td>Support and extend learning with award-winning trade books, selected to provide extended readings of complex text across genres, themes, and concepts.</td>
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<tr>
<th><strong>Leveled Readers</strong></th>
<th><strong>Practice Book (BLM)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and literary and informational texts.</td>
<td>Blackline masters that provide multiple opportunities for students to master skills and strategies. Features grammar, phonics, spelling, vocabulary, and handwriting practice for each text set.</td>
</tr>
<tr>
<td>Maravillas Resources</td>
<td>Leveled Reader Library</td>
</tr>
<tr>
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<td>Print/Digital</td>
<td>Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.</td>
</tr>
<tr>
<td>Classroom Trade Library Lessons</td>
<td>Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, with student activity pages and support for collaborative conversations.</td>
</tr>
<tr>
<td>Placement &amp; Diagnostic Assessment</td>
<td>Placement assessments assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing.</td>
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**Language Development Cards**
Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages.

**Additional Digital Resources**, including:
- Foundational Skills activities
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Writer’s Notebook
- Short Stories
- Instructional Routines Handbook

- Differentiated Genre assages
- Professional Development
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## Maravillas Visual Resource Guide | Grade 5

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<th><strong>Teacher’s Edition</strong></th>
<th><strong>Visual Vocabulary Cards</strong></th>
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<td>Comprehensive support and guidance for small-group instruction, including differentiation for all student and integrated ELL support.</td>
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<td>Progress Monitoring Assessment</td>
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<th>Unit Assessment</th>
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<td>Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, with student activity pages and support for collaborative conversations.</td>
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**Language Development Cards**
Support for vocabulary and language development for Spanish Language Learners, following a gradual release model. For use with Language Development Practice pages.

**Additional Digital Resources**, including:
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- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Writer’s Notebook
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Planning Your Instruction

The Unit Overview spread in your Teacher's Edition provides a quick summary of the reading and language arts minilessons in each unit, a key skills trace, and your social emotional focus. See your minilessons for the unit — by week in Grades K and 1, by genre study in Grades 2-5, to plan and inform your instruction.

At every grade, the Unit Overview includes a Key Skills Trace.

Grade 1 Teacher's Edition, U2, W2, p. T2
Grade 4 Teacher's Edition, U3, Genre Study 1, p. T2

Grade 1 Teacher's Edition, U2, W2, p. T2-T3

Grade 4 Teacher's Edition, U3, Genre Study 1, p. T2-T3
The Unit Overview also features the Social Emotional Learning focus for each week or genre study, related resources, and options for connecting SEL to your instruction.

Follow the suggested Lesson Plan in Maravillas, or go online to customize your own via an easy-to-use, drag-and-drop planner. Once you make updates to your planner, the changes automatically adjust your weekly and daily resources. The core and optional pathways provide options for expanding or condensing your literacy block, based on your time and needs. The orange arrows in the Lesson Plan indicate small group options.

Use these instructional suggestions to guide your small group guided reading, word work, spelling, grammar, writing, and more!
Objectives and Outcomes

Your learning objectives and student outcomes are featured at the beginning of every minilesson, both in print and digitally. Student objectives for each week or genre study are identified in the front matter. The objectives include academic language and cross-curricular connections to science and social studies.

Routines in the Teacher’s Edition and Instructional Routine Handbook (online), develop helpful habits, and provide students with strategies and tools to achieve desired outcomes. The Close Reading Routine is also embedded in the Reading/Writing Companion for student use.
The Access Complex Text (ACT) feature provides scaffolded instruction for text features that relate to text complexity, with the goal of having all students read closely while accessing and comprehending complex texts.

Assessments

*Maravillas* assessments are aligned with instruction. The results of these assessments can be used to inform subsequent instruction and aid in making leveling and grouping decisions. Unit assessments also serve as summative assessments by providing a way to measure students’ progress through the curriculum.

Just as *Maravillas* offers teachers the flexibility to teach the elements of the program in their own way, these assessments allow teachers to test in their own way, too. For example, in the grade K unit tests, odd-numbered units focus on foundational skills, while even-numbered units cover those skills plus comprehension of literary and informational text. This gives teachers the option to decide which tests to administer at any given point to best meet the needs of their young students. In the progress monitoring assessments in grades 2-5, the brief comprehension and/or vocabulary portions of a two-week assessment may be used as a quick check of how students are responding after the first week of instruction, while saving the remaining portion of the assessment for the conclusion of instruction.

*Maravillas* offers the following assessment components:

- **Progress Monitoring Assessments** highlight student understanding of the key comprehension skills and vocabulary strategies encountered during each genre study.

- **Unit Assessments** measure student progress through the curriculum and gauge their understanding of previously-taught skills, including items on revising and editing, and a prompt-based writing experience.

- **Benchmark Assessments** in grades K and 1 assess skills at mid-year and end-of year junctures and provide a snapshot of student progress toward goals and can act as a signal of their readiness for the demands of high-stakes testing.

- **Placement and Diagnostic Assessment** serves as the initial screening instrument and contains assessments that can be assigned throughout the year to monitor student progress and pinpoint students’ strengths and weaknesses.
• **Running Records/Benchmark Books** contains individually administered assessments that evaluate a student’s oral reading ability and identify a student’s style, strategy use, and independent, instructional, and frustration reading levels.

• **Fluency Assessment** contains the reading passages used to assess students’ ability to read accurately, fluently, and with understanding.

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**Grade 1 Progress Monitoring Assessment**

**Grade 4 Progress Monitoring Assessment**
EQUITY AND LITERACY FOR DUAL LANGUAGE LEARNERS IN MARAVILLAS

By Maria Campanario, Educator & Consultant

Providing access to high quality instruction and creating the optimal conditions for learning are integral to student success and resolving achievement gaps. To support the work of educators in advancing equity and meeting the needs of all learners, Maravillas was designed to teach the whole child and to promote a culturally responsive learning environment. Our resources embed habits of learning and social emotional learning throughout the units and are intended to help teachers build a culture of collaboration in the classroom.

Maravillas provides access to complex, grade-level content and skills by employing research-based instructional strategies developed by many of our authors, including Dr. Jana Echevarria and Dr. Josefina Tinajero. Maravillas values our broad Hispanic heritage and culture and the richness of the Spanish language. Our authorship and editorial team assure that the resources validate and celebrate the views and experiences of an increasingly diverse Hispanic student population.

Our resources help children appreciate the richness of Hispanic cultural diversity and also appreciate literature originally conceived, written, and illustrated by notable Hispanics. Maravillas features the work of beloved and award-winning authors of children’s literature from across the Spanish-speaking world. For example, it includes works by authors such as Hilda Perera, Kurusa, Pat Mora, and George Ancona, just to name a few. Also included are works of poets like Federico García Lorca, Juana Ibarbourou, José Martí, and many others. In addition, McGraw-Hill’s Maravillas features the work of notable and award winning Hispanic illustrators. Examples of their work are well represented within the beautiful and thoughtful illustrations in the student books. Hispanic artists and illustrators were selected by Spanish reading teachers, our program authors, and our editorial and design teams through a rigorous selection process.

McGraw-Hill Education understands the importance of rigor and high expectations for each student, and we have frequently relied on research by leaders in the dual-language education. We use contemporary thought and research in the field of biliteracy and dual language as exemplified in the Guiding Principles for Dual Language Education from the Center for Applied Linguistics (3rd edition). Maravillas is designed as a research-based Spanish literacy program that enhances biliteracy instruction and provides Latino students the opportunity to see themselves and to appreciate the rich variations of their language and cultures.

“Dual language learners not only have the opportunity to become biliterate and bicultural, they will have a pathway into a future of true democratic global citizenship.”

—Maria Campanario
The curriculum should provide a scope and sequence for initial literacy development (e.g., phonemic/phonetic awareness, decoding, encoding) in the partner language that specifically addresses the literacy skills needed to read and write in that language rather than simply mirroring the teaching of English literacy. This scope and sequence should also include biliteracy development, not simply literacy development for each language individually. Curricula need to include multiple opportunities for students to develop positive attitudes about themselves and others, and to develop cultural knowledge and a sense of their and others’ identities—ethnic, linguistic, and cultural—in a non-stereotyped fashion. (Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). Guiding Principles for Dual Language Education (3rd ed.). Washington, DC: Center for Applied Linguistics. page 33, 34)

Our theory of action is grounded in the belief that a high quality equitable solution in Spanish provides all students with opportunities to successfully access and fully engage with rigorous, grade-level standards. The resources in Maravillas allow students to participate meaningfully in every classroom activity by providing teachers with research-based scaffolding strategies base on Spanish reading instructional practices that do not compromise rigor or instructional content. Each student is provided an opportunity to access concepts and skills in a comprehensible way through grade-level content in each unit of instruction. Maravillas provides equity for all in a culturally-responsive learning environment. Among the features that support equity in these resources are:

Instruction that is rigorous, interdisc. and challenges students to develop higher-order knowledge and skills.
Instruction designed to accelerate learning, close achievement gaps and allow all students to master grade-level standards.

Differentiate to accelerate students to the next level whenever they are ready, Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T161

Instruction designed for learner variability and that incorporates multiple access points and diverse ways of acquiring and demonstrating knowledge.

Grades K-5: Habits of Learning, Grade 1 TE, p. ix

Grades K-5: Project-Based Learning, Grade 1 TE, p. T5
Unique features to give students, teachers and parents opportunities to learn about a variety of topics relevant to the Hispanic world.
Instruction that provides students with access to grade-level content and standards, while developing academic language proficiency; contextual support and language development is embedded and connected to grade-level content instruction.

**Comparar los textos**

Guía a los niños para que trabajen con un compañero y comparen el edificio de la imagen con la casa que vieron en “La casa está lista”. Los niños pueden tomar notas en un modelo de papel como el de abajo. Guienlos para que anoten detalles de los textos que los ayuden a responder la pregunta esencial.

3-D graphic organizers; Grade 1 Teacher’s Edition, U2, W2, p. T142

Assessment tools that facilitate the use of actionable data to inform instruction and to help teachers respond more efficiently to individual student need.

**Data Dashboard provides instructional recommendations based on assessment data**

Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T95

Equity and Literacy in Maravillas
Access to culturally relevant, complex texts selected through both quantitative and qualitative measures.


differentiated for every student

Grade 4 TE, Unit 3, GS1, FM, pp. xvi–xvii

Purposeful use of technology options for teachers to scaffold for diverse learners.

Classroom Trade Library Selections

Autobusito

Los vecinos

Grade K

Grade 1

Grade 2

Ya Regan los Reyes Magos!

Celebra el Dia de Accion de Gracias con Beto y Gaby

Grade 3

Grade 4

Grade 5

Ready-to-go presentations

Digital planner, customizable to your classroom rhythm and pacing

Data Dashboard

Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T6
A student-centered approach to instruction that promotes student agency and ownership of their own learning.

Grade 4 Teacher’s Edition, U3, Genre Study 1, pp. T4–T5

A holistic approach designed to build a collaborative community of learners where all students feel empowered to take risks and share feedback.

Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T110

Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T7A
Maravillas is a comprehensive set of resources that supports students as they become bilingual, biliterate, and bicultural. Instructional plans, themes, skills, strategies, and test preparation prepare students to meet high standards and be successful. With a wealth of authentic literature ranging across the Spanish-speaking world, Maravillas gives students access to a variety of rich texts and rigorous instruction.

We join with educators every day to deliver high-quality, powerful classroom learning to help meet instructional goals and close achievement gaps. As partners, we are committed to providing access for all children and share in your commitment to ensuring equitable growth outcomes.

REFERENCES

Introduction

The United States is a culturally and linguistically diverse country. This diversity continues to increase, with corresponding growth in the number of English Learners (ELs). In 2012–2013, an estimated 4.85 million ELs were enrolled U.S. schools; this subgroup now makes up nearly 10% of the total public school enrollment (Ruiz-Soto, Hooker, and Batalova, 2015). In fact, ELs are the fastest growing student population in the country, growing 60% in the last decade, compared with only 7% growth of the general student population (Grantmakers for Education, 2013).

Perhaps most interesting of all, the vast majority of ELs – 85% of prekindergarten through fifth grad ELs, and 62% of high school ELs – were born in the United States (Zong & Batalova, 2015). These US-born ELs may be first, second, or third generation students with strong ties to their cultural roots. A great many English Learners come to school with a variety of rich linguistic and cultural backgrounds from Spanish-speaking countries in South and Central America. In addition, schools experience native speakers from numerous other backgrounds and languages—the most common other languages being Cantonese, Hmong, Korean, Vietnamese, and Haitian Creole. While over 70% of English Learners come to school speaking Spanish as their native language, as a group, ELs speak nearly 150 languages (Baird, 2015). The experiences and identities acquired in the context of ELs’ homes and communities can transform the simplest classroom into a unique cultural and linguistic microcosm.

English Learners’ success in learning a second language is influenced by a variety of factors beside the instructional method itself, including individual, family, and classroom characteristics; school and community contexts; the attributes of the assessment used to measure progress; and whether the language acquired is a national or foreign language (August & Shanahan, 2006; Genesee, Lindholm-Leary, Saundes, & Christian, 2006).

Nine Guiding Principles

Given these factors, there is a pressing need for fundamental principles that guide the support of ELs as they acquire content and develop language. Drawing upon extensive research in the field, we have developed and followed nine guiding principles for supporting English Learners at all grade levels and in all disciplines:

• Provide Specialized Instruction
• Cultivate Meaning
• Teach Structure and Form
• Develop Language in Context
• Scaffold to Support Access
• Foster Interaction
• Create Arming Cultural Spaces
• Engage Home to Enrich Instruction
• Promote Multilingualism

In the following pages, we’ll explore what each of these principles entails, and then walk through the English Learner support provided in Maravillas.
Provide Specialized Instruction

The provision of well-implemented, specialized instruction that is focused on the acquisition of English is more effective than simple exposure to English (Saunders & Goldenberg, 2010; Norris & Ortega, 2000). In an extensive review of research in second language acquisition, Dixon and colleagues (2012) examined the optimal conditions for learning, and found that specialized instructional models are more likely to lead to improved outcomes throughout the course of a student’s school career than programs that don’t provide additional support for ELs learning English as another language.

It is important to note that these specialized instructional models acknowledge the need of EL students to learn grade-level academic content at the same time as they are learning the language (Echevarria, Short, & Powers, 2006). That is, such models provide targeted instruction in English that does not come at the expense of academic learning. Examples of specific instruction strategies include (a) providing students with background knowledge, (b) using graphic organizers (e.g. Venn diagrams), (c) integrating pictures and demonstrations that link to skills and concepts, and (d) ensuring that students have adequate time to practice oral and written tasks (Goldenberg, 2013).

Cultivate Meaning

Languages carry meaning at multiple levels: a single word carries meaning, as does a phrase or sentence. Phrases and sentences that are strung together carry meaning, as well as provide context and meaning for individual words, phrases, and sentences that are uttered or written. As such, instruction should attend to meaning at all levels: lexical, grammatical, and discourse (Ellis, 2012). A recent practice guide released by the US Department of Education (Baker et al., 2014) additionally recommends “identifying content rich informational materials as a platform for intensive academic vocabulary instruction; choosing a small set of academic vocabulary for in-depth instruction; teaching academic vocabulary in depth using multiple modalities (writing, speaking, and listening; and teaching word-learning strategies to help students independently understand word meanings” (p. 6). These activities, separately and when combined with building meaning in discourse with larger amounts of text and spoken language, cultivate a deeper understanding of all levels of meaning within a language.

The cultivation of meaning must also include making meaning, by highlighting meaning within pragmatic, or practical, communication (Ellis, 2005). That is, learners should be given numerous opportunities to focus on meaning in situations in which it is needed to successfully communicate. Ellis suggests that this approach is what leads to the success of language immersion programs. Not only is pragmatic meaning key to language acquisition, it has also been found to be intrinsically motivating.

Teach Structure and Form

Acquiring another language also requires learners to focus on the structure and form of language, and how they inform meaning (Ellis, 2012). Most research indicates that learners must be explicitly taught the structural rules of a second language. Ellis (2005) and Rodriguez (2009) suggest that effective form-focusing instruction should include a mixture of strategies such as: (a) teaching grammar through input/output activities (e.g. viewing a model of a grammatical form, working through an example with an instructor, and placing additional examples into the correct form; (b) providing activities that encourage learners to notice form (e.g. “find examples of prepositions”); and (c) incorporating individualized, corrective feedback. The Bridge to English feature connects students’ knowledge and skills in Spanish with English and supports students in all four language domains. A focus on form as well as on meaning, educators ensure that learners acquire the grammatical competence needed for effective written and oral communication across all domains.

Develop Language in Context

Numerous studies have highlighted the importance of developing oral language in the context of content area instruction (cf. de Oliveira, 2016; Baker et al., 2014).
Research has validated this approach – studies indicate that high quality instruction for English proficient students that focuses on literacy components (e.g., phonics, fluency, comprehension) but not on the oral language was less effective for ELs than for English proficient students and rarely led to improvement in ELs’ comprehension (August & Shanahan, 2006). Specific findings from the practice guide referenced above (Baker, et al., p. 6) call for “teaching academic vocabulary, integrating oral and written English language instruction into content-area teaching, and providing regular structured opportunities to develop written language skills.”

Scaffold to Support Access
It is critical to provide ELs with comprehension support for academic content, as mastery of subject matter content is one of the most important criteria for success in school (August, Shanahan, & Escamilla, 2009; Ryoo, 2009; Silverman & Hines, 2009; Vaughn, et al., 2009). To achieve this, educators can implement scaffoldin strategies that connect language to visual or written information in ways that clarify language (e.g., pictures, videos, and graphic organizers). Other strategies include modeling, defining language in context (Crevecoeur, Coyne, & McCoach, 2014), asking guiding questions (August, Artzi & Barr, 2016), and capitalizing on home language culture, language, literacy, and content-area knowledge (Llosa, et al., 2016). Such supports are not only vitally important for ELs, but provide the added benefit of helping all learners access grade-level core content.

In support of these strategies, Banks (2008) notes that teachers “can modify their instruction so that it draws upon students’ linguistic and cultural strengths” (p. 35) through what he terms content integration. Powell and colleagues (2016) elaborate further by defining content integration as “the extent to which teachers use information and knowledge from a variety of cultural groups to teach concepts in their particular subjects” (p. 2). Content integration allows learning to take place in meaningful ways that are contextualized with students’ lives (Kuhlthau, Maniotes, & Caspari, 2015). This practice unlocks new opportunities to engage students in collaborative, equitable, and culturally congruent discourse, while simultaneously integrating both language and content objectives (Meyer & Crawford, 2015).

Foster Interaction
For both second language acquisition and content learning, it is important to provide ELs with abundant opportunities to interact (via speaking, listening, reading, and writing) using the second language with bilingual and English-proficient partners (Gersten, et al. 2007). Speaking is particularly important because it generates feedback, forces syntactic processing, and challenges students to engage at higher proficiency levels (Johnson & Swain, 1998; Saunders & Goldenberg, 2010). Further, it generates more input, and substantial differences in the rate of second language acquisition are related to the amount and quality of input students receive (Ellis, 2012). Research also indicates that while opportunities to engage in discussion with peers in the classroom are positive for both ELs and English-proficient students regarding reading comprehension, the magnitude is small and insignificant for English proficient students but large and significant for English learners (O’Day, 2009; Gallagher, 2015).

Create Affirming Cultural Spaces
To create social and cultural spaces that affirm students’ social and cultural identities, teachers must implement linguistically and culturally responsive teaching practices. Responsive practices reflect students’ cultures and experiences, including their values, customs, backgrounds, and home languages (Banks, 2008; Gay 2010; Ladson-Billings, 2009; Taylor & Sobel, 2011). Culturally responsive teaching strives to validate a student’s cultural knowledge and prior experiences, while connecting those experiences to academic knowledge and skillsets (Gay, 2010). Ladson-Billings (1994, 2009) further elaborates, stating that “teachers must recognize students’ cultures and home languages as essential elements of learning” and that teaching must include cultural references in all aspects of learning. The rich variety of authentic and engaging reading selections from around the Spanish-speaking world help students see themselves in the instruction and validate their own experiences.
ELs’ home language and cultural experiences must be recognized, utilized, validated, and celebrated as essential elements of learning in more than superficial ways (Gay, 2010; Ladson-Billings, 1994). Teachers should nurture these experiences and connect them to new knowledge (Powell, 2016). In fact, there is evidence that the use of a home language to develop the academic skills of ELs is the best way of helping them avoid cognitive deficits and achievement lags in school performance (August & Hakuta, 1997; August & Shanahan, 2006). If the purpose of literacy, for example, is meaning, and meaning is tied to what readers know, then it follows that a relevant curriculum for ELs will build on information from home, community, and school (Cummins, 2000; August & Hakuta, 1997; Goldenberg, 2013). Learning is most effective, then, when it naturally extends from the world knowledge that students bring with them from their home environment to school. Therefore, when instruction helps ELs “take meaning” from their own reservoir of sociolinguistic experiences, it not only establishes continuity between home and school, but also validates the linguistic and cultural identity of these students (Pardo & Tinajero, 2000).

Engage Home to Enrich Instruction

Research has demonstrated that one of the keys to successful EL teaching and learning is the creation of personal connections with students’ lives and prior experiences inside and outside of school (Ada, 1993; McLaren, 2015; Moll & Gonzalez, 2004). The most effective schools and educational programs recognize the vital roles of family and community. These institutions develop effective, creative approaches to bridging any cultural and language differences by integrating family and community into the education (Tinajero & Munter, 2004).

Such initiatives reflect advances in the educationa community’s understanding that all families are important - and that the family plays a critical part in intellectual and social development. To enrich EL instruction, it is important to view families as assets to the school program and welcome them as partners in the education process. Families have talents and experiences that can inform classroom instruction. Indeed, linking school programs and curricula with the lived experiences of students’ families renews the classroom (NCCRES, Fall 2015). Knowledge acquired from families can enhance student achievement in all subject areas and contribute to the overall educational environment (Hill & Tyson, 2009).

Similarly, students whose parents read to them at home develop superior literacy skills and demonstrate higher academic achievement (National Education Goals Panel, 1997; Saracho, 1997; Snow, Burns, & Griffl1998; Sonnenschein, Brody, & Munsterman, 1996). The frequency and quality of these interactions are also critical to the positive effect on student’s emergent literacy (Bus, 2002). To promote these interactions at home, teachers can provide specific strategies and activities. For example, one activity may involve students and parents writing books together with themselves and their families as the main protagonists (Ada, 1993). The knowledge and experiences that students gain in the home in their native languages promotes the development of intellectual capacity and literacy skills in both the native language and English (Cummins, 2007); thus, time spent at home developing knowledge and skills in the home language works to the advantage of both first- and second-language literacy and content area achievement. Moreover, the skills needed to think, speak, read, and write in another language are also needed to think, speak, read, and write in English (Cummins, 2000). A high level of proficiency in a home language leads to accelerated cognitive growth and hence to positive academic outcomes in English (August & Shanahan, 2006). All told, what ELs learn at home helps them to appreciate their linguistic heritage, develop positive literacy and content area experiences, and achieve competence in both academic home language and English. The family environment and home language, in important and sometimes intangible ways, are keys to unlocking pathways to enhanced student achievement.

Promote Multilingualism

Bilingualism or multilingualism is an asset, an intellectual accomplishment, and a national treasure! Schools can
capitalize on a student’s native language to create opportunities for all students, ELs and non-ELs, to acquire two or more languages. **ELs come to school with a wealth of knowledge about their native languages that can be used to enrich two-way dual language programs.** The goal of these programs is to “help students from two or more language background develop high levels of language proficiency an literacy in both program languages, attain high levels of academic achievement, and develop an appreciation and understanding of multiple cultures” (Boyle, August, Tabaku, Cole, & Simpson-Baird, 2015). Valentino & Reardon (2015); Lindholm-Leary (2001, 2004); and Lindholm-Leary & Block (2010) hold that, compared to other program models, two-way dual language programs provide opportunities for English learners to reach high levels of academic achievement in both English and a partner language (most often Spanish but also Chinese, Vietnamese, and other partner languages) while providing students with access to 21st Century Skills—bilingualism, biliteracy, and global awareness. Data from the Center for Applied Linguistics (CAL) show that two-way dual language programs have grown dramatically since the late 1980’s. Only 25 such programs existed in 1989 compared to 425 in 2011 (CAL, 2016). This number continues to grow. Two-way programs are considered additive models of bilingual education because students retain their home languages while acquiring proficiency in English (Collie & Thomas, 2009; Boyle, et al, 2015) and benefit all students.

**Summary**

As the educational landscape in our schools continues to develop and transform because of new standards, new technologies, new pedagogies, and an increasingly dynamic and diverse student body, the need to provide appropriate and intentional instructional supports for English learners must remain an urgent and important focus for all of us involved in education. A broad-based teaching and learning approach, based in rigorous foundational and ongoing research principles, is a critical part of the equation. Such an approach, coupled with a celebration of the rich cultural and language backgrounds of every learner, will pave the way to the creation of school experiences that allow all learners to flourish. We incorporate these principles in all our learning solutions to unlock the full potential of each learner.

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**REFERENCES**


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**Guiding Principles for Supporting English Learners**

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Improving education for English learners:


HOW MARAVILLAS SUPPORTS SPANISH & ENGLISH LANGUAGE LEARNERS

Scaffolded supports for Spanish language Learners are integral to the instruction in Maravillas. Every text is accompanied by scaffolded instruction that is appropriate to student language proficiency level, along with an emphasis on academic language development that introduce strategies and comprehension support for your students.

Spanish Language Learners at all levels are supported in both content and language acquisition. Supports include translations of key and academic words, cognates, pronunciation, grammar, along with lessons focused on bridging from Spanish to English are designed to build oracy and language acquisition. Supports include translations of key and academic words, cognates, pronunciation, grammar.

Grade 1 Teacher’s Edition, U2, W2, pp. T102-T103

Spanish Language Learners at all levels are supported in both content and language acquisition. Supports include translations of key and academic words, cognates, pronunciation, grammar, along with lessons focused on bridging from Spanish to English are designed to build oracy and literacy skills and give students opportunities to communicate with teachers, peers, and their community.

Grade 1 Teacher’s Edition, U2, W2, p. T101

Grade 4, Teacher’s Edition, p. T23
Maravillas includes an Apoyo feature that provides additional support to students as they learn Spanish, including sentence frames, using verbal and non-verbal cues, summarizing and retelling, and citing text evidence. There are additional small-group and pair activities so students from varying proficiency levels can support each other as they learn. The Apoyo feature for Spanish Language Learners provides instruction so students at all proficiency levels can participate in the same skill and strategy activities as the rest of the class. The Maravillas Teacher’s Edition provides teachers a flexible approach to delivering instruction for building background, preteaching vocabulary, and setting purpose.
The Bridge to English lessons in Maravillas are grounded in the Big Idea for grades K and 1, and in the Essential Question for grades 2-5, and include specific language objectives. Pronunciation, grammar, and usage are modeled in English and taught with an additional short reading to not only help students who are learning Spanish, but also to support and maintain students who are Heritage Speakers.
At grades K and 1, we are proud to partner with Sesame Workshop to provide an integrated approach to social emotional learning (SEL) skills within the Maravillas curriculum. Positive social emotional learning gives young learners the critical foundation to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that children’s ability to regulate their own emotions and behaviors affects their ability to build and maintain relationships with others, which in turn has a direct impact on their academic success. In Maravillas, key SEL foundations are sequenced through three interrelated strands:

- **Approaches to learning**: The skills and behaviors that children use to engage in learning.
- **Social emotional development**: The experiences, expressions, and management of emotions, as well as the ability to establish positive and rewarding relationships with others.
- **Executive function and self-regulation skills**: Cognitive processes that enable us to plan, focus attention, remember instructions, and attend to tasks successfully. Self-regulation and executive function skills help children learn how to learn!

In grades 2-5, Maravillas builds on the foundations from grades K and 1 to support students in mastering social emotional competencies, while they learn how to interact with each other and the world around them. As students grow through the grades, their lessons are carefully shaped to bolster literacy skills, support learning and social emotional development, and connect their community and classroom for engaged and motivated learning. Students will develop and/or understand:

- Social Problem-Solving
- Self-Confidence
- Maintained Focus
- Sustained Attention
- Working Memory
- Task Persistence
- Planning and Problem-Solving
- Flexible Thinking
- Self-Control
- Rules and Routines
- Curiosity
- Creativity
- Initiative
- Logical Reasoning
- Care and Empathy
- Managing Emotions
- Identity and Belonging
- Executive Function
- Emotional Self-Regulation
- Behavioral Self-Regulation
- Relationships and Pro-Social Behavior with Adults
- Relationships and Pro-Social Behavior with Other Children

In this section, we will demonstrate how the social emotional principles that informed the development of Maravillas and show how SEL is built into the resources and curriculum as an integral part of children’s learning.

Reference: [https://casel.org/](https://casel.org/)
Building Social Emotional Learning into the School Day

Five Guiding Principles

Introduction
From the day we are born, our brains are primed and ready to learn. We enter the world equipped to gather, interpret, synthesize, apply, and modify the enormous amount of information that is available to us through our senses. Together, these processes allow us to learn a remarkable variety of skills and content – everything from complex mathematics to driving a car to reading Shakespeare.

Interestingly, our brains are equally equipped to learn skills and content related to social behaviors and emotions, or what is now termed social emotional learning (SEL). Moreover, research studies have demonstrated that all forms of learning, whether academic, social, or emotional, are inextricably linked (Zins, 2004). Stated another way: how we feel influences how we think, and conversely, how we think influences how we feel.

Further, researchers have found that instruction in SEL is as critical to development and school success as academic instruction. For example, in a pivotal study of SEL programs across K–12 settings, Taylor and colleagues (2017) found that students who received social emotional instruction and support programs gained 13 percentile points in academic performance, social skills, behavioral skills, and attitudes over students who did not receive these programs.

This study, along with others, provides a compelling argument for the integration of social emotional learning into K–12 instruction. However, for students to reap the full benefits of SEL, it is important to ensure that SEL instruction takes place every day, in every school setting. With all that must be accomplished in a school day, how can teachers, administrators, and school staff also make time for social and emotional skills?

We have created this guide to help answer this question, drawing upon the extensive research that has informed the development of the SEL field. This guide is intended to support all stakeholders in the important work of building SEL into the academic day, at every grade level and in every setting.

Within this guide, readers will find five general principles for SEL integration, along with corresponding strategies for applying each principle. Each section also includes an example of a typical situation in which these strategies may be applied. Because every student and every school is different, we invite readers to incorporate their own strategies into this framework.

Core Competencies
After decades of studying how children behave and interact both within and outside of school, experts have identified several specific sets of social emotion skills, or SEL competencies, that are key to building positive relationships, managing emotions, and making decisions.
The principles presented in this guide are designed to help teachers, school specialists, and administrators promote students’ development of these SEL competencies throughout the school day. Each principle supports one or more of the SEL core competencies listed below, as defined by researchers and the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017):

**Five Core SEL Competencies**

1. **Self-awareness:** The capacity to reflect on one’s own feelings, values, and behaviors.
2. **Social awareness:** The ability to view situations from another perspective, respect the social and cultural norms of others, and celebrate diversity.
3. **Relationship skills:** The ability to initiate and sustain positive connections with peers, teachers, families, and other groups.
4. **Self-management:** The set of skills that includes self-motivation, goal-setting, personal organization, self-discipline, impulse control, and use of strategies for coping with stress.
5. **Responsible decision-making:** The ability to make choices that consider the well-being of oneself and others.

Helping students master the five SEL core competencies during a busy school day is not always easy or straightforward. The following guiding principles can be used to guide SEL planning and instruction at the classroom, school, and district levels.

- **Create:** Consciously create a nurturing, caring, and safe environment for students.
- **Integrate:** Whenever possible, incorporate SEL skill-building into academic instruction.
- **Communicate:** Communicate early and often about SEL with all stakeholders.
- **Instruct:** Provide explicit guidance and instruction in SEL skills.
- **Empower:** Empower students to take charge of their own social emotional learning.

**Guiding Principle: CREATE**

**Consciously create a nurturing, caring, and safe environment for students.**

The creation of a safe, positive environment is at the foundation of all SEL efforts, both within and outside a classroom’s walls. Though every school and every classroom will implement this principle differently, many choose to implement one or more of the same strategies, such as:

- **CREATE strategies:**
  1. Greet each student by name, every day.
  2. Collaboratively develop classroom rules and expectations with students.
  3. Encourage students to hold each other accountable for meeting behavioral and social interactions.
  4. Provide multiple ways for students to report, discuss, and work through conflicts.
  5. Reward positive behaviors such as demonstrating respect.
  6. Establish a school-wide anti-bullying policy, and monitor all school settings, including playgrounds, bathrooms, and cafeterias.

**Guiding Principle: INTEGRATE**

**Whenever possible, incorporate SEL skill-building into academic instruction.**

It can be challenging to fit everything into the school day. Instead of viewing SEL as one more requirement to fit into an already-busy school day, consider how you might integrate SEL and academic content into your existing instruction.

In fact, learning science supports this type of integration, because so many of the cognitive processes involved in learning academic content are tied to those involved in emotion, behavior, and decision-making. You may notice a natural alignment between SEL skills such as working toward goals, attentional control, or perseverance, and the academic work that your students encounter each day. Approaches to SEL integration vary depending on
instructional needs and available resources, but should include content and problem-solving opportunities that are relevant to students’ lives.

**INTEGRATE Strategies:**
1. Choose a text with an SEL-related topic for use in a literacy lesson.
2. Offer a problem-based project based on student topics of interest.
3. Design a full classroom unit based on a real-life theme (e.g., helping a local organization increase environmental sustainability)
4. Point out how academic skills, such as persuasive writing, can also promote positive and constructive social interactions.
5. Build creative writing and/or activities into the day that allow students to express emotions in a safe space.
6. Metacognition (thinking about one’s own thinking) is an important part of SEL. All content area instruction can be enhanced by offering opportunities for self-reflection on student own problem-solving, tool selection, organizational strategies, and other thought processes.

**Guiding Principle: COMMUNICATE**
*Communicate early and often about SEL with all stakeholders.*

Effective implementation of SEL instruction is no lone venture. To provide a rich social emotional learning environment, all stakeholders must exercise their own SEL competencies, beginning with strong communication and the establishment of a solid SEL vision.

How to begin? It can be helpful to first identify any all stakeholders who will be involved in SEL efforts. These may include:

- Students
- Families
- Teachers
- School staff
- Administrators
- Community members

These stakeholders are all part of the important work of social emotional learning, and strong communication will help ensure that students reap the full benefit of SEL programming. Studies in school, family, and community partnerships have helped establish a number of strategies for effective communication across various groups.

**COMMUNICATE Strategies**

*Communicating with Families*
1. Provide families with the same general SEL concepts you are presenting to students. For example, if you are encouraging students to follow a specific process for responding to another’s feelings, explain that same process to family members so that it can also be modeled at home.
2. Learn about your students’ families, ideally through face-to-face interaction. This will help ensure your SEL instruction is culturally responsive and builds on the strengths and knowledge of families.
3. Demonstrate and model the same empathy skills you are helping your students develop. Offer respect and understanding for the unique circumstances of each family.
4. Send home short notes to families when a student has successfully demonstrated an SEL skill (e.g., “When another student fell on the playground, Jess came right over to make sure she was okay!”).

*Communicating with School Staff (colleagues)*
1. Teacher preparation is key to successful SEL implementation. However, many school staff do not receive instruction in SEL as part of their pre-service training. Ongoing professional development training is a critical way to communicate internally about SEL.
2. Researchers recommend that schools form a core team of school staff and administrators to lead in the communication and integration of SEL into school-wide practice.
3. School staff may wish to hold regular observation and coaching sessions for each other, in order to practice, refine, and discuss SEL strategies.

Communicating with Community Partners:

1. Invite members of the community (e.g. business owners, librarians, fire fighters) to present to your class about how a specific SEL topic, such as teamwork, impacts their work in the community.
2. Together with students, write newsletters describing some of the SEL-related work that takes place in the classroom. Note: be careful to take precautions around student privacy (e.g. names, photographs).
3. Feature any SEL-related activities or events on the school website, and send links to key members of the community.

Guiding Principle: INSTRUCT

Provide explicit guidance and instruction in SEL skills.

Just as with academic content, social emotional learning is achieved through instruction and practice. Although many SEL skills may seem intuitive or easy for adults, these same skills may be new, confusing, and unfamiliar to students. By providing explicit guidance and instruction, educators can ensure that students have a clear understanding of SEL content and expectations.

Often, guidance in social interactions, behavior, and emotions is offered at a “crisis” point, only after a negative incident has taken place. Teachers and school staff can work together to build in teachable moments before such incidents, using the same sorts of strategies they use to teach academic skills and content.

INSTRUCT Strategies:

You can enhance children’s SEL learning by following a general process for introducing and developing each new SEL skill:

- **STEP 1** – Provide a rationale: To increase student motivation and attention, explain why the SEL skill will be important for everyone to learn. If possible, offer one or two real-world examples.
- **STEP 2** – Define the skill: Provide a concise, concrete definition of the skill. Use straightforward objective language and check to make sure students understand the definition.
- **STEP 3** – Model how to use the skill. Offer student examples of how the skill may be used in different contexts. If possible, ask students to help role-play use of that skill in these different contexts.
- **STEP 4** – Present opportunities to apply the skill. Class activities, such as games or short hands-on exercises, can be effective tools for allowing students to practice applying a new skill. Be sure to point out when that same skill can be used in other settings as well, such as during a math lesson or during recess. The more opportunities students have to practice, the better! As in any other learning process, feedback from both teachers and peers is an important part of the application stage.
- **STEP 5** – Revisit the skill throughout the year. Research has shown that short-duration, single-topic SEL programs are less effective than more comprehensive programs that allow students to review and practice skills over time (or even from grade to grade). Every week or two, review earlier skills and point out ways that those skills may connect to what you are currently working on together.

A number of additional strategies may also be used to in order to provide explicit guidance and instruction in SEL:

1. For SEL skills that require students to follow a recommended process (e.g. resolving a disagreement with a peer), you may wish to place visual reminders of the process throughout the classroom. Posters and small reminder stickers for desks are often used for this purpose.
2. The differentiated learning practices used in academic instruction should be extended to any SEL content that is taught. Based on the individual and group needs of students, be sure to include multiple methods and modalities for each SEL skill (e.g. include writing activities, dramatic play, media, and discussion).
3. Short, personalized illustrative texts, such as the Social Stories first introduced by Carol Gray in the 1990s (Gray & Garand, 1993), are effective tools for explicitly illustrating a focused SEL concept. These stories are typically written by teachers and are tailored for specific students or groups of students to illustrate SEL content via a customized, safe, and positive format.

4. Explicitly teach protocols and procedures for handling challenging social situations. Recognize that time spent on topics such as conflict resolution counts as “a teachable moment” just as time spent on academic content.

5. Set specific individual and class goals for specified time periods. For example, for students who are learning how to offer constructive feedback to peers encourage students to provide at least three positive comments and three helpful comments during each work session.

6. Invite family and community members to contribute tips and tricks that they use to effectively manage emotions and social interactions.

7. Whenever an example of a social emotional skill presents itself, whether in real-time in the classroom or as part of classwork (e.g. watching a video clip), take a moment to describe and discuss that skill with students.

Guiding Principle: EMPOWER

Empower students to take charge of their own social emotional learning.

To reap the full benefits of social emotional instruction it is essential that students of all ages are offered continuous opportunities to apply what they have learned, both in and out of the classroom.

Teachers, administrators, and other school staff can foster this by creating a culture of student empowerment. This does not mean that adults should give up full control of what happens in school. Rather, adults can spend some of the school day as facilitators, while helping students build positive, safe environments and providing guidance and support as needed.

EMPOWER Strategies

1. Examine your own beliefs as an educator. If you believe that students are talented, engaged, and intelligent individuals who are capable of incredible growth, it becomes more likely your students will believe this themselves – setting the stage for positive social emotional development.

2. Provide data and feedback that students can use to modify and extend their own application of SEL strategies learned in the classroom.

3. Include student-led activities throughout the school day, in which adults serve as facilitators but students direct the interactions.

4. Involve students in discussing and solving real-world problems. This not only helps connect skills to content, but provides rich and complex situations for practicing discrete skills independently.

5. Hold regular class meetings to allow students extra practice with skills such as self-management in a group, turn-taking, and communicating with others.

6. Offer choices throughout the school day in order to encourage a sense of autonomy and promote decision-making skills. Demonstrate aloud the thought process behind making a careful and thoughtful choice.

7. Provide opportunities to safely fail, and learn from that failure.

8. Offer students scheduled time to interact with students from other classes or grades. Encourage students to alternate playing the role of teacher, coach, and student.

9. Ask students about what they need. Establish multiple venues for expressing thoughts, feelings, and needs (e.g. a class mailbox, lunch with a teacher, and voice recorders for students who may prefer talking over writing).

Joining Hearts and Minds through SEL

Education is a remarkable, intricate, and constantly changing paradigm. No two students, or teachers, or classrooms are the same. However, at the core of every educational endeavor is one unchangeable fact: we are, all of us, human. As such, we must all recognize that our
astonishing capacity to learn extends not only to the rich academic content encountered in schools, but also to our emotions and relationships with others.

The principles and strategies offered here are designed to offer a framework for addressing this fundamental human element, and help all educational partners support both the hearts and the minds of all students. By pairing positive social emotional learning with high quality academic instruction, students will not only capitalize on their powerful, innate learning abilities, but will build skills that will have a positive impact on lives throughout their school years and beyond.

REFERENCES


HOW MARAVILLAS SUPPORTS
SOCIAL EMOTIONAL LEARNING

*Maravillas* melds literacy with social emotional learning in every part of the program to help you teach the *whole* child. Social emotional learning continues through every grade, building on strengths to take students further; the full K-5 sequence of skills is designed to foster K-12 success.

Throughout *Maravillas*, key social emotional skills help strengthen the warm and welcoming classroom culture you create every day. Together with habits of learning specifically designed to create curious, critical thinkers, the resources in *Maravillas* are designed to help you build mastery of reading, writing, speaking, listening, and thinking – across content areas.

*Maravillas* is organized around three related focus areas to help students learn how to learn. They are social emotional learning, habits of learning, and classroom culture.
In grades K-1, we are proud to partner with Sesame Workshop to provide an integrated approach to SEL skills within the *Maravillas* curriculum.

To see the full continuum of social emotional development in *Maravillas*, refer to the back matter pages of your Teacher’s Edition (SED-SED1).

In grades 2-5, the unit concept, the Essential Question, and literature of each genre study in the unit promote focus on key social emotional learning skills, such as self-confidence, logic and reasoning, and pro-social behavior.

To see the full continuum of social emotional development in *Maravillas*, refer to the back matter pages of your Teacher’s Edition (SED-SED1).
The six habits of learning, reinforced throughout the year and across the grades, teach children how to learn, and master the skills that will prepare them for the TEKS. Each unit focuses on one habit that will set students up for success; the habits appear in feature boxes in the Teacher’s Edition. In grades 2–5, these habits appear alongside related learning opportunities in your text sets.
Lastly, the Classroom Culture features in the Teacher’s Edition help to foster the development of your community of learners. These boxes highlight opportunities such as collaboration, restating your community focus, and developing a love of reading.
EFFECTIVE WRITING INSTRUCTION

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School Improvement Specialist, Belmont, NC
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Introduction
To become successful readers, students must read for long stretches of time (Guthrie & Wigfield, 2000). Similarly, writing success is directly correlated to the amount of time spent writing and rewriting (Calkins, Hartman, & White, 2005). In a balanced literacy classroom, students have the opportunity to read and write every day. In a balanced literacy model of writing instruction, the goal is to develop students into lifelong writers who are effective at multiple types of composition.

Balanced literacy teachers must prepare students to meet the rigorous criteria required by the new standards for particular types of writing. Understanding what that looks like in the real-world classroom is a daily challenge.

To help clarify how to approach this challenge, this paper will address two major types of writing that students will be asked to produce in a balanced literacy classroom: writing in response to text and writing within a genre. Maravillas provides daily opportunities for both types of writing.

Writing in Response to Texts
When writing in response to text, students respond to a text or texts they have read closely and use text evidence to support their written responses. Reading and writing are closely tied together, and writing instruction is explicitly addressed in the current standards.

At the heart of the instructional shifts for literacy instruction is the requirement that written and oral responses be grounded in text evidence. This requires students to read the text closely to comprehend it on a deeper level and to identify textual evidence to support their ideas and conclusions about the text.

When drawing evidence from literary and informational texts, students are required to demonstrate their comprehension skills in relation to the standards. When students are discussing something they have read or written, they must demonstrate their speaking and listening skills.

In Maravillas, support for writing and writing process is included within reading lessons. Students read “with pencil in hand”, using texts as a source for their writing. Throughout a lesson, they take notes to monitor comprehension, summarize using important details, and respond using text evidence.

Genre Writing
The second type of writing is genre writing. Writing within a genre involves identifying a clear purpose and audience and using a style of writing that will...
successfully communicate key ideas. Students need to be immersed in a genre of writing to understand the structure and craft of each genre. Maravillas provides focused instruction on:

1. Opinion/argumentative writing
2. Informational/expository writing
3. Narrative writing

Writing effectively and thoughtfully on substantive topics in the genres of opinion/argument, informative/expository, and narrative are linked directly to college and career readiness (Patterson, 2013).

The Writing Process

During genre writing, students are taught to write using a five-step writing process. Researchers’ first attempt to understand what is now called the writing process began in the early 1970s. In 1972, Donald Murray published a brief manifesto titled “Teach Writing as a Process Not Product,” an approach that was soon embraced by many writing teachers. Ten years later, in 1982, Maxine Hairston argued that the teaching of writing had undergone a paradigm shift in moving from a focus on written products to writing processes. The five steps in the writing process are

1. Prewrite
2. Draft
3. Revise
4. Edit
5. Publish

You will see a focus on the writing process throughout Maravillas.

Teaching students to follow the writing process works most effectively with a gradual release progression that begins with teacher-directed instruction and progresses to independent student practice and application. In a balanced literacy classroom, the progressive stages include the following:

1. Modeled writing
2. Shared writing
3. Guided writing
4. Independent writing

As each step of the writing process is taught, teachers can use the gradual release model to help scaffold the writing steps for students. For example, the Prewrite step may include the teacher sharing several expert writing models of the chosen writing genre. This can be followed by the teacher doing a think-aloud to model for students how to brainstorm a writing topic. The teacher can then scribe for students on a chart during shared writing to create a sample writing outline. Prewriting could continue during small-group guided writing as students create their own outlines and gather text evidence to support their ideas. The Prewrite step might end during independent writing time with one-on-one teacher-student conferencing about each student’s writing plan.

Of course, each writing lesson and each group of students may require different levels of instruction. Teachers may or may not go through all four lesson stages in every step of the writing process.

Watch the Videos

See Kathy Bumgardner conduct a small-group lesson in her video “Guided and Independent Writing.”

Search the title, or navigate to Resources > Professional Development > Classroom Videos > Balanced Literacy to view this video and related content.

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Description of the Writing Process

Prewrite

- Prewriting is the planning step where teachers prepare and guide students to brainstorm and choose their topics, set goals and a purpose for writing, gather information, and outline ideas.
- When learning to write within a genre, students need exposure to writing examples of the genre. Exposure to expert and student writing models can begin in the Prewrite step and continue through the subsequent writing steps.
- The teacher must guide the students to consider audience and purpose for writing at this stage, based on the genre of writing to be produced.
- Graphic organizers or diagrams are often used at this stage to help students map out their thoughts.
• If students are writing in the informational or opinion genres, this step will include close reading and gathering of text evidence, which should be taught explicitly in the modeled and shared writing stages.

Draft
• Providing modeled and shared writing lessons and referencing expert writing models is critical in the Draft step. Students can then write independently to create their own first draft.
• Students create their initial composition by writing down their ideas in an organized way to convey a particular idea, tell a story, give information, explain a concept or procedure, or present an opinion or argument.
• Teachers will also provide small-group guided writing time for students as appropriate during this step, as well as in the revising and editing steps, to ensure students are moving along proficiently and with understanding.
• The identified audience and purpose for writing need to be carried through in the draft.

Revise
• The goal of the Revise step is to improve the content of the draft. Students should be guided to rearrange, add, and delete content as well as refine word choices and adjust the tone and style as appropriate for the intended purpose and audience.
• As in the Draft step, it is important to provide modeled and shared writing lessons on how to revise their content.
• Students tend to be more successful during this step if they are given a clear purpose and focus for their revisions. For example, during narrative writing the teacher may refer back to a mini lesson about dialogue and then have students check the dialogue in their writing to ensure it includes proper punctuation and effectively builds character.
• It is helpful for students to reread their writing and then modify and reorganize their work based on what they hear.
• Small-group guided writing can be most helpful at this step. Through the Revise and Edit steps, students in a balanced literacy classroom can meet in small groups to share their drafts and get feedback (Tompkins, 2013).
• Teacher and peer conferencing is helpful during this step. The teacher will need to provide guided practice for students on how to do peer revisions.
• During the Draft and Revise steps, teachers can use the students’ writing as a formative assessment tool to determine where students may need further instruction and scaffolding. The teacher can use this information to create small guided-writing groups and determine the focus of individual writing conferences with students.

Edit
• In the Edit step, writers proofread and correct errors in grammar and mechanics and edit with their eyes to improve style and clarity. They learn to look for and understand the ways in which capitalization, punctuation, and standard usage affect their writing.
• Teacher and peer conferencing is recommended during this step.
• Small-group guided writing that focuses on specific writing conventions can be very helpful to support students at their specific level of need.

Publish
• In the Publish step, the final writing is shared with the intended audience.
• Writers receive feedback from peers or the teacher to complete the Publish step to satisfaction.
• Sharing is accomplished through printing and distributing hard copies, blogs, email, web pages, wikis, or other publishing forums.

Implementing the Writing Process
Maravillas includes writing lessons for each genre study (Grades 2-5) or week of instruction (Grades K-1). Lessons include the specific steps in the writing process and include meaningful links to make the reading-writing connection.

The actual writing that takes place in the classroom may vary from day to day and week to week. Writing processes for some genres may take one week, whereas others may take more or less time. No matter...
what the specific writing task, the most important criteria is that students write every day.

Not every piece of writing is brought through the complete writing process, but students should be offered multiple opportunities to prewrite, draft, revise, edit, and share writing with others as they develop into proficient readers and writers.

As teachers work with students to implement the writing process, a balance of whole- and small-group instruction — combined with ample independent writing time — is key to supporting students in becoming effective and strategic writers.

REFERENCES
WRITING FROM SOURCES

By Dr. Douglas Fisher

San Diego State University
President, International Literacy Association (ILA)
Author of Language Arts Workshop: Purposeful Reading and Writing Instruction, Reading for Information in Elementary School; coauthor of Close Reading and Writing from Sources, Rigorous Reading: 5 Access Points for Comprehending Complex Text, and Text-Dependent Questions, Grades K-5 with N. Frey, Wonders Author

Introduction
Teaching students to write well requires new approaches to instruction. Gone are the days in which teachers can simply assign students a writing prompt and then provide them with feedback based on their responses. Now we have to teach writing, not just assign it. Many educators have always known this, but the new generation of standards demand it. It seems that writing and writing instruction are receiving renewed attention because, as writing professor Leaf Fearn wrote in a personal communication, “Every writer can read, but not every reader can write.”

Graham and Harris (2014, p. 19) note that teaching writing includes four basic writing skills:

1. Learning to write for multiple purposes
2. Producing and publishing well-organized text that is appropriate to the task and purpose by planning, revising, editing, and collaborating with others
3. Using writing to recall, organize, analyze, interpret, and build knowledge about a topic or materials read
4. Applying both extended and shorter writing to facilitate learning of content material

Each of these skills requires instruction and practice. As Shanahan notes (2014, p. 5) “In many ways, the new writing standards aren’t that different from the old ones,” and continues, “That is not to say there are no changes. Perhaps the biggest change in writing goals is that they have been more closely linked to reading.”

There are different ways in which writing is linked to reading. The most direct is when students write about a selection or the topic of a selection. In primary grades, the emphasis on writing about reading is implied, rather than directly required.

In the upper grades, the expectation that students write from the sources they’ve read is clear. Throughout the grades, students should write their own narrative selections using the texts they read as a model while applying specific genre feature from those texts. In these cases, the texts students read serve to mentor them as writers.

To be successful in school and beyond, students must learn to write using the information they have gleaned from text they have read.

To be successful in school and beyond, students must learn to write using the information they have gleaned from text they have read. This requires that students learn to find information, understand that information, and be able to use that information to support the topic of their writing. In other words, writing is more complex than simply teaching students to locate details in the text.
They have to learn to strategically use the information they have found.

**Instruction That Builds Students’ Ability to Locate and Use Evidence**

Fisher and Frey (2014) proposed a model for helping students learn to locate and use evidence in their writing. Each of the phases in this model build sequentially, yet are recursive in that earlier components may need to be repeated with new texts. For example, students discussing the evidence from a text may want to go back and read the text more closely. Similarly, when students begin to write from the sources, they may want to revisit their discussions and annotations. For ease in explanation, these steps are presented in a linear fashion, but in practice they can be applied cyclically.

**Watch the Videos**

See Dr. Douglas Fisher discuss the practice of “Writing from Sources.”

Search the title, or navigate to Resources > Professional Development > Classroom Videos > Balanced Literacy to view this video and related content.

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**Frame the investigation**

The process starts with framing the investigation. That may mean that students are exploring a theme or topic and will produce an explanatory piece of text. For example, third graders may be learning about life cycles. Their reading and writing allows them to learn more about this topic. As evidence of their learning, they write explanatory text in response to a writing prompt, but not before engaging in a number of other learning activities.

Alternatively, framing the investigation may mean that students are exploring an essential question and will be producing original text in which they support their opinion with evidence. For example, a grade 5 class examining the question, “Does equality mean being treated the same?” would read widely on this topic from texts that present divergent views. Students would then choose what view they agreed with and provide evidence for their opinion. Regardless of the source of text, writing begins with the understanding that there is something to learn from the text, which is called the investigation.

**Read complex texts closely**

Some texts deserve to be read more deeply and carefully (and some do not). Reading closely is a habit that develops over time. Teachers can engage students in close reading lessons that facilitate this habit. Close reading begins with text selection. The text should be appropriately complex. Text complexity is more than the quantitative values. An appropriately complex text also involves the analysis of the qualitative measures within the text, such as density and complexity, levels of meaning, structure and organization, language conventions and clarity, and knowledge demands. Text used for close reading student lessons should also be short. How short has been debated, but the text should be short enough for students to read and reread. That does not mean only stand-alone texts are used, but rather that strategic selections of longer text have been identified.

Close reading also involves rereading. Initial discussions of the text should focus students on the literal level to ensure that they understand the meaning of the text. As students demonstrate this level of understanding, text-dependent questions should be focused on the structure of the text, or how the text works. Over time, the conversation moves to more inferential understanding, with students exploring the meaning of the text.

Complex texts are not easily understood in terms of meaning. Instruction should systematically move students from the literal level, to the structural level, to the inferential level to help them learn from the text, rather than expecting to be told what the text means (Fisher, Frey, Anderson, & Thayre, 2015).
Given that students are expected to use the text later in their discussion and writing, it's helpful for them to annotate the text as they read (Fisher & Frey, 2012). There are any number of annotation systems that can be used to guide students’ habit building.

At the elementary level, three foundational annotation skills seem to be most effective

- **Underline central ideas.** This requires students to identify key information in the text.
- **Circle words or phrases that are confusing or unclear.** This requires that students monitor their understanding of text and allows teachers to notice areas of confusion.
- **Create margin notes.** This requires that students summarize and synthesize their understanding in phrases rather than sentences as they read.

**Discuss texts using evidence**

Close reading involves student-to-student discussions about the text. Often, their first use of evidence from the text will occur during these collaborative conversations. As others (e.g., Tierney & Shanahan, 1991) have noted, there is a strong relationship between reading and writing. That relationship can be strengthened when students have the opportunity to discuss their ideas from the text before being asked to write about the text. In fact, the speaking and listening standards provide the often-missing link between reading and writing. Students will more easily learn to write from sources when they have opportunities to discuss their ideas.

Teaching students to discuss complex text requires attention and time. Students need to learn the art of argumentation. In this type of conversation, students learn to make a claim, support their claim with evidence, agree and disagree, offer counterclaims, and reach consensus.

Teachers often use sentence frames to guide students’ conversations along this sequence. For example, as part of their discussion of a text about the lifecycle of the butterfly, a third-grade student said, “The butterfly lifecycle is mainly like the spider’s because they both start as eggs.” Another student commented, “I agree with you because they both have baby and adult stages.” Another said, “I disagree with you because the butterfly comes from a caterpillar and has to change. Spiders grow bigger, but they don’t really change.” The students in this class are exploring the information they have found and are trying to make sense of it before they write. Their discussions are clarifying in nature and include the elements of good opinion and argument writing. They will be able to take the information they have gathered and combine it with the thinking they have developed.

**Write from sources using knowledge gained**

Armed with information from excellent sources and an understanding of the task, students are ready to write from the sources they have read. However, this does require the development of a writing prompt. The more detail included in the prompt, the more likely students are to respond correctly. Teachers should provide their own composing processes using evidence from the texts they have read so that students can model the thinking processes used by the teacher to compose text.

**Watch the Videos**

See Dr. Douglas Fisher discuss the “Importance of Text Evidence.”

Search the title, or navigate to Resources > Professional Development > Classroom Videos > Balanced Literacy to view this video and related content.

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**A Good Draft**

This system should result in students producing reasonably good drafts. And drafts can improve, mainly with feedback from peers and teachers. Students need to write a draft in order to edit and rewrite. It also means that they need clear feedback and examples of what good writing looks like. It’s hard to produce something outstanding if you don’t know what constitutes good writing. In part, this is addressed as students closely read complex texts. As they do so, they learn about the conventions authors use in different disciplines.
Writing from sources requires that students first read and understand the source. Students should also develop systems for collecting evidence, discussing the evidence, and then using that evidence. As students develop these habits, they will develop a writerly life that allows them to share their thinking with others.

REFERENCES
HOW MARAVILLAS SUPPORTS WRITING

Reading and Writing: A Reciprocal Relationship

With all core lessons in one place, the Reading/Writing Companion is the key to student engagement in reading and writing. Your students develop close reading skills, while simultaneously practicing key writing skills and developing their voices as effective writers.

As with reading, daily writing practice amplifies success for students. Daily writing opportunities increase writing stamina and fluency and, when paired with reading instruction, deepen understanding of texts.

Grade 1 Reading/Writing Companion, Unit 2, p. 26
Grade 4 Teacher’s Edition, U3, Genre Study 1, p. T16
Essential Questions connect students’ learning, from reading to research to writing. Students respond to text, and learn to support their writing about text through the use of text evidence.
Every Student is a Writer

Students learn to identify as writers and readers in Maravillas. Starting in the early grades, students build the skills needed to construct ideas on paper (grades K-5) or digitally (grades 2-5), while learning the critical thinking skills needed to organize and convey their thoughts.

Writing Process

In grade K, students are introduced to genre writing over the course of a week in every other unit. In grade 1, students follow the full writing process in each unit, over the course of two weeks. In grades 2-5, you have the option to choose your pace for process writing—from two weeks to four weeks. High quality instruction is differentiated. You have options to scaffold the writing process—not just the writing product—to develop all students into confident and effective writers.
Thoughtful writing prompts in *Maravillas* help students build associations between the texts they've read and the pieces they are writing, reinforcing the reading and writing connection.

Educators who follow a writing workshop model will find resources for instruction and practice for extended writing tasks, divided into blocks that allow for differentiated instruction and time to confer with students.

Spanish Language Learners build confident voices and gain access to more fluent writing skills with targeted instruction and specialized scaffolds, such as sentence frames, for each level at every step of the writing process.
Effective writing instruction values the process as well as the product. Teachers in grades 2-5 may elect to guide students through any of the twelve extended writing tasks. Students are supported by explicit writing process instruction at every step—from planning to publication—and with every writing opportunity.

Revising and editing skills take time and practice to develop. Student models and expert models, paired with instruction on these key writing skills, offer a low-risk opportunity for students to improve upon another’s work before they tackle improving their own.
Students have opportunities to share and discuss their work with peers, before they edit, proofread, and publish their writing.
Writing checklists define expectations clearly for students and invite self-evaluation in a developmentally appropriate way that encourages them to revise and edit their work before they publish.

The Writer’s Notebook offers new blended learning options for writing instruction and independent practice. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish their pieces. Teachers and parents may log in to check for progress, and you can provide feedback digitally, making it possible for students to work through the entire writing process online.
THANK YOU

Thank you for taking the time to page through this User’s Guide. We hope you’ve enjoyed this tour through Maravillas as you prepare to select new resources for your classroom.

The team behind Maravillas is committed to supporting your voice and expertise as you prepare students for what lies ahead—in school, and in life.

We’re ready and willing to answer any questions you may have as part of this process, and to demonstrate or discuss any features that may capture your attention during review.

Again, thank you for your consideration—and for your commitment to serving the whole child, and every child, as you reshape teaching and learning.

Learn more about Maravillas! Visit us: mheonline.com/maravillas-samplebox

Cada estudiante es una historia de éxito
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