

Program Overview

¡Vamos a emerger juntos al mundo
de la alfabetización dual!




**iEmerger
juntos!**
McGraw Hill Literacy

Welcome to ¡Emerger juntos!

¡Emerger juntos! works alongside McGraw Hill

Literacy: Emerge! to welcome students into the world of biliteracy. This dual foundation of Spanish and English effectively leads students through the first leg of their literacy journey, taking them through the steps of learning to read, reading to learn, developing writing and critical thinking skills, and building biliteracy in an intentional way.

While each journey is unique, the destination is the same; each student emerges on the other side biliterate, bilingual, and with the foundational skills and funds of knowledge they need to conquer the challenges ahead.



Emerge into the World of Biliteracy

We've zeroed in on what K–5 students and teachers like you need from their literacy curriculum, resulting in five key areas of focus that guide *¡Emerger juntos!*.

1 Instruction Rooted in the Science of Literacy and Biliteracy

Every instructional moment and our dual literacy implementation models are supported by the latest research and our expert authorship team. Teacher feedback further informed our approach, ensuring that *¡Emerger juntos!* effectively puts research into practice in real classrooms.

2 Just-in-Time Data to Inform Your Instruction

Equipped with observational checklists, check-ins, and more, teachers benefit from daily data insights that measure what students know and where they need additional support. In the digital experience, assessments and activities generate data that feeds into each student's learner profile—creating a continuous feedback loop that informs each new day of instruction.

3 Personalized Journeys for You and Your Students

Leveraging just-in-time data, *¡Emerger juntos!* serves up personalized learning recommendations for each student in a variety of ways. In addition, every teacher—from newcomers to seasoned veterans—receives a tailored professional learning journey that guides them through how to use the program and offers powerful, research-based approaches to literacy.

4 Motivational, Student-Centric Learning Opportunities

¡Emerger juntos! cultivates students' intrinsic motivation with relevant content, engaged goal setting, constructive feedback, and empowered collaboration. Opportunities to exercise choice and view progress make the learning journey meaningful.

5 Diverse, Authentic, Knowledge-Building Text Sets

Introduce students to the world around them with diverse, connected, vertically aligned texts spanning fiction, nonfiction, and cross-curricular areas like social studies and science. Authentic Spanish language texts from across the world help students build comprehension and deep funds of knowledge while also honoring the unique identities and experiences each student brings to the classroom.



Student-Centric Learning

With *¡Emerger juntos!*, learning gets personal. Taking a student-centric approach to instruction, the program puts forth engaging, relevant texts, activities, and interactives that inspire curiosity and motivate your students to discover the world around them—and discover more about themselves along the way.

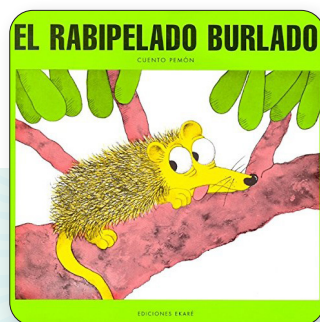
Personalization for All

Every student—no matter their needs, abilities, or interests—benefits from tailored learning recommendations that meet them where they are. Our dynamic learning system tracks students' preferences and performance over time, using this data to serve up the most effective content and activities for each learner.

Relevant, Contemporary Text Sets in Spanish and English

Our instruction honors and builds upon the rich experiences and prior knowledge that each student brings to the classroom. With deep, multi-genre explorations into literature, science, and social studies, each text set invites discussion, collaboration, and peer engagement among students.

¡Emerger juntos! includes a majority authentic Spanish-language texts. Every other Central Text is a purposefully planned quality translation so students can read in one language and write about it in the other. Both authentic Spanish texts and authentic English texts are translated so that language status remains equal.



Monitor Learning

Lessons in *¡Emerger juntos!* are built with student agency in mind. Each lesson begins with a Learning Goal and ends with students completing the Check-In Routine.

➡ Learning Goal

Learning Goals are student-friendly “We can . . .” statements tied to student outcomes. These are meant to be read aloud to students at the beginning of each lesson. They explain what students will be learning and why.

✓ Check-In

To complete the **Check-In Routine**, students will:

- Share how they met the Learning Goal with a partner.
- Self-assess to determine if the goal was met. Students will hold up one, two, three, or four fingers to indicate their level of understanding.
 1. I did not understand the Learning Goal.
 2. I understood some things about the Learning Goal. I need more support.
 3. I understood the Learning Goal, but I need more practice.
 4. I understood the Learning Goal really well. I could teach someone how to do it.

See *¡Emerger juntos Essentials!* for more Check-In strategies

Opportunities for Student Choice

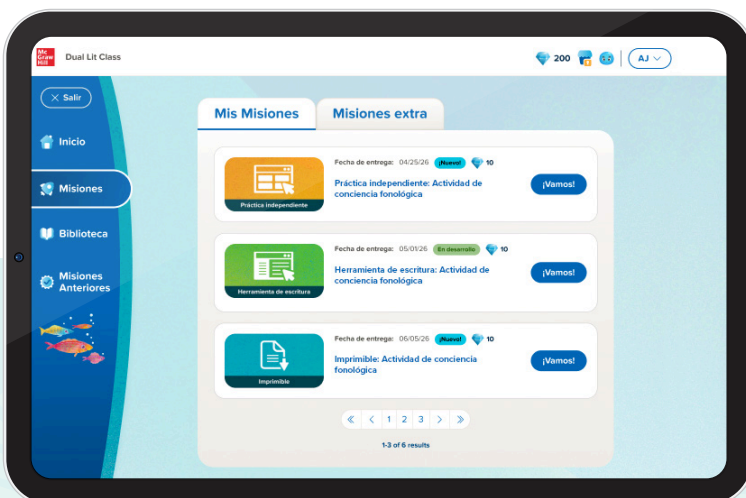
¡Emerger juntos! embeds student choice in its framework, giving students the freedom to shape their own literacy journeys alongside the teacher. Students take ownership by selecting “bonus mission” activities on their To-Do Lists and can choose between a variety of Culminating Tasks to show what they know.

Peer Collaboration

Opportunities for peer review, feedback, sharing, and discussion foster a rich classroom community where every student feels heard and motivated to participate.



Partner Talk icons clearly identify opportunities for peer collaboration.



The Instructional Model

The *¡Emerger juntos!* literacy block supports foundational skills, comprehension and knowledge building, and writing about texts and topics to cohesively connect the strands needed for skilled reading and writing. To support dual language instruction, the **Building Biliteracy** segment integrates dedicated time to transition between languages.

Grades K–1:  **2 hours** 12 UNITS, 3 WEEKS LONG

Grades 2–5:  **90 min to 2 hours** 9 UNITS, 4 WEEKS LONG

Foundational Skills (K–2)

The building blocks of reading and writing abilities, foundational skills are taught explicitly, and systematically with support from clear routines.. Dedicated instructional approaches, like *dictado*, reinforce Spanish language learning.

Building Knowledge and Comprehension (K–5)

Students build knowledge by diving deep into a series of texts and topics, listening, reading, discussing, and writing to enhance comprehension. Grades K–1 instruction includes Extended Writing genre projects that focus on unit topics. In Grades 3–5, explicit word structure instruction integrates foundational skills into the building knowledge and comprehension strand.

Extended Writing (2–5)

In Grades 2–5, extended writing becomes longer and more complex. As they work on more sophisticated genre writing projects, students move through the stages of the writing process recursively to help synthesize and analyze their thoughts.

Focus Group (K–5)

Grouping students based on data about their instructional needs, Focus Group helps teachers meet students where they are with personalized instruction independent of scope and sequence.

Independent Time (K–5)

While teachers meet with Focus Groups, students work independently to complete must-do and may-do activities online or in their Student Companions.

Study Group (K–5)

Scaffolded instruction supports grade-level content for students who need it, drawing on data to determine who joins the group and giving students the chance to opt in.

Building Biliteracy (K–5)

This intentional instructional segment builds in time for students to leverage their language skills, deepen their knowledge of unit concepts, and develop metalinguistic awareness as they move between instructional languages in your chosen implementation model.

Putting Research into Practice

Gradual Release of Responsibility

As part of its explicit, systematic approach, *¡Emerger juntos!* employs a gradual release of responsibility framework—a proven pedagogical approach that slowly transitions the responsibility for learning from the teacher to the student. This framework promotes students’ growth and confidence as independent learners while also freeing up the teacher to work closely with individual students.

Research-Based Routines

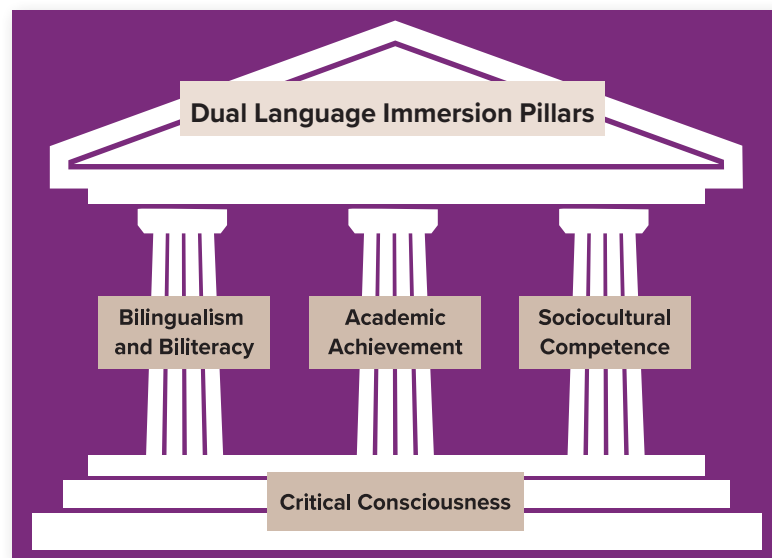
Routines streamline the learning experience for students, helping them focus on the learning itself rather than the process of learning. Each routine is rooted in best practices identified by the expertise of our authors to ensure effective instruction.

Rutina de dictado de palabras	Guion	Materiales
Dar palmadas	La palabra es <i>nacido</i>. • Den una palmada por cada sílaba: <i>na</i>, <i>ci</i>, <i>do</i>. • Dibujen un punto por cada sílaba.	
Deletrear	Vamos a deletrear la palabra <i>nacido</i>. • ¿Cómo se escriben las letras de la sílaba <i>na</i>? Escriban <i>n</i>, <i>a</i>: <i>na</i>. • (Repita con las sílabas <i>ci</i> y <i>do</i>). • Digan la palabra: <i>na-ci-do</i>.	 Tablero de respuestas
Escribir	Ahora, tapen las letras y escriban la palabra: <i>nacido</i>. • Revisen su trabajo.	
Practicar y leer	• Practiquen escribir las sílabas <i>na</i>, <i>ci</i>, <i>do</i>: <i>nacido</i>.	



Supporting Effective Dual Language Immersion

¡Emerger juntos! provides the structure, flexibility, and tools needed to bring research-based dual language immersion to life. Districts and schools are empowered to align program structures with community demographics, language proficiency levels, and available bilingual teaching staff without compromising quality. Whether your program follows a 90:10 or 50:50 model, *¡Emerger juntos!* opens doors to developing bilingualism, biliteracy, academic achievement, and sociocultural competence.



A strong dual immersion program takes into account all three pillars as well as a foundation of critical consciousness.

Finding the Right Balance: 90:10 and 50:50 Models

Schools with a higher proportion of English-fluent students often choose the 90:10 model, immersing students in the target language during the early grades to build strong linguistic foundations. Communities with large numbers of multilingual learners frequently select the 50:50 model, introducing literacy in both English and the target language simultaneously.

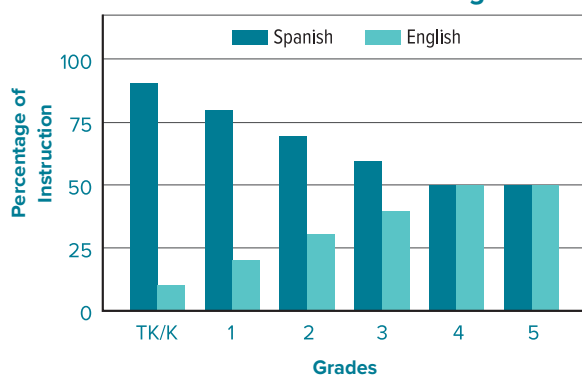
¡Emerger juntos! thrives within either model by offering:

- Authentic texts in both Spanish and English.
- Connections between literacy routines.
- Scaffolded resources to ensure all students advance confidently along their bilingual journey.

Highlights of the 90:10 Model

- As a **successive literacy program**, extra focus is given to the target language in Grades K–2.
- In Grades 3–5, each day includes both Spanish language arts and English language arts.
- Building Biliteracy provides students with targeted skills in English.

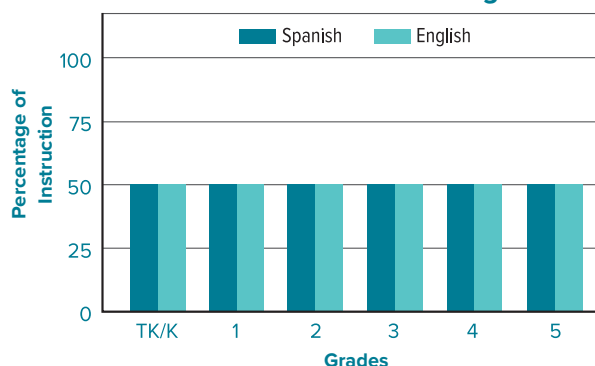
90:10 Dual Immersion Programs



Highlights of the 50:50 Model

- As a **simultaneous literacy program**, 50% of instruction is delivered in each instructional language every day from Grades TK/K–5.

50:50 Dual Immersion Programs



Goal of Dual Immersion: Students reach high proficiency levels in two languages across the curriculum.

Bridging the Languages of Instruction

Both implementation models give teachers a clear, practical way to deliver strong language arts instruction in both English and Spanish. They support an **integrated approach to biliteracy** that builds skills in each language while helping students make meaningful connections between the two. With structured language blocks and explicit lessons that grow metalinguistic awareness, these models help classrooms become more effective, efficient, and engaging for multilingual learners.



Building Biliteracy, Bridging Languages

Biliteracy is a superpower that sets students up for success—but planning and teaching literacy in two languages can be a daunting task. That’s why *¡Emerger juntos!* provides differentiated guidance for the two most prominent dual language instructional models (90:10 and 50:50), purposefully assigning a language to each instructional block to help maximize class time.

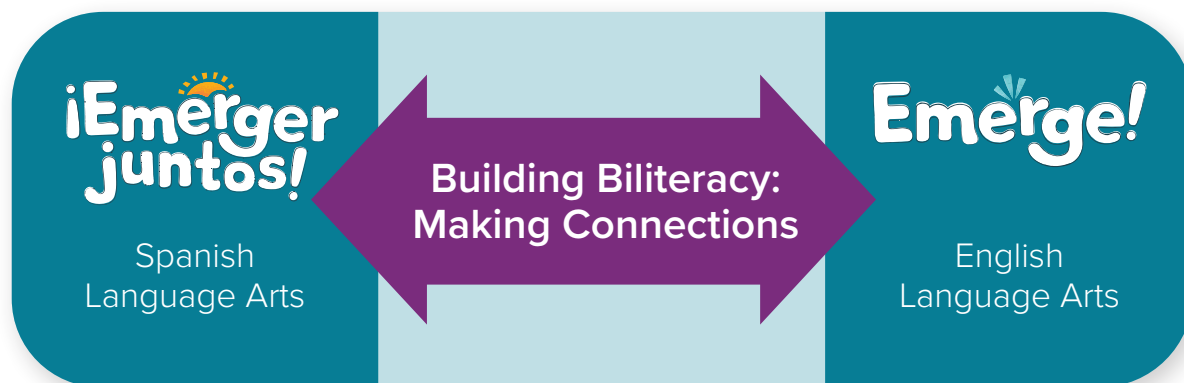
For joint instruction in Spanish and English, an additional segment of instruction, **Building Biliteracy**, helps dual literacy educators:

- Navigate teaching language arts in two languages.
- Bridge the languages of instruction.
- Strategically assess literacy development in Spanish and English as students reach the goal of bilingualism and biliteracy.

During the Building Biliteracy block, students can leverage their linguistic repertoire to deepen their knowledge of the unit concept, as well as develop metalinguistic awareness that sets them up for success as they move from one language to the other.

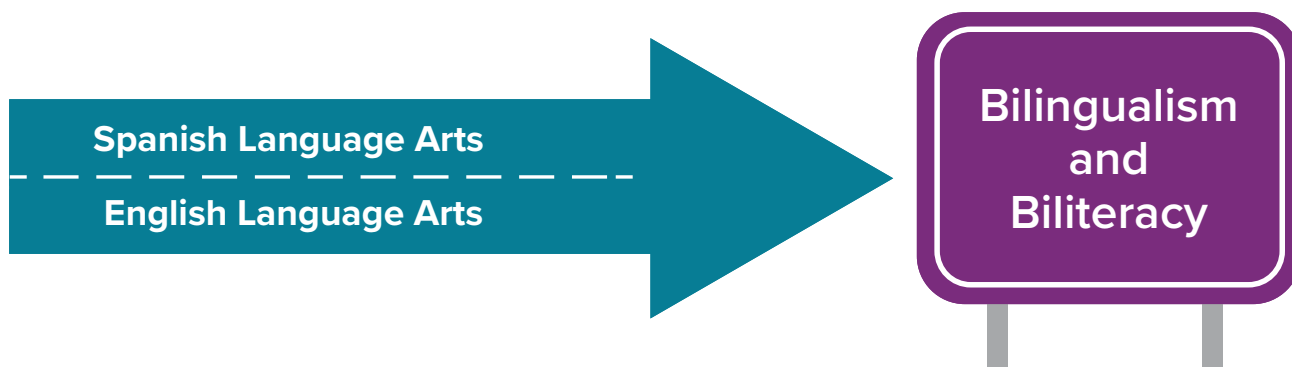


The research-based implementation model is grounded in the three pillars of dual language education: bilingualism and biliteracy, academic proficiency in two languages, and sociocultural competence. *¡Emerger juntos!* and *Emerge!* work together to provide a structured biliteracy program for dual language immersion/two-way programs.



Holistic Biliteracy

McGraw Hill approaches biliteracy as Spanish and English traveling on the same road, each in its own lane, sharing the same topic and essential question, with opportunities for building metacognitive and metalinguistic awareness. Students are encouraged to use their entire linguistic repertoire to make meaningful connections through translanguaging while supporting high levels of language and literacy in both languages.



Holistic Biliteracy: One Road, Two Languages Leading to the Same Destination

Foundational Skills

Our goal is to make teaching foundational biliteracy skills as easy and efficient as possible with **explicit, systematic, cumulative instruction**—which research indicates is the most effective means of imparting foundational knowledge.

As such, *¡Emerger juntos!* is based on the latest biliteracy research and features a foundational skills scope and sequence validated by leading experts in linguistics and Spanish language. Additionally, instruction and practice is centered on a clear, consistent set of routines that follow a **gradual release process**. This process moves students from developing isolated word reading skills to contextualized practice:

1. Model Routines

The following routines provide targeted and explicit modeling of the foundational skills:

- **Phoneme Awareness:** Identify, Blend, and Segment Phonemes
- **Decoding:** Sound-Spelling, Word Blending, Word Building
- **Encoding:** Handwriting, Word Dictation
- **High-Frequency Word**

2. Guide Practice

Guided instruction and immediate corrective feedback provide the support needed to grasp foundational skills and move toward independent practice.

3. Move Toward Automaticity

Students move toward automaticity as they practice word reading and connected text reading—transferring learning of isolated words to reading connected texts through daily Decodable Readers.

Imprimibles: Práctica / Practice Printables (K–5)

Meaningful student practice for key foundational skills, vocabulary, and grammar.

Afiches de lectoescritura / Literacy Support Cards (K–5)

Enhance syllable-based learning to help students develop the skills necessary for effective reading and writing in Spanish.

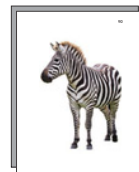
PASO 1 Presentar sílabas con c /s/

Yo/Juntos

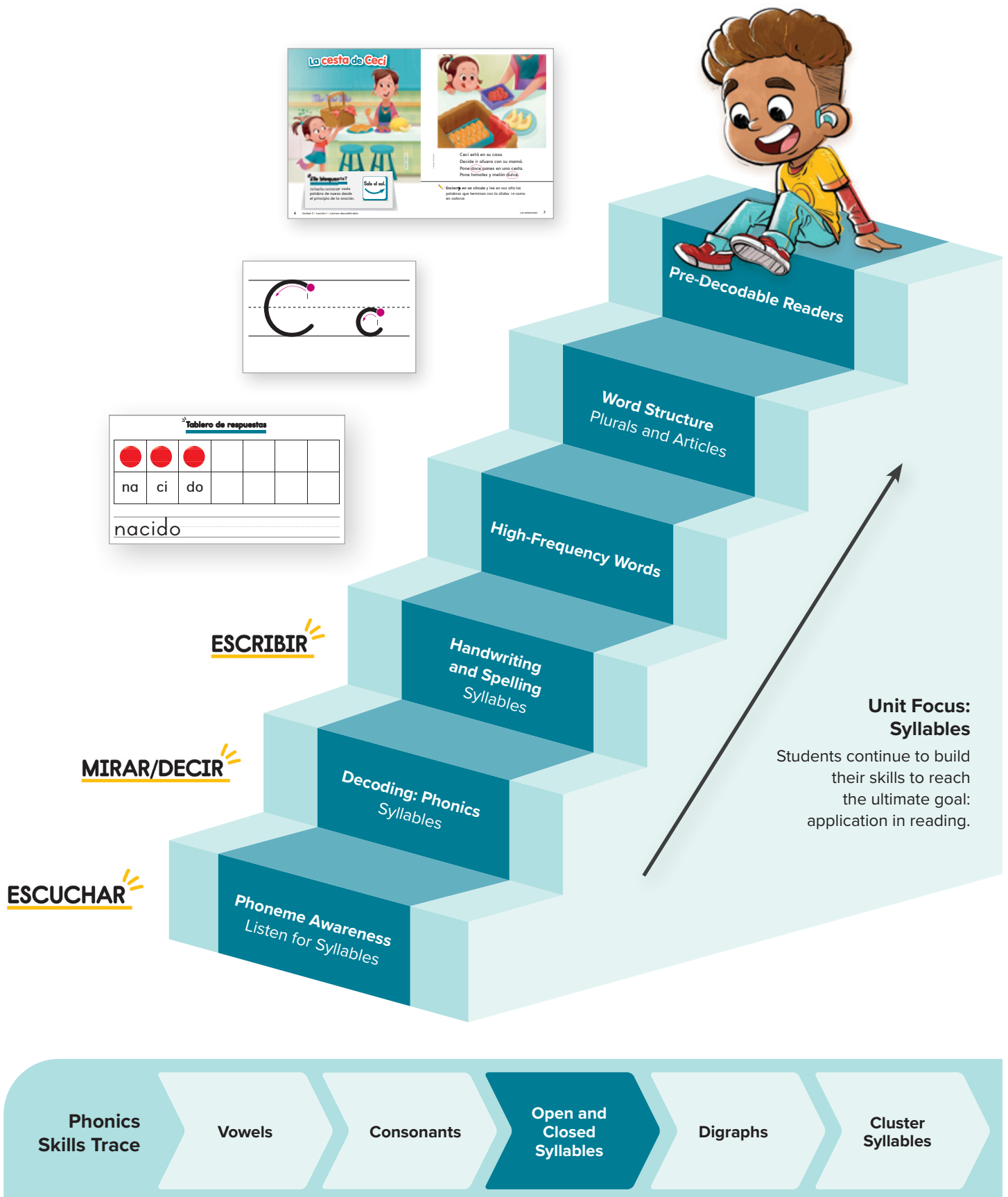
Muestre la Tarjeta de fonética *cepillo*. Diga: *Esta es la imagen de un cepillo. La palabra cepillo comienza con el sonido /s/. En esta palabra, el sonido /s/ se representa con la letra c*. Use la rutina al reverso de la tarjeta para guiar a los niños a conectar el sonido con la letra.

Ustedes

Dé a cada niño una copia de la **Tarjeta armapalabras c**. Mientras muestra y nombra cada **Tarjeta de fotos**, pida a los niños que levanten la tarjeta si la palabra tiene la letra c con el sonido /s/: *cebra, cera, cupón, cereal, cisne, dentro, mapa, ciclo, cilindro*.



Tarjetas de fotos



Example of the structured literacy approach for Grade 1

Building Comprehension and Knowledge

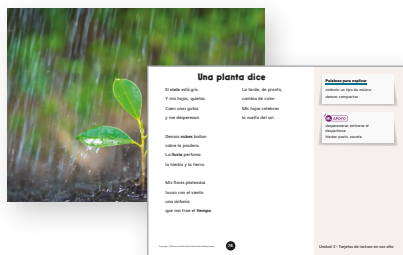
Even the youngest learners come to the classroom full of rich experiences, perspectives, and prior knowledge. *¡Emerger juntos!* activates and builds upon this base of knowledge with three to four weeks of text-driven instruction—a research-based best practice to ensure students have the time they need to comprehend the texts and topics they’re reading and build vast, interconnected webs of knowledge. Students build knowledge about cross-disciplinary topics in literature, science, and social studies within a grade and deepen that knowledge through vertical alignment of topics across grades. Features of the Building Comprehension and Knowledge strand include:

Pregunta esencial:

¿Qué podemos hacer durante las diferentes estaciones?

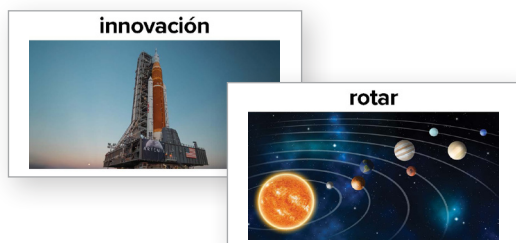
Comprensión del concepto / Concept Knowledge

Prepare students to engage with the Pregunta esencial / Essential Question by building a shared knowledge base.



Lectura en voz alta / Read Aloud

Help students build and apply concept knowledge to a text that provides questions and answers to support listening comprehension.



Vocabulario / Vocabulary

New concept and target words deepen student understanding and expand their oral vocabularies to support comprehension and knowledge building.



Reading a Connected Text Set

Students read and reread texts for discovery, deeper understanding, and finally, for the author’s craft and purpose—building knowledge on the weekly or text-based Pregunta de enfoque / Focus Question.

Hacer conexiones

Puedes entender y recordar mejor la información que aprendes cuando haces conexiones entre ideas similares a través de diferentes textos. Piensa en lo que has leído hasta ahora en la unidad. ¿Puedes usar dos o más textos para llegar a una conclusión sobre el papel de la música en nuestras vidas?

Meta de aprendizaje
Comenta la siguiente instrucción. Usa tu Cartelón de desarrollo del conocimiento, tus organizadores gráficos y tus notas para planear tu respuesta.

¿Qué efecto tiene la música en las personas? ¿Qué puede la música permitir que la gente haga? Usa la evidencia de los textos que leíste para apoyar tu respuesta.

Estructura de las palabras/Ortografía

Estructura de las palabras: Acento diacrítico en interrogaciones (que vs. qué, quien vs. quién)

Tiempo: 15 minutos

Objetivo de aprendizaje
Podemos identificar el uso de acento diacrítico en interrogaciones (que vs. qué, quien vs. quién, cómo vs. como, etc.)

Explicar/Demostrar
Píde a los estudiantes que lean la oración de la página 48, párrafo 1 de "Un debate entre dioses". ¿Cómo te atreves a hablar así de la arquitectura de mi pueblo? Llame la atención al uso de la tilde en "cómo". Compare la oración con la de la

Imprimible

Fluidez

Precisión, ritmo adecuado y expresión

Tiempo: 10 minutos

Meta de aprendizaje
Podemos leer textos con fluidez, con expresión y el fraseo adecuados para facilitar la comprensión.

Explicar/Demostrar

- Al leer en voz alta, siempre es importante leer las palabras con precisión y a un ritmo adecuado.
- Al leer con expresión, se debe variar el volumen, la entonación, el énfasis, el tono y el ritmo del habla.
- Al leer con el fraseo adecuado, es importante dividir las oraciones en fragmentos cohesivos en lugar de leer palabra por palabra. La sintaxis, el contexto y la puntuación pueden utilizarse para agrupar palabras en frases al leer.

Comparte tu conocimiento

Empezar a crear

Has aprendido mucho sobre diferentes tipos de arte y lo que muestran sobre las personas que los crean. Ahora es el momento de expresarte a través de tu propia obra de arte.

Audiencia y propósito Determina tu audiencia y el propósito de tu presentación de diapositivas o video. Describe tu audiencia a continuación. Encierra en un círculo tu propósito.

Audiencia: _____

Propósito: Informar Persuadir Entertener

Cuenta cómo lograrás tu propósito en tu presentación de diapositivas o video.

CONECTAR CON LA ESCRITURA

Reinforce how writing connects to the class texts students are reading with **Reading-Writing Connection** activities.

Escritura / Writing

Teachers provide explicit instruction to support writing about the topic and/or texts, gradually preparing students to practice and apply their skills to longer and more complex writing tasks.

Estructura de las palabras / Word Structure (Grades 3–5)

Students move toward more advanced word structure and spelling skills that connect decoding and encoding.

Fluidez / Fluency

Repeated rereading helps students build automaticity so they can focus on the meaning of the text rather than decoding.

Trabajo final / Culminating Task

Provide students with engaging ways to share the knowledge and skills they have gained throughout the unit.

Rutina de leer, anotar, comentar y responder		Materiales
Use la instrucción de En sus marcas, ¡Listos?, ¡Ya! para ayudar a los estudiantes a comprender el género y la estructura del texto. Los estudiantes establecen un propósito de lectura y siguen esta rutina.		Imprimible ORGANIZADOR GRÁFICO IMPRIMIBLE DIGITAL Texto complementario 3.8
Leer	Los maestros pueden optar por leer el texto en voz alta mientras los estudiantes lo siguen, o pedir a los estudiantes que lean en eco o repitan lo que se lee.	
Anotar	Los estudiantes usan las instrucciones del Libro del estudiante para subrayar las ideas importantes y la evidencia del texto. Las instrucciones adicionales en cajas azules en la Guía del maestro ofrecen apoyo adicional.	
Comentar	Se hace una pausa en Para y revisa para revisar la comprensión. Los estudiantes completan el organizador gráfico y comentan el texto para identificar la idea principal.	
Responder	Los estudiantes escribirán un resumen del texto después de la lectura.	

Writing

In the words of program author Dr. Steve Graham, “**Reading and writing are intimately related. Teaching one improves the other. Teaching them together is even better.**”

¡Emerger juntos! leverages this proven phenomenon, otherwise known as the **reading-writing connection**, by providing students with explicit writing instruction that deepens their understanding of text and topic.



Grades K–1

Students in Grades K–1 focus on the fundamentals of writing and practice emergent writing skills. Once the foundation is set, teachers can choose one of two writing pathways: the Weekly Writing Pathway, grounded in topic and text, or the Extended Writing Pathway, which guides students through the writing process recursively and provides genre-based writing models.

Teacher’s choice—both pathways cover the same skills and standards!

Weekly Writing

Weekly writing focuses on writing grounded in text and topic. Students use their writing skills and what they’ve learned about the unit topic to work toward writing sentences. At the end of each week and unit, students also use their writing skills to engage in a Culminating Task tied to the knowledge they are building.

Extended Writing

Starting in Unit 6 of Grade K and Unit 4 of Grade 1, students begin to apply their growing writing and grammar skills to longer genre writing pieces that include narrative, informative, and opinion writing. Students move through the phases of the writing process recursively.



Grades 2–5

In Grades 2–5, students write daily during Building Comprehension and Knowledge lessons. They additionally begin working on longer projects focused on genre writing, including narrative, informative, and opinion writing.

Daily Writing

In *¡Emerger juntos!*, students annotate and write in response to text daily. By following a gradual release model, they strengthen skills that support reading comprehension and knowledge building. They also receive four writing and grammar lessons per unit on basic sentence and paragraph composition skills.

Extended Writing

In Grades 2–5, explicit writing instruction is provided in your Extended Writing Teacher's Edition, which moves students through the stages of the writing process recursively and helps them understand how writing can support synthesis and analysis of thoughts and information. Grammar and writer's craft are also taught in the context of writing, which aids retention.

The McGraw Hill Digital Writing Experience

Academic writing is tough! Help your young writers in Grades 2–5 break it down into clear, manageable parts in the Digital Writing Experience. Using templates, frames, and other scaffolds, the Digital Writing Experience helps students understand the essential structures of academic writing and build up to applying them independently. Templates are dynamic, allowing students to add and rearrange components as needed—supporting the recursive nature of the writing process.



Data-Informed Instruction

Introducing **Grupo de estudio / Study Group** and **Grupo de enfoque / Focus Group**—two new approaches to supporting each student with data-informed instruction and practice, ensuring the right dosage for each student.

Grupo de estudio y el Tiempo independiente / Study Group and Independent Time

- Leverages skill and formative teacher observational data to deliver just-in-time instruction aligned to the unit scope and sequence during the whole-group instructional block.
- Provides continued instruction on grade-level content for students who need it.
- Allows other students to work on the same skills and/or texts independently or with partners.
- Draws on data to determine who joins the Study Group and gives students the chance to opt in.

“Study Groups offer a balance—giving independent learners the opportunity to thrive on their own while providing essential guided practice and support to those who need it most.”

—Dr. Jan Hasbrouck



Instrucción/Práctica basada en datos

Utilice los datos de la evaluación formativa para seleccionar a los estudiantes que trabajarán en el grupo de estudio.

Preparar la práctica independiente

Mientras trabaja con los estudiantes en el grupo de estudio, el resto de la clase puede trabajar de manera independiente o en parejas.

Reunión con el grupo de estudio

Conectar las palabras y el texto Guíelos para que completen la página 48 del Libro del estudiante. Muestre cómo escribir una oración sobre el tiempo atmosférico con las Palabras del concepto *pronóstico* y *sistema meteorológico*.

Pensar en voz alta Sé que los meteorólogos usan instrumentos que miden cosas como la temperatura. Estos instrumentos los ayudan a hacer pronósticos. Puedo utilizar esa información para escribir una oración: “Los meteorólogos usan sistemas meteorológicos para pronosticar el tiempo atmosférico”.

ML APOYO

Brinde apoyo para la página 48 del Libro del estudiante.

Sustancial Proporcione marcos de oración para ayudar a los estudiantes a expresarse. Por ejemplo, para el primer par de palabras de la página 48, pregunte: ¿Qué es un relámpago? Los relámpagos son destellos de luz que ocurren durante tormentas eléctricas. Las tormentas eléctricas son comunes en primavera y verano. Pueden causar lluvias intensas, vientos fuertes, relámpagos y truenos.

Moderado Anime a los estudiantes a compartir sus ideas oralmente. A continuación, proporcione un marco de oración para ayudarles a utilizar ambas palabras en una sola oración. Por ejemplo: Las tormentas eléctricas que pueden causar relámpagos son comunes en primavera y verano.

Mínimo Pida a las parejas que comenten cada par de palabras para reforzar los significados y proponer posibles oraciones.

Reunión con el grupo de estudio, continuación

Conectar las palabras y el concepto Ayude a los estudiantes a completar el organizador gráfico de la página 49.

- Cuadro superior izquierdo: Recuérdeles que las palabras relacionadas se crean añadiendo afijos a una palabra base. Pregunte a los estudiantes qué sufijos se pueden añadir a *impacto*. Pídale que comenten cómo las palabras pueden tener un significado y una categoría gramatical diferentes.
- Cuadro superior derecho: Pida a los estudiantes que vuelvan a leer la página 42 del Libro del estudiante. Hablen de la importancia de advertir a la población cuando hay peligro.
- Cuadro inferior izquierdo: Pida a los estudiantes que vuelvan a leer el párrafo 2 de la página 26 del Libro del estudiante. Recuerde a los estudiantes que las “bolitas” de hielo son granizo. Pídale que visualicen los efectos de una tormenta con granizo.
- Cuadro inferior derecho: Invite a los estudiantes a pensar en las formas en que las personas han influido positivamente en sus vidas. Comente ejemplos concretos.

Grupo de enfoque / Focus Group

- Helps teachers meet students where they are with personalized instruction independent of scope and sequence.
- Offers four lesson types—letter recognition, foundational skills, fluency, and comprehension—and groups students based on grade level and data about their instructional needs.
- Delivers an additional 20 minutes of instruction to reinforce, enrich, or extend learning.

**GRUPO DE ENFOQUE:
DESARROLLAR DESTREZAS FUNDAMENTALES**
LECCIÓN 5

Palabras con sílabas ca, que, qui, co, cu y sílabas con k

Objetivos

- **Descodificar:** Fonética Combinar sílabas con ca, que, qui, co, cu y sílabas con k y descodificar palabras.
- **Codificar:** Ortografía Usar ortografía convencional para escribir palabras con ca, que, qui, co, cu y sílabas con k.
- **Usar Pasaje descodificable**
 - Reconocer, leer y escribir palabras de ortografía regular e irregular del nivel del grado.
 - Leer textos del nivel del grado con precisión, fluidez y comprensión.

Materiales

- Tableros de respuestas
- Tarjetas de fonética 3, 15, 23
- Tarjetas de palabras de uso frecuente 4, 19, 20
- Afiches de lectoescritura 2.17, 2.19, 2.20
- Imprimible: Práctica de fonética de Grupo de enfoque 5
- Imprimible: Pasaje descodificable de Grupo de enfoque 5

Descodificar: Fonética **MIRAR / DECIR**

Tiempo: 5 minutos

Meta de aprendizaje
Podemos combinar sílabas y leer palabras con ca, que, qui, co, cu y sílabas con k.

Repasar sílabas con ca, que, qui, co, cu y sílabas con k
Yo

Guíe a los niños para repasar la relación entre las letras c, q y k y el sonido /k/ con la rutina del reverso de las **Tarjetas de fonética caso, quesadilla y koolo**. Recuérdelos que las letras q y k tienen siempre el sonido /k/, mientras que la letra c tiene el sonido /k/ solo cuando está frente a las vocales a, o, u. Además, la letra q siempre la usamos seguida de la vocal u para formar las sílabas que /ka/ y qui /ki/, y en estos casos la u es muda.

Juntos
Repase con los niños cómo formar sílabas con ca, que, qui, co, cu y sílabas con k.

- Muestre el **Afiche de lectoescritura 2.17**. Señale la c y siga la flecha para combinarla con la vocal a. Conecte los sonidos /k/ y /a/ y diga la sílaba que se forma: ca.
- Señale la c y siga la flecha para combinarla con la vocal o. Pida a los niños que conecten los sonidos /k/ y /o/ y digan la sílaba que se forma: co. Continúe con el resto de las vocales para formar cu.
- Repita la actividad con los **Afiches de lectoescritura 2.19, 2.20** para formar las sílabas que, qui y sílabas con k.

Tarjetas de fonética

Afiches de lectoescritura

Grado 2 • Grupo de enfoque Lección 5

**GRUPO DE ENFOQUE:
DESARROLLAR LA FLUIDEZ**
LECCIÓN 27A

“Calor en Paraguay”

Objetivos

- Descodificar palabras con triptongos.
- Leer un texto con precisión y a un ritmo adecuado para apoyar la comprensión.

Materiales

- Tarjeta de fonética 42
- Imprimible: Pasaje descodificable de Grupo de enfoque 27A
- Reproductor de audio

Repaso de descodificación **MIRAR/DECIR**

Tiempo: 5 minutos

Meta de aprendizaje
Podemos leer palabras con triptongos.

Combinar sílabas con triptongos
Muestre las siguientes palabras para el grupo. Modele la Rutina de combinar sonidos para leer guau.

Rutina de combinar sonidos	Guion
Conectar	[Señale cada letra con el dedo] Vamos a conectar las letras con sus sonidos: /gr /a/ /r/ /a/ /u/
Combinar	Deslicen el dedo debajo de cada letra mientras combinan los sonidos. Mirando cada sonido, digan /gr /a/ /r/ /a/ /u/. guau .
Leer	Deslicen el dedo debajo de cada letra mientras leen la palabra. Ahora, lean la palabra completa: guau .

Guíe a los niños para que usen la rutina y lean a coro las siguientes palabras. Luego, lean la oración a coro y pida a los niños que la vuelvan a leer con fluidez.

buey Uruguay Paraguay miau

El perro dice guau.

Sugerencias para corregir Señale las palabras con las que los niños tuvieron dificultades y muestre cómo combinar las sílabas. Po, ra, guay: Paraguay. Diganlo conmigo. Pida a los niños que repitan la actividad.

Comprobar
Pida a los niños que, en parejas, lean dos palabras en voz alta. Luego, pídale que reflexionen usando la Rutina de comprobación.

Hiatos

león

oe oo eo
eo oa ee

Tarjeta de fonética 42

Justo a tiempo

- Repase la rutina de la Tarjeta de fonética 42 si es necesario.
- Use la Rutina de palabras multisilábicas si es necesario.

APoyo

Practique los sonidos con los **Videos de articulación** y las **Tarjetas de fonética** según sea necesario. Consulte la sección de **Transferencias lingüísticas de Emergentes** de **California Essentials** para identificar posibles problemas de transferencia de sonido.

Grado 2 • Grupo de enfoque Lección 27A

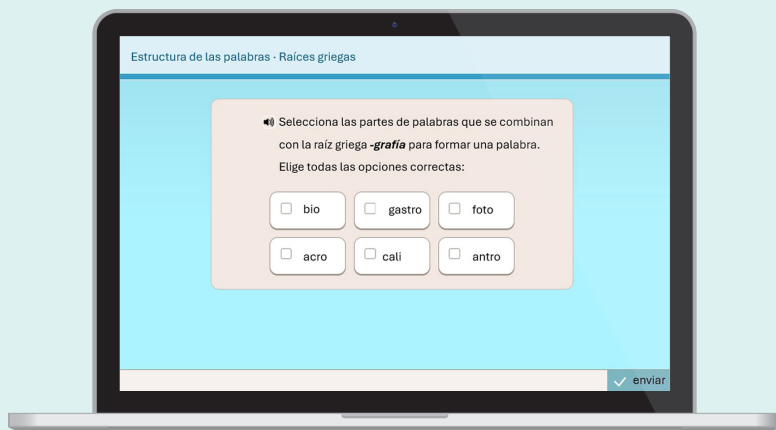


Timely Teacher Support

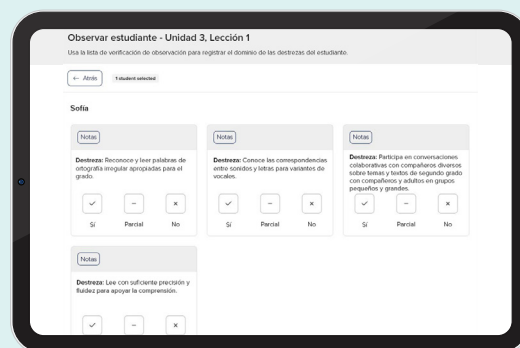
Created for teachers with limited time and unlimited commitment to empowering every learner, *¡Emerger juntos!* streamlines instruction to help you provide the most effective, engaging literacy experience possible. Our robust teacher tools—from dynamic data to professional learning—are with you every step of the way, offering support tailored to your specific needs, experience level, and teaching style.

Automatic, Time-Saving Data Insights

Simplify your workflow and get to the heart of students' learning needs with just-in-time insights captured from classroom activities, assessments, and more. Our reporting tools and teacher dashboard synthesize and analyze the data for you, intelligently informing your instructional decisions and saving valuable time.



Digital independent practice activities deliver data to the teacher and our system on student performance against skills and standards.



Teachers can easily capture classroom insights on every student using the digital **Observational Checklist**.

The *iEmerger juntos!* print and digital experience was intentionally designed to be intuitive and easy to navigate. Your Teacher's Edition has myriad supports at point of use, such as routines, prompts, and scaffolding—all embedded along a clearly labeled instructional pathway. The digital experience serves up key insights in one centralized location.



Whether you're new to the literacy classroom or a seasoned expert, *iEmerger juntos!* has a personalized professional learning journey for you. These supports go beyond the “what” and go deep into the “how” and “why” behind the program, empowering every educator to teach with confidence.

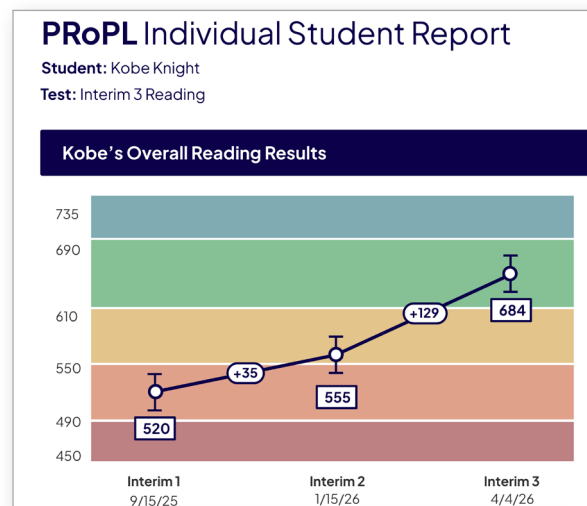


Assessment and Data

¡Emerger juntos! simplifies the assessment process for teachers while keeping purposeful data at the center of instruction. Throughout the school year, *¡Emerger juntos!* feeds results into each student's unique learner profile—taking just-in-time data and turning it into in-the-moment instruction that allows teachers to assign targeted instructional recommendations with confidence.

Step 1: Start Down the Assessment Pathway

- Formatted to mirror high-stakes summative tests, the **PRoPL interim assessment** identifies the starting point for students in just 30–40 minutes. Measuring students' growth throughout the year, PRoPL clearly reflects where students are reaching proficiency beyond grade level and where they are still growing. Teachers review data from the prior unit to make grouping decisions.
- **Observational checklists** and other formative assessment artifacts are added to the learner profile to inform grouping and instruction.
- **Mid-unit assessments and oral fluency results** inform reteaching and practice.
- **End-of-unit data** identifies students for enrichment or additional practice.



Step 2: Collect Data

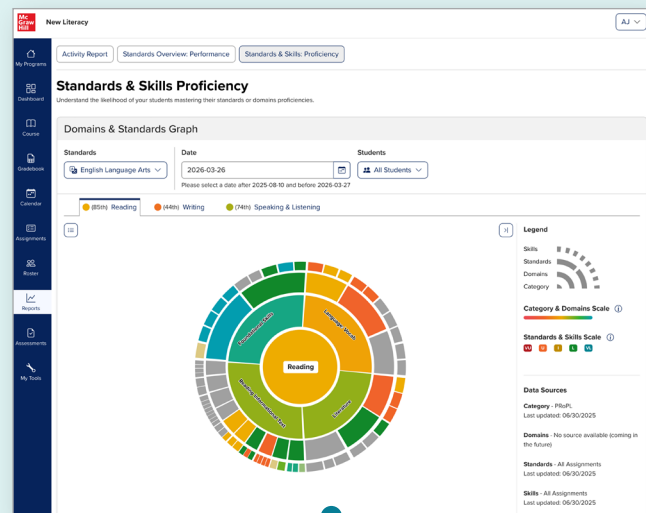
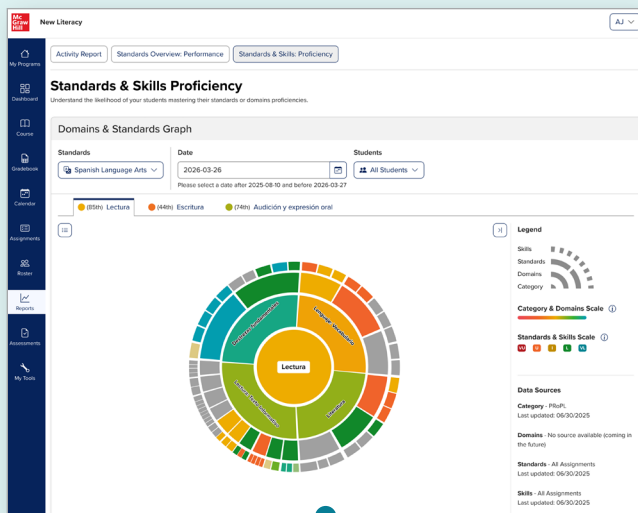
- **Formative assessments** (before and during learning) monitor progress throughout the year and provide continued instruction on grade-level content for students who need it.
- **Summative assessments** (at the end of a learning period) measure students' proficiency on what they have learned via formal assessment.

Step 3: Make Decisions

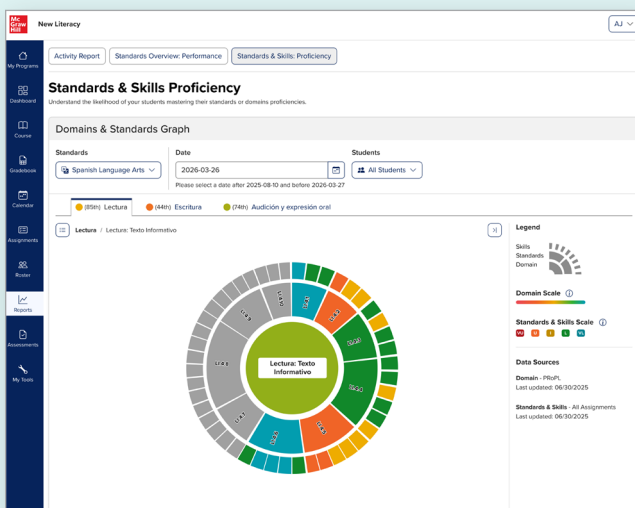
Formative and summative performance data directly informs instruction delivered via Study Group and Focus Group lessons.

The Standards & Skills Graph

The Standards & Skills Graphs provide educators with a comprehensive, visual representation of student learning. Data in *¡Emerger juntos!* feeds into these graphs, providing a holistic view of student performance and progress in Spanish and English. These graphs are constantly evolving throughout the school year to incorporate new information and offer the teacher tailored learning recommendations to assign each learner, creating a truly personalized learning path.



The Standards & Skills Graphs show student performance in **both languages** across all four literacy domains.



Graph types include:

- Reading Graph
- Writing Graph
- Listening and Speaking Graph

This ensures students are tracking toward success in all four language domains.

Embedded Professional Learning

Teacher-driven and self-assessed, our professional learning supports are designed to take your use of *¡Emerger juntos!* to the next level. We put the power in your hands to learn at your own pace with content that's relevant to you—allowing you to shape your own personalized learning journey.

Competency-Driven Learning

Teachers have access to videos, learning modules, PDFs, and interactive guides that encourage continuous growth and regular reflection of their teaching practices through alignment to **four teacher competencies**:

1 Implement an instructional model grounded in research-based literacy science.

2 Utilize data to drive instruction.

3 Foster intrinsic motivation, student-driven learning, and self-efficacy.

4 Provide a personalized journey for every student.

Ultimately, the competencies support teachers' implementation of the program by tying research-based strategies to daily instruction, enabling them to link each lesson to their state and district's grade-level standards and leverage the *¡Emerger juntos!* instructional design to support success for all students.



Supports for Teaching with *¡Emerger juntos!*

¡Emerger juntos! online professional learning content is available on-demand, 24/7, to support teachers through initial training, first year or implementation, and beyond. These videos, PDFs, and learning modules include easy-to-follow guidance for using the program in the classroom while also covering in-depth how the curriculum and routines are structured and why. Teachers and administrators will have access to:

■ Program Training Modules

Easy-to-use online training modules help teachers prepare to teach their first weeks of school and refine and broaden their application of all the instructional supports and data offered in *Emerge!* and *¡Emerger juntos!*. Modules include:

- Program Overview
- Teaching with Digital Deep Dive
- Plan to Teach: Lesson Deep Dive
- Assessment, Data, and Personalization

■ Show Me Videos

Short, concise clips show a teacher modeling and delivering key instructional routines with students. These videos appear both at lesson point of use and in an on-demand library.

■ Model-Lesson Classroom Videos

Full-length videos show teachers delivering foundational skills, building knowledge and comprehension, and writing lessons in real classrooms.

■ Data, Reporting, and Personalization Videos

These animated videos go deeper into the foundations and application of the data and personalization supports in *¡Emerger juntos!*.

■ Teacher Competency Videos

Featuring program author Dr. Douglas Fisher, this series of videos overviews the four McGraw Hill teacher competencies.

■ Administrator Support

The implementation Checklist and Coach Observation Tools support teachers and administrators during observational walk throughs at key points during the school year.

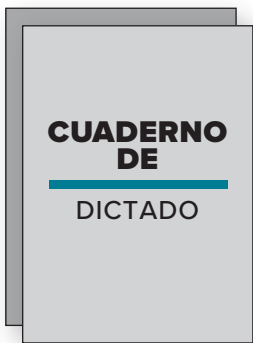
Dedicated Spanish Literacy Supports

While *¡Emerger juntos!* was designed to maintain parity and equity with *Emerge!*, some additional components are necessary to support the unique differences of the Spanish language. The components that appear only in *¡Emerger juntos!* are:

Cuaderno de dictado (Dictation Printables)

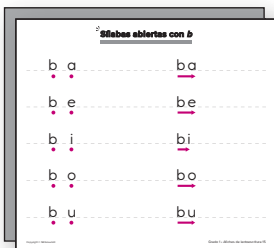
Dictation is an exercise frequently used in Spanish-speaking countries to develop all four language skills. These printables provide practice in:

- Oral comprehension
- Short-term memory: retention of phrases and grammatical structures
- Handwriting
- Vocabulary
- Spelling
- Writing
- Composition
- Grammar and syntax
- Attention and concentration
- Active listening
- Editing and self-assessment



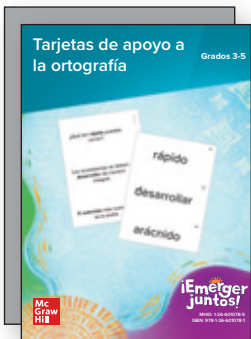
Afiches de lectoescritura (Literacy Support Cards)

Classroom cards support syllable-based learning by addressing key areas such as Spanish syllable formation and affixes, verb conjugations, and stress placement to develop the skills necessary for effective reading and writing in Spanish.



Tarjetas de apoyo a la ortografía (Spelling Support Cards)

Help students overcome orthographic challenges and build fluency in reading and writing with these cards that provide targeted support for difficult-to-spell Spanish words.

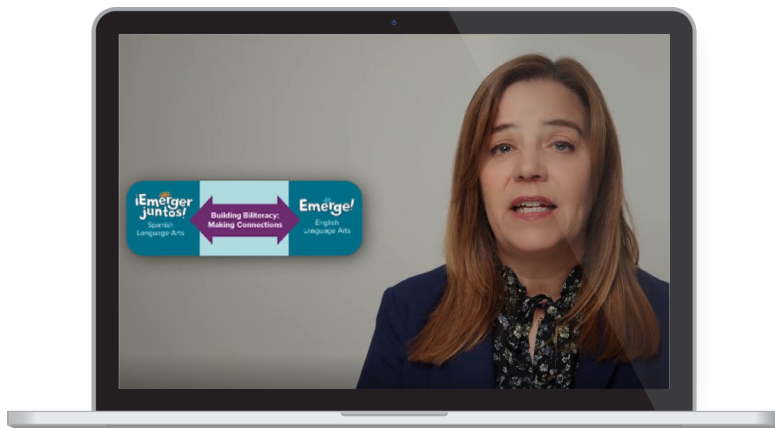


Building Biliteracy Essentials

Explore instructional routines, the research behind our biliteracy supports, and suggestions for leveraging the program to best support bilingual learners.

Professional Learning Videos on Building Biliteracy

Filmed with dual literacy expert and program author Dr. Olga Grimalt, these videos explain best practices and offer lesson strategies for enhancing biliteracy instruction.



ML Apoyo

These embedded, point-of-use scaffolds in the Teacher's Edition offer three levels of support—substantial, moderate, and minimal—to help learners with language acquisition.



ML APOYO

Proporcione apoyo para ayudar a los estudiantes a acceder a la información del video.

Sustancial En cada Pausa, resuma la información que los estudiantes acaban de aprender y haga preguntas para confirmar la comprensión.

Moderado En cada Pausa, haga preguntas y ayude a los estudiantes a reformular las ideas principales.

Mínimo Pida a los estudiantes que reformulen las ideas principales usando más detalles.

Student Companion ELA Supplements

To balance the status of languages and spiral instruction, Central Texts in *¡Emerger juntos!* alternate between authentic Spanish texts and translations from *Emerge!*. The ELA supplement also translates the Spanish texts to English for use in the ELA time block, ensuring that authentic, full texts in both languages are available to students.

Students in Grades 2–5 have the option to read the Central Text in one language and write about it in the other, building cross-linguistic connections and skills.

Key Program Materials

Use this list for an at-a-glance view of your grade's key components within *¡Emerger juntos!* and see how they make for a streamlined, easy-to-use experience.

***¡Emerger juntos!* Essentials (K–5)**

Professional learning resource for teachers, including research, pacing, implementation support, and more!

Guía del maestro / Teacher's Edition (K–5)

Access explicit and systematic lessons, embedded routines, and support for data-informed instruction.

Guía del maestro para la escritura extensa / Extended Writing Teacher's Edition (2–5)

Provides explicit instruction for genre writing through all stages of the writing process as well as grammar and writer's craft minilessons.

Building Biliteracy Essentials

Outlines instructional routines and shares the research behind our biliteracy supports as well as suggestions for leveraging the program to best support bilingual learners.

Teacher Digital Experience (K–5)

Explore a wealth of content, student data, tailored recommendations, and professional learning resources.

Libro del estudiante / Student Companion (K–5)

Provide students with authentic literature, decodables at K–2, daily writing, and opportunities to engage with texts.

Set de superlibros de literatura /

Literature Big Book Set (K–1)

Increase students' listening comprehension and print awareness.

Tarjetas de lectura en voz alta /

Read Aloud Cards (K–1)

Engage students with read alouds that develop listening comprehension and build knowledge.

Imprimibles: Escritura extensa /

Extended Writing Printables (2–5)

Student pages to support each stage of the writing process.

Student Digital Experience (K–5)

Offer students a centralized hub for content, activities, and data.

Imprimibles: Práctica / Practice Printables (K–5)

Meaningful student practice for key foundational skills, vocabulary, and grammar.

Afiches de lectoescritura /

Literacy Support Cards (K–5)

Enhance syllable-based learning in Spanish, by addressing key areas, such as syllable formation and affixes, to help students develop the skills necessary for effective reading and writing in Spanish.

Lecciones para Grupos de enfoque /

Focus Group Lessons (K–5)

Meet students where they are with explicit small-group instruction independent of grade-level scope and sequence.

Tarjetas de vocabulario /

Visual Vocabulary Cards (K–5)

Develop vocabulary for concept words and target words.

Tarjetas de fonética / Sound-Spelling Cards (K–5)

Support phonics instructional routines for all sound-spellings.

Tarjetas de palabras de uso frecuente /

High-Frequency Word Cards (K–2)

Support orthographic mapping, comprehension of high-frequency words, and cross-linguistic connections.

Tarjetas de apoyo a la ortografía /

Spelling Support Cards (3–5)

Support Spanish literacy in older grades by developing advanced skills in phonics, word structure, and spelling.

Tarjetas de fotos / Photo Cards (K–2)

Identify words containing specific sound-spellings with brightly colored pictures.

Tableros de respuestas /

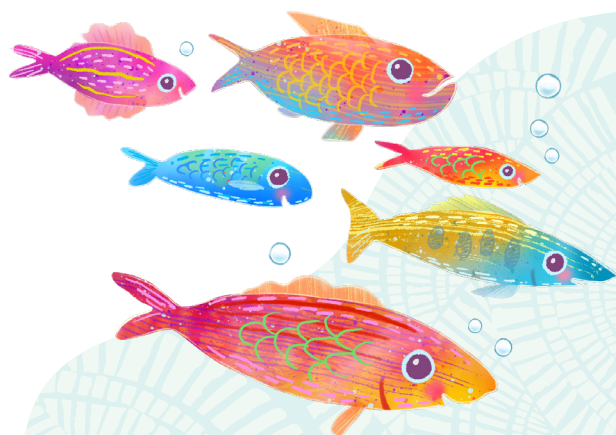
Write-On/Wipe-Off Response Boards (K–5)

Help students apply and practice phoneme awareness, phonics, word structure, spelling, and high-frequency word skills.

Tarjetas de caligrafía / Handwriting Cards

(Manuscript: K–2; Cursive: 3–5)

Provide instruction for forming uppercase and lowercase letters.



McGraw Hill Literacy Authorship

Drawing on research findings and insights from 16 renowned literacy experts and more than 6,400 teachers, students, and administrators nationwide, *¡Emerger juntos!* was built to guide students along their literacy journeys with easy-to-use, effective instruction.

Program Authors

Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest research and reflects classroom best practices.

Dr. Olga M. Grimalt

Language, Multilingual Learners, Oral Language Development

Dr. Diane August

Multilingual Learners, ELD Dual Language

Dr. Jana Echevarria

Multilingual Learners, ELD Dual Language, Oral Language Development

Consulting Authors

The *¡Emerger juntos!* consulting authors contributed expertise in specific aspects of literacy instruction.

Dr. Elizabeth Howard

Dual Language, Multilingual Learners

Shera Simpson

Dual Language, Early Childhood Education

Dr. Lillian Durán

Multilingual Learners, Dual Language
Assessment, Intervention

Literature Reviewers

These scholars, librarians, and trade book authors reviewed the program texts for quality, accuracy, and cultural sensitivity.

Irisalba Pino

Dual Language, Intervention, Coach,
Multilingual Learners

Vanessa Mosqueda, M.A., M.S.

Multilingual Learners, Dual Language

Dr. Jeannette Mancilla-Martinez

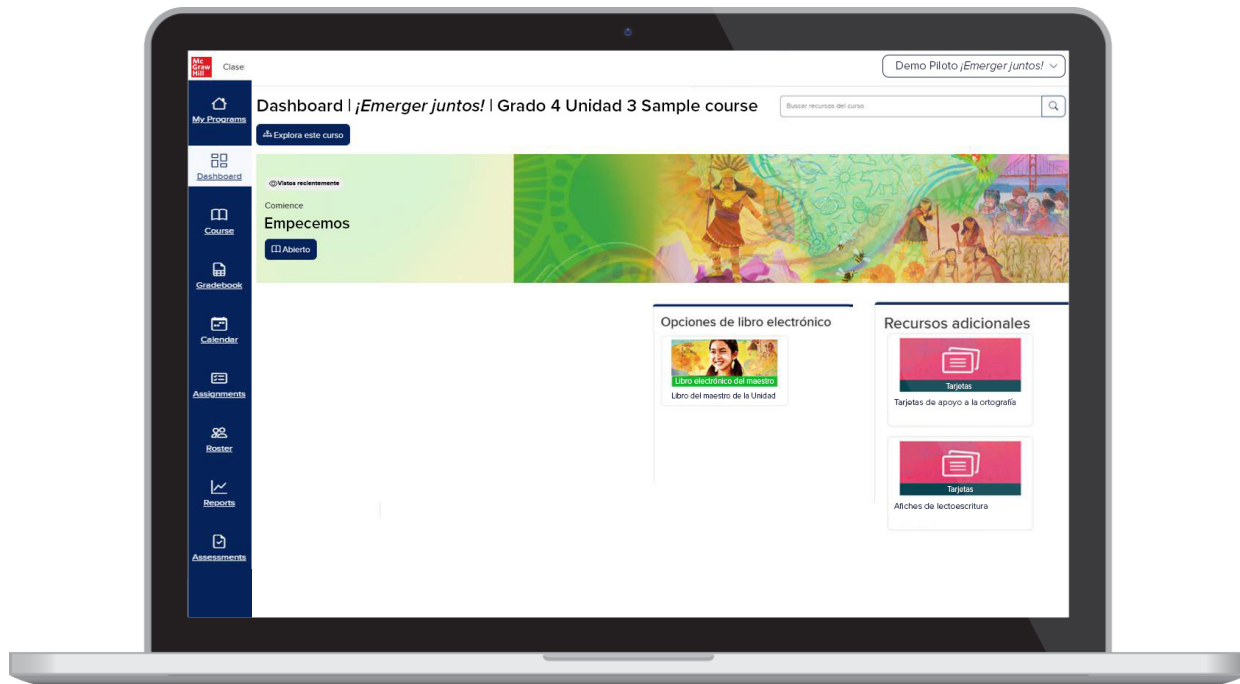
Multilingual Learners, Dual Language

Advisor

Dr. Laura Merino Hernández

Foundational Skills, Language Development, Multilingual Learners

Up Next: The ¡Emerger juntos! Digital Experience



Now that you've explored this guide, scan the QR code or visit mheducation.com/TryMHDualLit to see how the digital experience takes personalized learning to the next level!





iEmerger juntos!

McGraw Hill Literacy



Scan the QR code or visit
mheducation.com/DualLitK5Review
to request a sample or digital trial.