Biliteracy Snapshot

Purpose: This document provides a quick-reference snapshot of a Spanish instructional program. The Biliteracy Snapshot can be used along with the Colorado Department of Education (CDE) Instructional Program Review Tool to identify programs that are inclusive of culturally and linguistically diverse student groups.

This document is divided into two sections. Pages 1–2 provide a snapshot with abridged responses highlighting key points from vendor responses, while the unabridged original vendor responses begin on page 3. The information included in the snapshot was provided by the vendor; it is intended to support districts in reviewing and selecting Spanish instructional programs that promote bilingualism and biliteracy development for various program models. This document is informational only and does not constitute an endorsement by the CDE of any specific product, practice, service, publisher, or viewpoint.

Name of Program: Maravillas

Program focus: The program focuses on learning to read in Spanish. However, a separate program that teaches learning to read in English, specifically designed to complement and align with the Spanish reading program, is available for purchase. Both Spanish and English reading programs can be purchased from the same vendor.

- **The specific program name, publisher, publication year of the English reading program:** Wonders, McGraw Hill, 2023
- **Alignment document showing how the English program aligns and was specifically designed for integration with the Spanish program**: Wonders and Maravillas Dual Language Planners are grade-specific, side-by-side lesson planners to help teachers save time by prioritizing the indicated non-transferable lessons that should be taught in both English and Spanish. They are available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides

Instructional program goal or goals:

- **Bilingualism and Biliteracy:** The program promotes the development of strong language skills in both Spanish and English, aiming for students to become proficient in speaking, listening, reading, and writing in both languages.

Explain and provided evidence of how the instructional program supports each of the goals or the goal above: Maravillas supports the goal of bilingualism and biliteracy by providing explicit, systematic instruction in Spanish literacy while aligning with Wonders, its complementary English program, to develop language proficiency across both languages. Lessons in Maravillas are structured around foundational reading skills such as phonological awareness, phonics, vocabulary, fluency, and comprehension, but are taught in Spanish using approaches consistent with Spanish language structure and orthography. The program integrates cross-linguistic connections that enable students to transfer literacy skills between Spanish and English. Additionally, Maravillas provides differentiated instructional texts at three levels—Nivel Inicial (Approaching), A Nivel (On Level), and Nivel Avanzada (Beyond)—to meet diverse student needs based on their developmental progress in decoding, language, and comprehension. This structured

differentiation enables educators to provide targeted, evidence-based instruction and effectively scaffold reading development. In parallel, Wonders offers four tiers of instructional text support, allowing consistent cross-linguistic application. Together, the aligned systems foster biliteracy by offering linguistically and developmentally appropriate texts in Spanish and English, ensuring equitable access to comparable literacy experiences and promoting transfer of foundational and comprehension skills across languages. Parallel development in reading, writing, listening, and speaking fosters academic language development, cultural relevance, and literature-rich instruction, helping students build deep comprehension and expression in both languages. Evidence of Support: 1) Research-based instructional design rooted in effective literacy practices for Spanish-speaking learners. 2) Explicit scope and sequence aligned to Spanish literacy standards and bilingual education goals. 3) Built-in opportunities for comparing linguistic structures across Spanish and English when both programs are implemented. 4) Assessments and teacher supports that monitor growth in both languages and guide differentiated instruction.

Alignment and Integration Across Bilingual Models:

- Teachers use pacing guides, skill alignment charts, and language allocation plans to adapt instruction to model type and student proficiency.

Evidence-Based Biliteracy Trajectories:

- Coordinated units in Maravillas and Wonders share themes, texts, and skill targets, allowing students to compare narrative structures, analyze cognates, and apply shared comprehension strategies in both languages.

Bilingual Language Development Support:

- Teacher Editions and digital tools include scaffolded pathways aligned with language proficiency standards, as well as leveled questioning, sentence frames, visual cues, and vocabulary supports.
- Cross-linguistic transfer notes help educators connect instruction between Maravillas and Wonders, promoting integrated bilingual learning.

Curriculum Mapping Across Languages:

- Maravillas and Wonders are intentionally aligned to support coordinated pacing, thematic integration, and cross-language curriculum mapping across grades K–5.

Comprehensive Biliteracy Support:

- Maravillas and Wonders deliver explicit, systematic instruction in reading, writing, listening, and speaking through aligned lesson structures and shared literacy goals in Spanish and English.

Note: The unabridged original vendor responses are presented in full below.

1. **Alignment and Integration Across Bilingual Models: Describe how the program provides guidance and resources adaptable to various bilingual education models (e.g., dual language, transitional bilingual, 90/10, 50/50, heritage language, etc.). Provide evidence (e.g., teacher guides, scope and sequence) demonstrating how Spanish and English program components are intentionally aligned to support integration and cross-language transfer.**

   Vendor Response: Maravillas and Wonders provide flexible guidance for diverse bilingual education models—dual language, transitional, 90/10, 50/50, and heritage language programs—offering aligned scope, sequence, themes, and literacy goals that support intentional cross-language planning and transfer between Spanish and English. Teachers use pacing guides, skill alignment charts, and language allocation plans to adapt instruction to model type and student proficiency. In a 90/10 program, initial Maravillas units focus on Spanish literacy, gradually integrating Wonders for English development. In 50/50 or transitional models, coordinated texts and parallel lessons reinforce reading and writing across both languages. Heritage programs benefit from Maravillas' authentic Spanish literature and culturally relevant themes that promote identity and biliteracy. Together, these programs enable integrated, culturally responsive literacy instruction that builds bilingual, bicultural success. **Open-source references:**
   - **Wonders and Maravillas Dual Language Guide and Planners (K–5):** Side-by-side planners highlighting transferable and non-transferable skills. Available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides
   - **Wonders Language Transfers Handbook:** Transferable skills and cognate practice. http://mcgrawhill.info/LangTransferHandbook
   - **Maravillas Language Learning Flashcards:** Support cross-language vocabulary development. http://mcgrawhill.info/LangLearningFlashcards

2. **Evidence-Based Biliteracy Trajectories: Explain how the instructional design aligns with research-based biliteracy trajectories. Cite research and provide examples from the program showing how literacy skills are developed and connected across both languages.**

   Vendor Response: Maravillas follows research-based biliteracy trajectories by systematically building Spanish literacy and intentionally linking it to English through Wonders. Its design reflects Cummins' (1979) Common Underlying Proficiency model, demonstrating how linguistic knowledge transfers across languages, and Escamilla et al. (2014) on translanguaging, supporting flexible use of both languages to deepen literacy. Instruction explicitly develops phonological awareness, decoding, vocabulary, fluency, and comprehension in Spanish, which research (August & Shanahan, 2006) shows strengthens English literacy. Coordinated units in Maravillas and Wonders share themes, texts, and skill targets, allowing students to compare narrative structures, analyze cognates, and apply shared comprehension strategies in both languages. Teachers receive resources that guide cross-linguistic transfer and metalinguistic awareness. **Open-source resources:**
   - **Wonders and Maravillas Dual Language Guide and Planners (K–5):** Side-by-side planners highlighting transferable and non-transferable skills. Available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides
   - **Maravillas Instructional Routines Handbook (K–5):** Integrated phonological and spelling routines. http://mcgrawhill.info/MaravillasInstructionalRoutines
   - **Wonders Language Transfers Handbook:** Transferable skills and cognate practice. http://mcgrawhill.info/LangTransferHandbook
   - **Maravillas Language Learning Flashcards:** Support cross-language vocabulary development. http://mcgrawhill.info/LangLearningFlashcards

3. **Bilingual Language Development Support: Describe and provide evidence of how the program guides teachers in selecting and implementing language supports based on students' proficiency levels in Spanish, English or both languages. Include examples of differentiation for diverse learner profiles, such as dually identified students, newcomers, sequential bilinguals, and simultaneous bilinguals.**

   Vendor Response: Maravillas provides explicit guidance on differentiating language supports based on students' proficiency in Spanish and English. Teacher Editions and digital tools include scaffolded pathways aligned with language proficiency standards, as well as leveled questioning, sentence frames, visual cues, and vocabulary supports. Cross-linguistic transfer notes help educators connect instruction between Maravillas and Wonders, promoting integrated bilingual learning. Differentiation examples:

   - **Newcomers:** Visuals, pre-teaching key terms, and simplified texts.
   - **Sequential bilinguals:** Activities linking Spanish literacy foundations to English reading.
   - **Simultaneous bilinguals:** Parallel reading and writing across languages.
   - **Dually identified students:** Multimodal supports, adjusted pacing, and targeted intervention lessons.

   This flexible structure ensures that instruction meets the diverse needs of bilingual learners and promotes equitable growth in language and literacy. **Open-source resources:**

   - **Wonders and Maravillas Dual Language Guide and Planners (K–5):** Side-by-side planners highlighting transferable and non-transferable skills. Available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides
   - **Maravillas Instructional Routines Handbook (K–5):** Integrated phonological and spelling routines. http://mcgrawhill.info/MaravillasInstructionalRoutines
   - **Wonders Language Transfers Handbook:** Transferable skills and cognate practice. http://mcgrawhill.info/LangTransferHandbook
   - **Maravillas Language Learning Flashcards:** Support cross-language vocabulary development. http://mcgrawhill.info/LangLearningFlashcards

4. **Curriculum Mapping Across Languages: Provide evidence (e.g., pacing guides, language allocation plans, curriculum maps) showing how the instructional program intentionally designates which standards or units are taught in each language by grade level, and integrates thematic units to support simultaneous language and content development. Explain how cross-linguistic connections are intentionally built to support both content mastery and biliteracy development.**

   Vendor Response: Maravillas and Wonders are intentionally aligned to support coordinated pacing, thematic integration, and cross-language curriculum mapping across grades K–5. Resources guide educators in designating which standards, units, and skills are taught in each language while fostering simultaneous content and biliteracy development. **Open-source resources:**

   - **Maravillas Program Overview:** Outlines program alignment, bilingual flexibility, and strategies for cross-language transfer. http://mcgrawhill.info/MaravillasProgOverview
   - **Maravillas User Guide:** Explains program design and integration of research-based literacy practices. http://mcgrawhill.info/MaravillasUserGuide
   - **Maravillas K–5 Pacing Guide:** Suggests pacing and language allocation adaptable to diverse schedules. http://mcgrawhill.info/MaravillasPacingGuides

- **Maravillas Scope & Sequence:** Shows Spanish literacy progression linked to Wonders themes. http://mcgrawhill.info/MaravillasScopeandSequence
- **Wonders Scope & Sequence:** Details parallel English standards for balanced planning. http://mcgrawhill.info/WondersK-5Scope
- **Wonders and Maravillas Dual Language Guide and Planners (K–5):** Side-by-side planners highlighting transferable and non-transferable skills. Available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides

Together, these tools enable intentional curricular mapping that builds cross-linguistic connections, reinforcing both content mastery and biliteracy growth.

5. **Comprehensive Biliteracy Support: Demonstrate how the program provides explicit, coherent instruction in reading, writing, listening, and speaking in both Spanish and English. Provide examples showing how literacy components are aligned and reinforced across both languages.**

Vendor Response: Maravillas and Wonders deliver explicit, systematic instruction in reading, writing, listening, and speaking through aligned lesson structures and shared literacy goals in Spanish and English. Each program follows a coherent progression from foundational skills—phonological awareness, decoding, and vocabulary—to comprehension and academic language use. Maravillas models Spanish language structures and fluency through reading, discussions, and writing tasks, emphasizing grammar and genre. Corresponding Wonders units mirror themes and skills, allowing teachers to reinforce literacy development across both languages.

Examples of Alignment:

- Parallel thematic units (e.g., narrative or informational texts) develop comparable comprehension strategies in both programs.
- Cross-language connections include cognate analysis, comparative writing, and shared academic vocabulary.
- Oral language routines in Spanish and English strengthen fluency and communication using similar discourse frames.

Together, these aligned components ensure coherent literacy development and reinforce skills across languages, promoting bilingual proficiency and biliteracy.

Open-source resource:

- **Wonders and Maravillas Dual Language Guide and Planners (K–5):** Side-by-side planners highlighting transferable and non-transferable skills. Available for all K–5 grade levels; Grades 1 and 3 are provided as examples. http://mcgrawhill.info/MaravillasDualLangGuides