



GRADES
K–5

Program Overview

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


**¡Emerger
juntos!**
California



Scan the QR code or visit
mheducation.com/CAEmergerjuntos-Overview
to sample *¡Emerger juntos! California*.



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**¡Emerger
juntos!**
California

Welcome to ¡Emerger juntos! California

¡Emerger juntos! California works alongside *Emerge! California* 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.



Dual Literacy Built for California

¡Emerger juntos! California was built on the California Common Core State Standards (CCSS) for ELA/Literacy and English Language Development (ELD). In short: it was made specifically for you and your students!

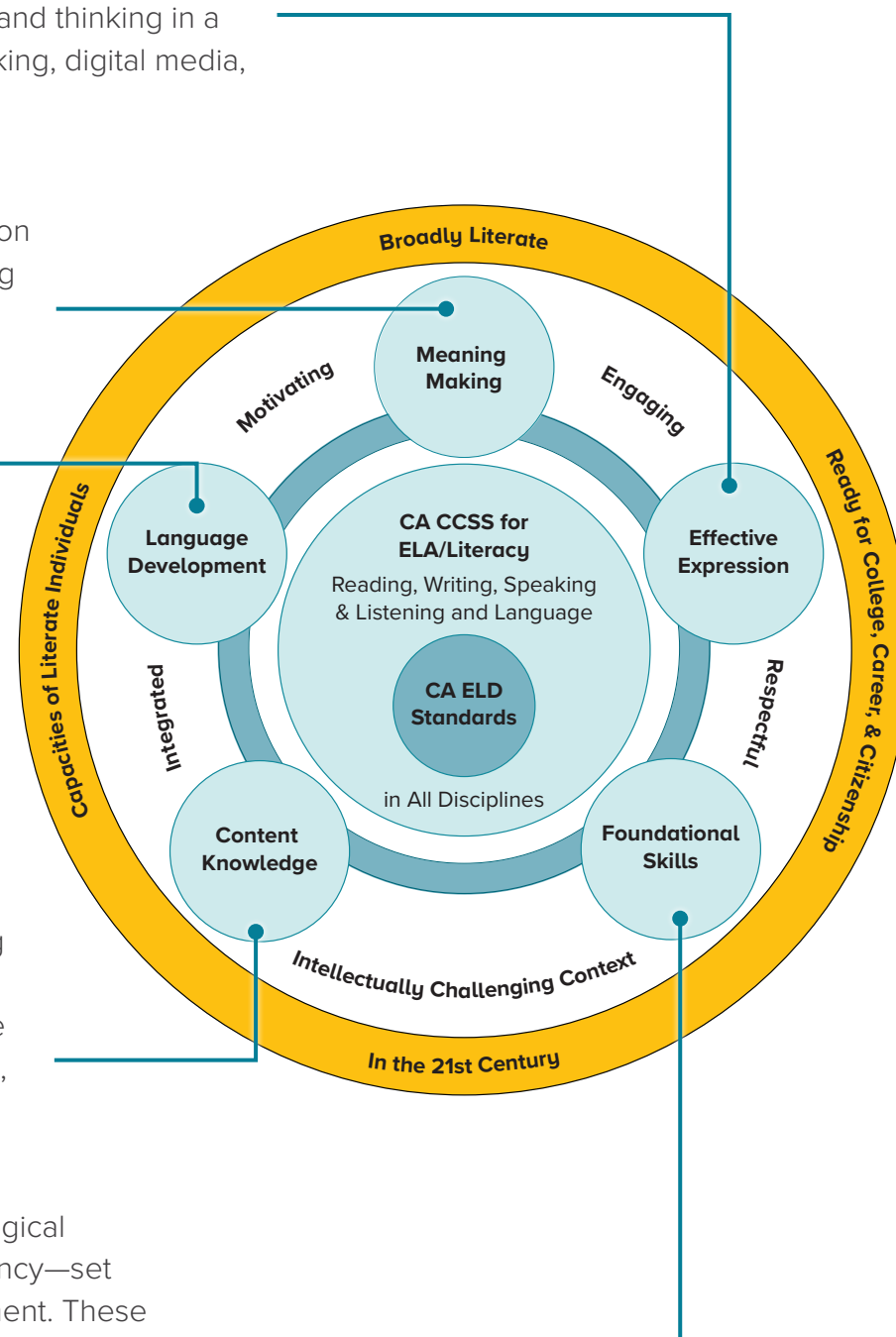
Reading, writing, speaking, listening, and language are the basis of **effective expression** across disciplines. Students express their understanding and thinking in a variety of ways—through writing, speaking, digital media, visual displays, movement, and more.

Making meaning is at the heart of literacy instruction; it's our central reason for reading and writing texts, discussing and collaborating, researching and presenting, and more.

Language development—especially in the areas of vocabulary, academic language, syntax, and text structure—is critical for learning. Students must learn with and through language to think critically and communicate effectively.

Building **content knowledge** is just as critical to literacy instruction as reading and writing. The more students read from a wide range of texts and engage in inquiry and research-based learning, the more they learn and comprehend.

Foundational skills—phonics, phonological awareness, word recognition, and fluency—set the stage for lifelong literacy achievement. These skills are best taught through explicit, systematic instruction with ample opportunities to practice.



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! California*.

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! California* 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! California* 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! California 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.



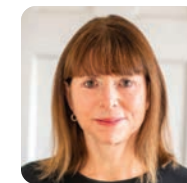
¡Emerger juntos! California Authorship

The *¡Emerger juntos! California* author team guided the development of the program. Contributing expertise in all key aspects of literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest scientifically based research and reflects classroom practices proven to be effective.



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The Instructional Model

The *¡Emerger juntos! California* 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, systematically, and supported by 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 where they are in the 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 to support 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! California* 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 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.	 Tablero de respuestas
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>.	
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>.	



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! California* 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 & Syllable Awareness:** Identify, blend, and segment syllables and phonemes
- **Decoding:** Sound-spelling, word blending, word building
- **Encoding:** Handwriting, word dictation

2. Guided Practice

Guided instruction and immediate corrective feedback provide students with the support needed to grasp the foundational skills. As their skills develop, they then 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 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.

PASO 1 Presentar sílabas con c /s/

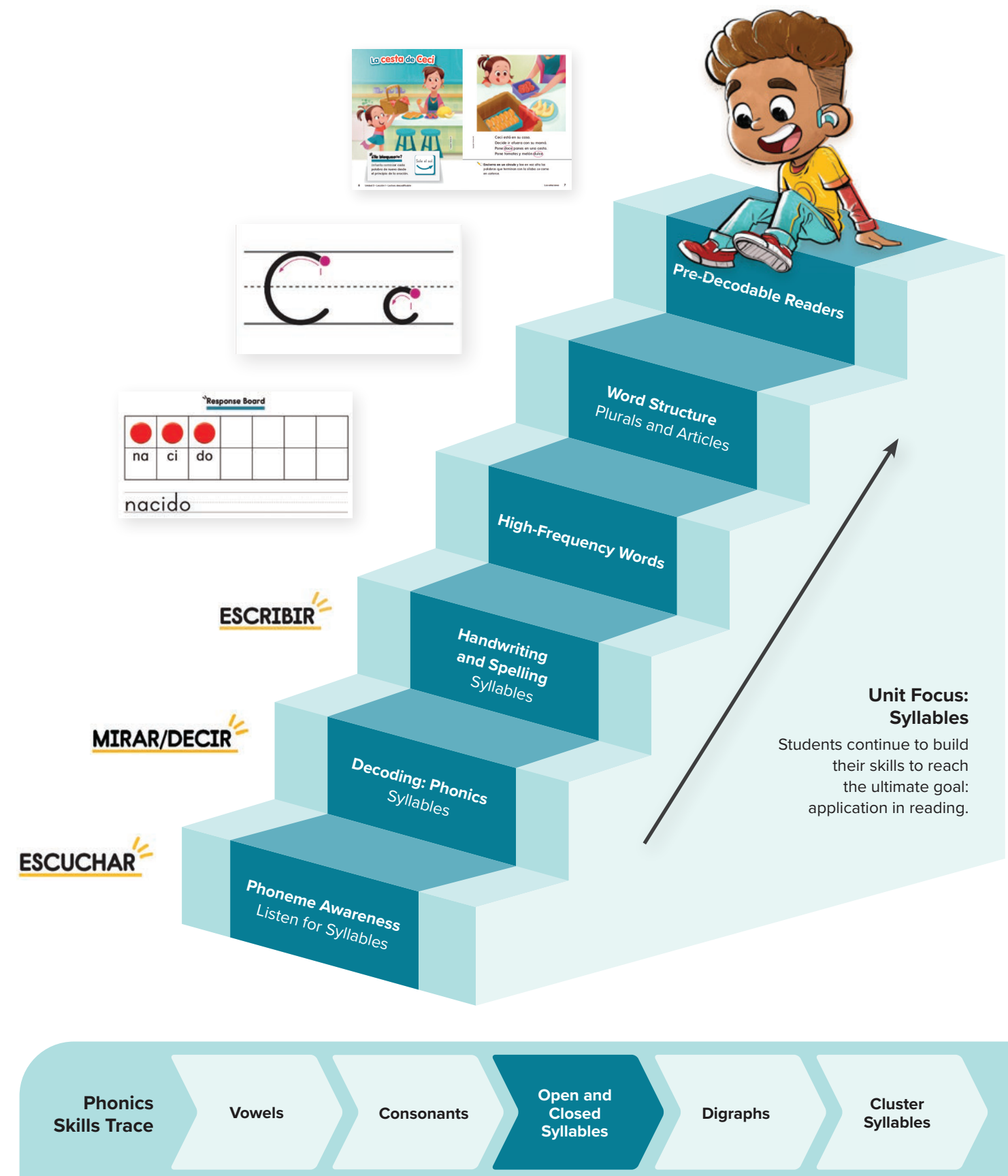
Yo/Juntos
Muestre la Tarjeta de fonética cepillo. Diga: Esta es la imagen de un cepillo. La palabra cepillo comienza con el sonido /s/. En esta palabra, el sonido /s/ se representa con la letra c. Use la rutina al reverso de la tarjeta para guiar a los niños a conectar el sonido con la letra.

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, cero, cupón, cereal, cisne, dentro, mapa, ciclo, cilindro*.

Tarjetas de fotos



A foundational skills Yo, Juntos, Ustedes routine introducing syllables with c /s/



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! California* 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?

Comenta la siguiente instrucción. Usa tu Cartelón de desarrollar el 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
Pida a los estudiantes que lean la oración de la página 48, párrafo 1 de “Un debate entre dioses”. ¿Cómo le atreves a hablar así de la arquitectura de mi pueblo? Llame la atención

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 Entretener
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)

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

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

¡Emerger juntos! California leverages 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!* California, 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.



Launch the Dual Literacy Journey

¡Emerger juntos! California streamlines instruction to help you provide the most effective, engaging literacy experience possible. Our robust teacher tools are with you every step of the way, offering support tailored to your specific needs, experience level, and teaching style.

The explicit, systematic **instructional model** provides a clear pathway toward skilled reading and writing.

A gradual release of responsibility model transitions learning from the teacher to the student, promoting their independence, growth, and confidence.

The **Conversación en parejas / Partner Talk** icon indicates opportunities for peer collaboration and discussion to support academic language development and speaking and listening skills.

DESTREZAS FUNDAMENTALES

Syllables with c /s/

Decoding: Phonics, continued

Combine syllables with c /s/

I Do
Model the Routine to Combine Syllables for Reading *cinema* in the **Blending Lines Chart**.

We Do
(See Spanish chart.)
Guide the children to use the routine and read the rest of the words and sentences together. If necessary, use the additional words (+) feature.

Corrective Feedback If the children struggled, demonstrate how to combine syllables: *ci, ta, cito*. Ask the children to repeat it.

Identify spelling patterns Point to the word *once*. Combine the syllables and read the word. Ask the children to repeat. Then read other words with *ce*. Repeat with *ci*.

You Do: Moving Toward Automaticity

Partner Talk Hand out **Phonics Practice 3.1**. Ask the children to work in pairs to combine syllables. Ask them to circle the words *mece, Ceci, doce, cito, nace, cisne, and cito* on the chart. Ask the children to read the sentences and circle the words with syllables with *c /s/*.

Phonics Chart Create a phonics chart with syllables with *c /s/*. Children can add new words during the week.

Check-In Ask the pairs to read a word with syllables with *c /s/*. Ask the children to reflect using the Check-in Routine.

Sílabas con c /s/

Descodificar: Fonética, continuación **MIRAR/DECIR**

PASO 3 Combinar sílabas con c /s/

Yo
Modele la Rutina para combinar sílabas para leer *once* en la **Tabla de líneas para combinar**.

Juntos

Rutina para combinar sílabas	Guion	Materiales
Conectar	[Señale cada sílaba con el dedo]. Vamos a conectar las sílabas con sus sonidos: <i>on, ce</i> .	1. <i>once mece cima nace cito pincel</i> + 2. <i>doce cena Cece cede Ceci cesta</i> + 3. <i>fácil dulce cisne cinta cesto alce</i> + Son <i>once</i> dulces. ¿Cece pinta cisnes?
Combinar	Deslicen el dedo debajo de cada sílaba mientras las combinan . Mirando cada sílaba, digan <i>once</i> .	Tabla de líneas para combinar
Leer	Deslicen el dedo debajo de cada sílaba mientras leen la palabra <i>once</i> .	

Guíe a los niños para que usen la rutina y lean juntos el resto de las palabras y las oraciones.

Sugerencias para corregir Si los niños tuvieron dificultades, demuestre cómo combinar las sílabas: *ci, ta, cito*. Pida a los niños que la repitan.

Identificar patrones ortográficos Señale *once*. Combine las sílabas y lea la palabra. Pida a los niños que repitan; luego, busque y lea otras palabras con *ce*. Repita con *ci*.

Repasar el significado de las palabras Muestre las palabras *paces, docena* y *maceta*. Lea los acertijos uno por uno y pida a los niños que elijan la palabra correcta de la lista. Después de cada respuesta, revisen juntos su significado.

- Hacemos las _____ para jugar juntos otra vez. (**paces**: ser amigos otra vez)
- Compré una _____ de huevos (**docena**: doce cosas)
- La flor está en la _____ (**maceta**: recipiente donde se plantan flores o plantas)

Ustedes: Hacia la automaticidad

Reparta la **Práctica de fonética 3.1**. Pida a los niños que trabajen en parejas para combinar sílabas. Pídales que encierren en un círculo las palabras *mece, Ceci, doce, cito, nace, cisne* y *cito* en la tabla, lean las oraciones y encierren en un círculo las palabras con sílabas con *c /s/*.

Tabla de fonética Cree una tabla de fonética con sílabas con *c /s/*. Pueden agregar palabras durante la semana.

Comprobar
Pida a las parejas que lean una palabra con sílabas con *c /s/*. Pida a los niños que reflexionen usando la Rutina de comprobación.

Formative Evaluation
Collect Phonics Practice 3.1

Evaluación formativa
Reunir datos Práctica de fonética 3.1

Práctica de fonética 3.1

IMPRIMIBLE

T4 Unidad 3 • Lección 1

Plan Lessons with Ease

The *¡Emerger juntos! California* print and digital experience was intentionally designed to be intuitive and easy to navigate. Your Teacher's Edition includes numerous supports at point of use, such as routines, prompts, and scaffolding—all embedded along a clearly labeled instructional pathway

The **Meta de aprendizaje / Learning Goal** provides a summary of the lesson's purpose and desired outcomes shared with students at the start of the lesson.

Codificar: Caligrafía

Tiempo: 4 minutos

Meta de aprendizaje
Podemos escribir la letra c en mayúscula y minúscula.

Escribir C, c

Yo
Muestre la **Tarjeta de caligrafía Cc** y modele la Rutina de caligrafía. Puede usar el **Video de caligrafía Cc** para demostrar cómo escribir la letra.

Rutina de caligrafía	Guion	Materiales
Escribir la mayúscula	Miren cómo escribo la letra C mayúscula. 1. Se comienza justo debajo de la línea de arriba. Se hace una curva hacia la izquierda que toque las líneas de arriba y de abajo. 2. Se continúa la curva hacia la derecha y hasta detente debajo del punto de inicio.	
Nombrar	Nombren la letra: C mayúscula. ¿Qué sonido hace? /s/	Tarjeta de caligrafía
Escribir la minúscula	Miren cómo escribo letra c minúscula. 1. Se comienza justo debajo de la línea del medio. Se hace una curva hacia la izquierda que toque las líneas del medio y de abajo. 2. Se continúa la curva hacia la derecha y hasta debajo del punto de inicio.	
Nombrar	Nombren la letra: c minúscula. ¿Qué sonido hace? /s/	

Ustedes
Reparta la **Práctica de caligrafía Cc**. Pida a los niños que sigan el trazo de la letra c, siguiendo las flechas y describiendo los trazos a medida que los hacen. Luego, pídale que escriban la letra c, la nombren y digan el sonido cuando terminen. Si es necesario, ofrezca apoyo.

Comprobar
Pida a los niños que revisen cómo formaron las letras. Pídales que reflexionen usando la Rutina de comprobación.

Práctica de caligrafía Cc

IMPRIMIBLE

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LECCIÓN 1

Objetivo
Escribir la letra Cc mayúscula y minúscula.

CA CCSS L.1.1a

Materiales
• Tarjeta de caligrafía Cc
• Video de caligrafía Cc
• Imprímible: Práctica de caligrafía Cc

Práctica adicional
Si los niños necesitan más práctica para escribir Cc, ofrezca otra copia de la Práctica de caligrafía Cc.

Encoding: Handwriting

Learning Goal
We can write uppercase and lowercase letter c.

Write C, c

I Do
Show the **Handwriting Card Cc** and demonstrate the Handwriting Routine. You can use the **Handwriting Video Cc** to demonstrate letter formation.
(See Spanish chart.)

You Do
Hand out **Handwriting Practice Cc**. Ask the children to trace the letter c, following the arrows and repeating the strokes to themselves. Then, ask them to write the letter c, name it and say the sound when they finish. If needed, offer support.

Check-In Ask the children to review how they formed the letters. Have them reflect using the Check-in Routine.

ML APOYO
Para ayudar a los niños a consolidar la relación entre letras y sonidos, pídeles que pronuncien la letra mientras la escriben y también después. Para reforzar el conocimiento del alfabeto, pregúntales qué letra viene antes de la c? (La letra b viene antes de la c).

Evaluación formativa
Reunir datos Práctica de caligrafía

Formative Evaluation
Collect data Handwriting Practice Cc

Las estaciones T5

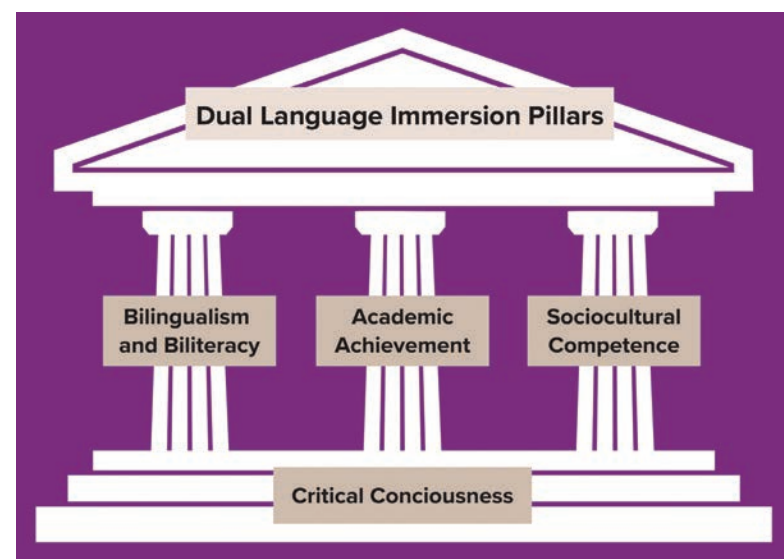
Specific **California standards** are clearly identified and embedded throughout each lesson.

Robust ML Apoyo / Multilingual support in every lesson help your multilingual students develop their language skills and access rigorous, grade-level content.

Grade 1 Unit 3 Example

Supporting Effective Dual Language Immersion

¡Emerger juntos! California 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! California* 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

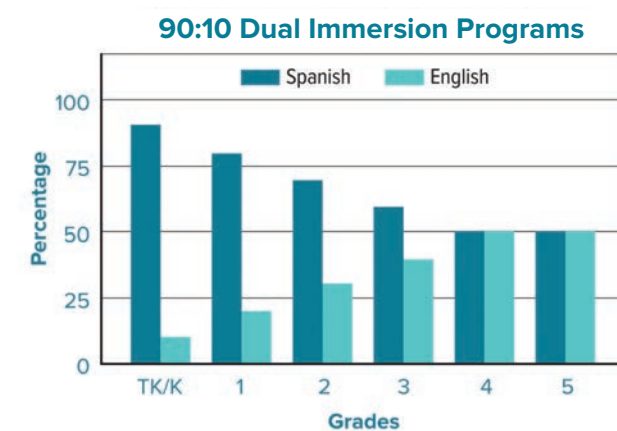
Schools with a higher proportion of English-fluent students often choose the 90:10 model, immersing students in the target language during the early grades to build strong linguistic foundations. Communities with large numbers of multilingual learners frequently select the 50:50 model, introducing literacy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

¡Emerger juntos! California 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.

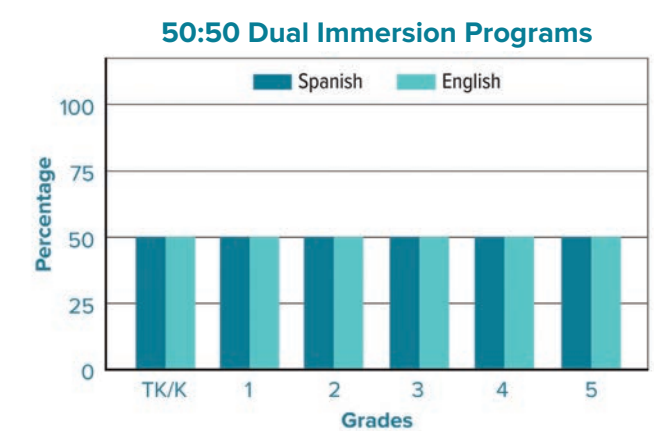
Highlights of the 90:10 Model

- 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.



Highlights of the 50:50 Model

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



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.

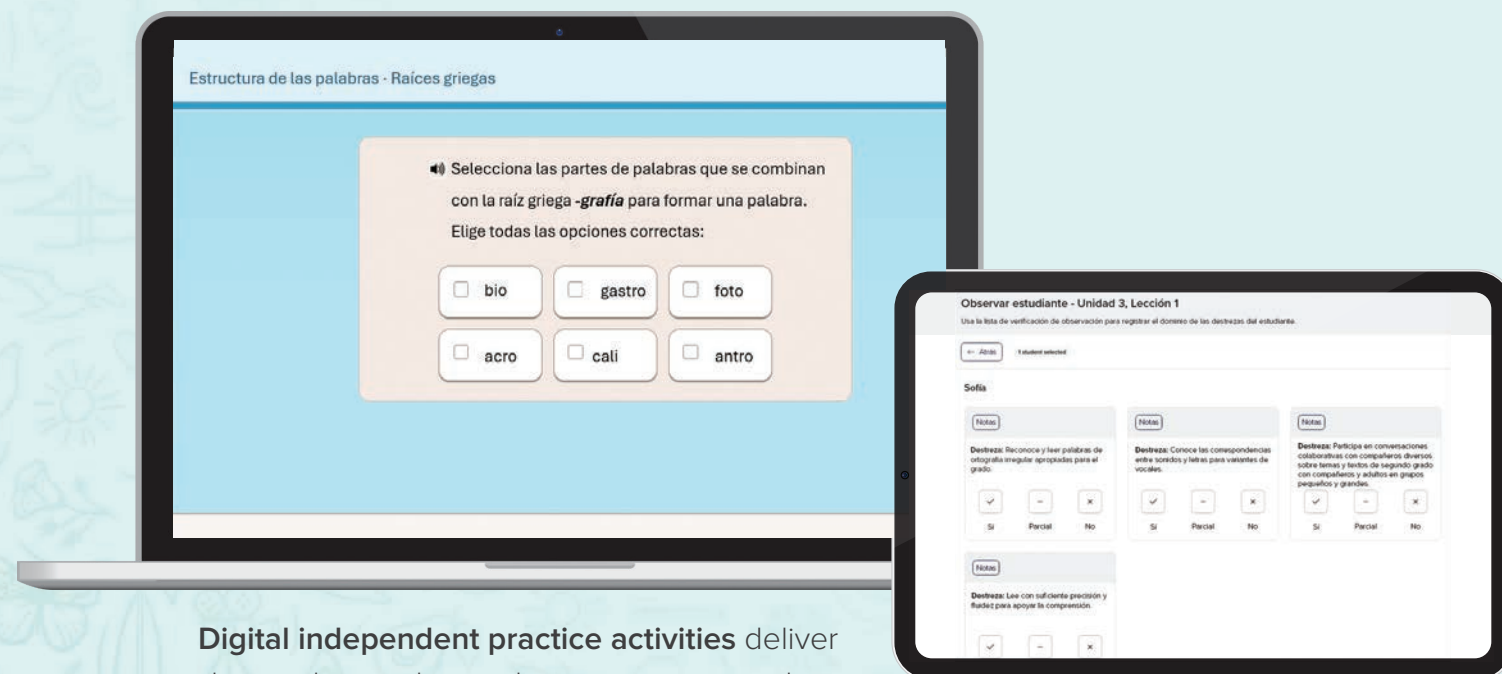


Timely Teacher Support

Created for teachers with limited time and unlimited commitment to empowering every learner, *¡Emerger juntos! California* 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.

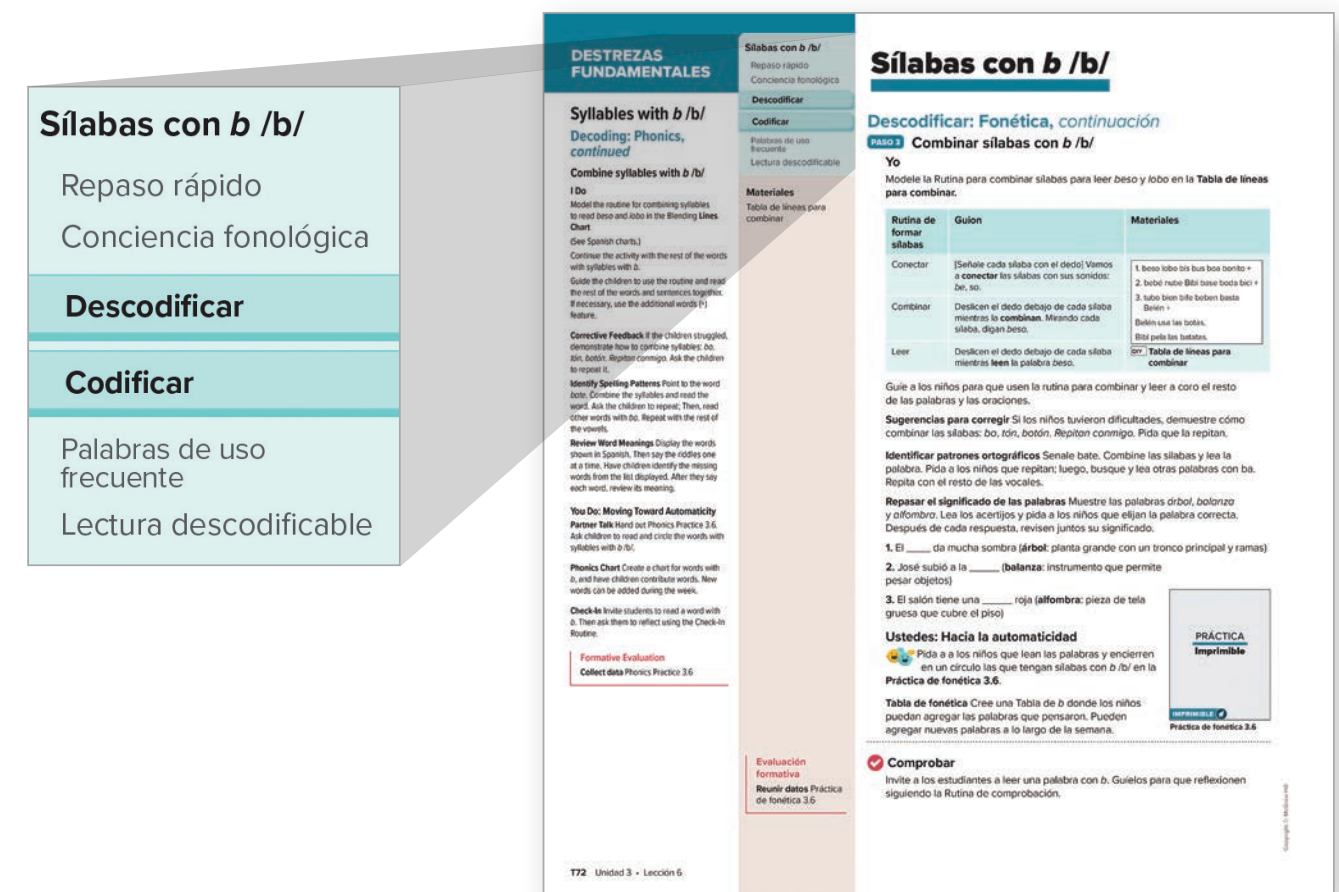


Digital independent practice activities deliver data to the teacher and our system on student performance against skills and standards.

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

Easy-to-Use, Intuitive Design

The *¡Emerger juntos! California* 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.



Robust Professional Learning Supports

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



Embedded Professional Learning

Teacher-driven and self-assessed, our professional learning supports are designed to take your use of *¡Emerger juntos! California* 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! California* instructional design to support success for all students.



Supports for Teaching with *¡Emerger juntos! California*

¡Emerger juntos! California online professional learning content is available on-demand, 24/7 to support teachers through initial training, 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:

- **Show Me Videos**
Short, concise clips showing 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 showing teachers delivering foundational skills, building comprehension and knowledge, and writing lessons in real classrooms.
- ***¡Emerger juntos! California* in Action**
Implementation tools to support teachers and administrators during observational walk-throughs at key points during the school year.
- **Program Training Modules**
Easy-to-use online training modules that help teachers prepare to teach their first weeks of school as well as continue to refine and broaden their application of all the instructional supports and data offered in *¡Emerger juntos! California*.
- **Data, Reporting, and Personalization Videos**
Animated videos that go deeper into the foundations and application of the data and personalization supports in *¡Emerger juntos! California*.
- **Teacher Competency Videos**
A series of videos overviewing the four McGraw Hill teacher competencies, featuring Dr. Douglas Fisher.

Student-Centric Learning

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

➔ Meta de aprendizaje / 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.

✓ Comprobar / 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! California* Essentials for more Check-In strategies.

Opportunities for Student Choice

¡Emerger juntos! California 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.



Conversación en parejas / Partner Talk icons clearly identify opportunities for peer collaboration.



Student Print Experience

¡Emerger juntos! California offers an array of powerful print resources to meet your classroom's diverse instructional needs. Each resource is rooted in the latest literacy research and thoughtfully designed to support foundational skills, build comprehension and knowledge, and foster cross-curricular connections.

1. Student Companion

Students read and annotate the core texts for each unit and complete vocabulary, comprehension, and writing activities in response to texts. In K–2, these include Decodable Readers for every student.

2. Printables

Printable resources can be printed and distributed to students to support instruction; many printables are assigned based on assessment and observational data. Printables include Practice Printables; Text Printables with Graphic Organizers; Decodable Readers and Passages; Printable Discussion Prompts; Differentiated Texts; Answer Keys; and more.

3. Response Boards

These durable, write-on/wipe-off boards allow students to practice applying foundational skills routines. They feature Elkonin boxes and write-on lines.



Nombre _____

Aves volando

Responde cada pregunta con oraciones completas.

1. ¿Cómo sería mudarse como lo hacen las aves?

2. ¿Qué cosas crees que podrías ver si volaras?

Grado 1 • Extensión de la lectura descodificable 3.9

DIGITAL PRINTABLE

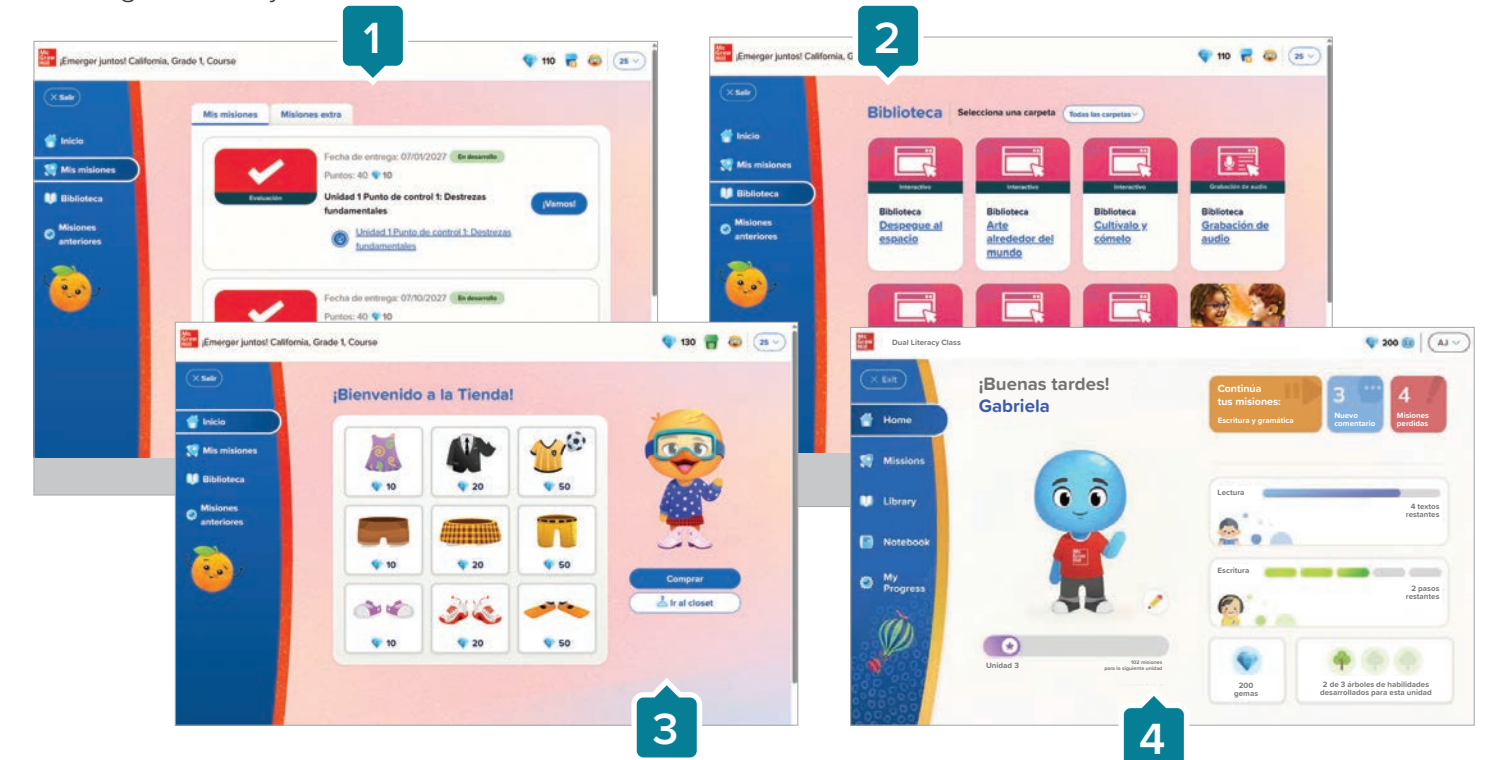
Tablero de respuestas

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Grado K • Tablero de respuestas

Student Digital Experience

¡Emerger juntos! California was built for today's modern classroom—seamlessly integrating technology into literacy instruction to enhance teaching and learning. Students gradually increase their digital usage over time in line with developmental milestones to foster both foundational literacy skills and digital literacy.



1. Misiones / Missions

In the digital experience, teachers can assign students “must do” mission activities aligned with grade-level skills and standards. Once they complete their “must do” activities, students can choose from a selection of tailored “may do” bonus missions, allowing for enrichment or targeted reinforcement.

2. Biblioteca / Library

The Digital Library provides access to a variety of texts and videos, organized by unit to support personalized learning and independent time. Features like audio support, annotation tools, and multilingual summaries enhance accessibility and inclusivity.

3. Custom Avatars

When students complete missions, they earn gems. They can redeem their gems in a virtual store to personalize their avatars by unlocking clothing and accessories—sparking student agency, achievement, and motivation.

4. Progress Visualization

Every student has a learner profile where they can track their completed missions, gems earned, and skill development over time. Seeing their individual learning journeys empowers them to set goals and take ownership of their progress.

Data-Informed Instruction

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

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

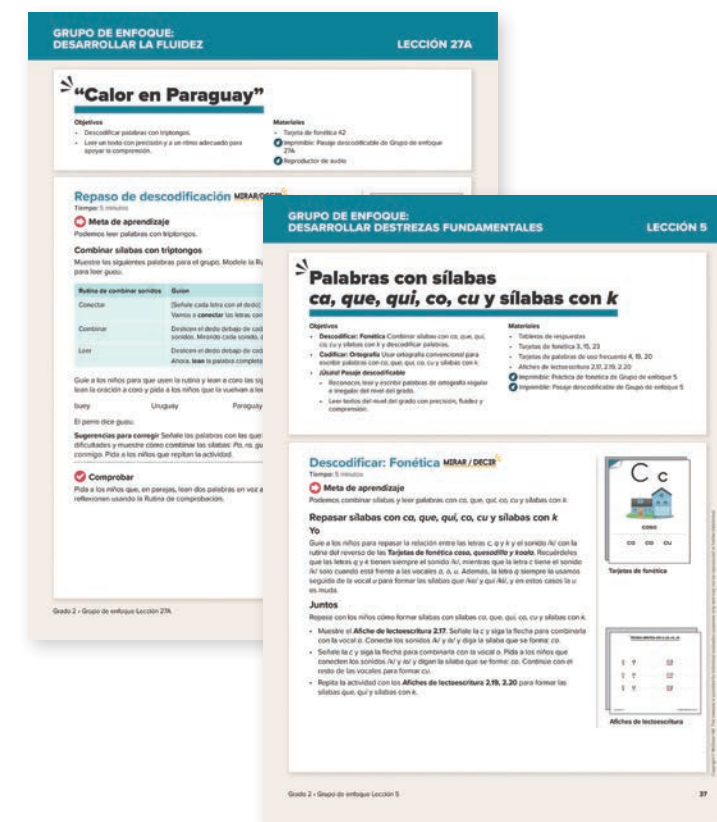
- Leverages skill and formative teacher observational data to deliver just-in-time instruction during the whole-group instructional block aligned to the unit scope and sequence.
- Provides continued instruction on grade-level content for students who need it.
- Allows other students to work on the same 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

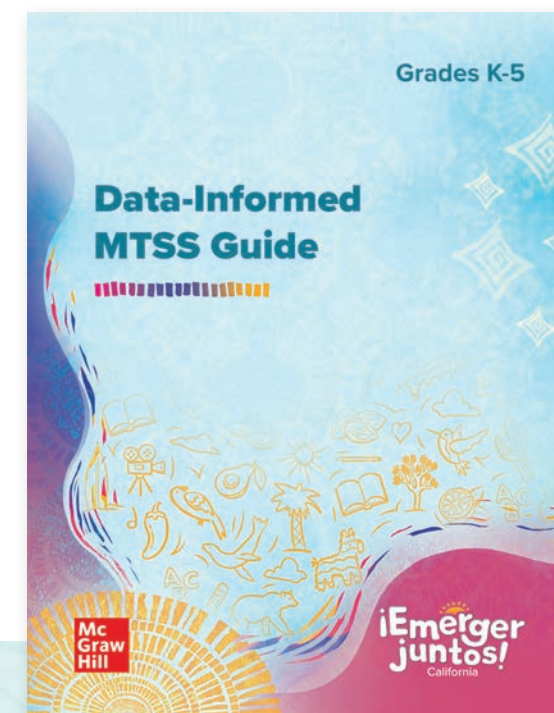
Grupos de enfoque / Focus Group

- 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.



Data-Informed MTSS Guide

The Data-Informed Multi-Tiered System of Supports (MTSS) Guide helps districts align their MTSS implementation with *¡Emerger juntos! California* to ensure that all students can meet grade-level expectations and participate fully in rigorous learning. The guide includes support for Tier 1, 2, and 3, students with dyslexia, and students with Individualized Education Programs (IEP) and 504s.



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*. Pídales 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. Pídales 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.

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.

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 *iEmerger juntos! California* 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.

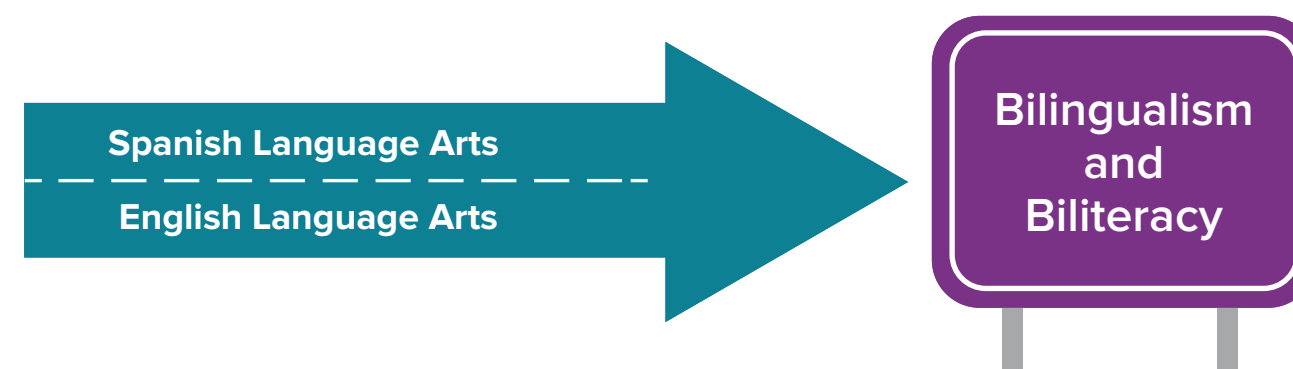


The research-based implementation model is grounded in the three pillars of dual language education: bilingualism and biliteracy, academic proficiency in two languages, and sociocultural competence. *iEmerger juntos! California* and *Emerge! California* work together to provide a structured biliteracy program for Dual Language Immersion/Two-Way Programs.



Holistic Biliteracy

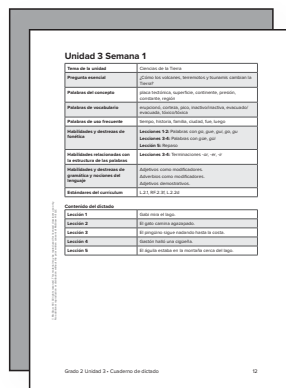
McGraw Hill approaches biliteracy as Spanish and English traveling on the same road, each in its own lane, sharing the same topic and essential question, with opportunities for building metacognitive and metalinguistic awareness. Students are encouraged to use their entire linguistic repertoire to make 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

Dedicated Spanish Literacy Supports

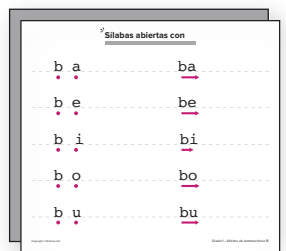
While *¡Emerger juntos! California* was designed to maintain parity and equity with *Emerge! California*, some additional components are necessary to support the unique differences of the Spanish language. The components that appear only in *¡Emerger juntos! California* are:



Cuaderno de dictado (Dictation Printables)

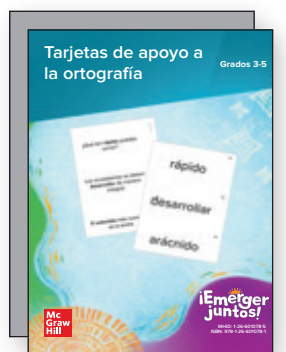
Dictation is an exercise frequently used in Spanish-speaking countries to develop all four language skills. These printables provide practice in:

- 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 and 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! California* alternate between authentic Spanish texts and translations from *Emerge! California*. The ELA supplement also translates the authentic Spanish texts to English for use in the ELA time block, ensuring that authentic, full texts in both languages are available to students.

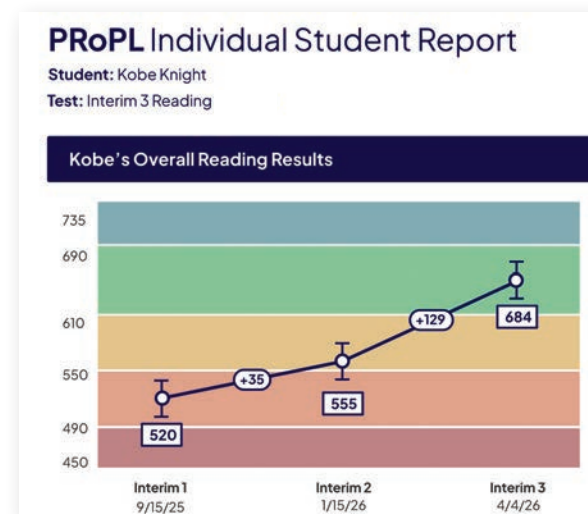
Students in Grades 2–5 have the option to read the Central Text in one language and write about it in the other, building cross-linguistic connections and skills for a truly bicultural experience.

Assessment and Data

¡Emerger juntos! California simplifies the assessment process for teachers while keeping purposeful data at the center of instruction. Throughout the school year, *¡Emerger juntos! California* 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 Spanish Reading** 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

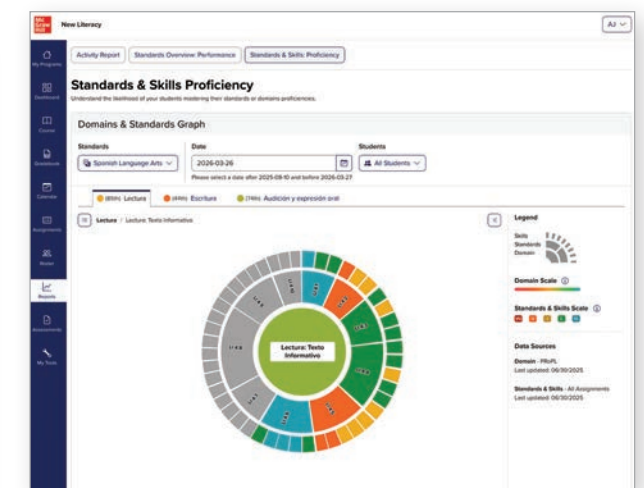
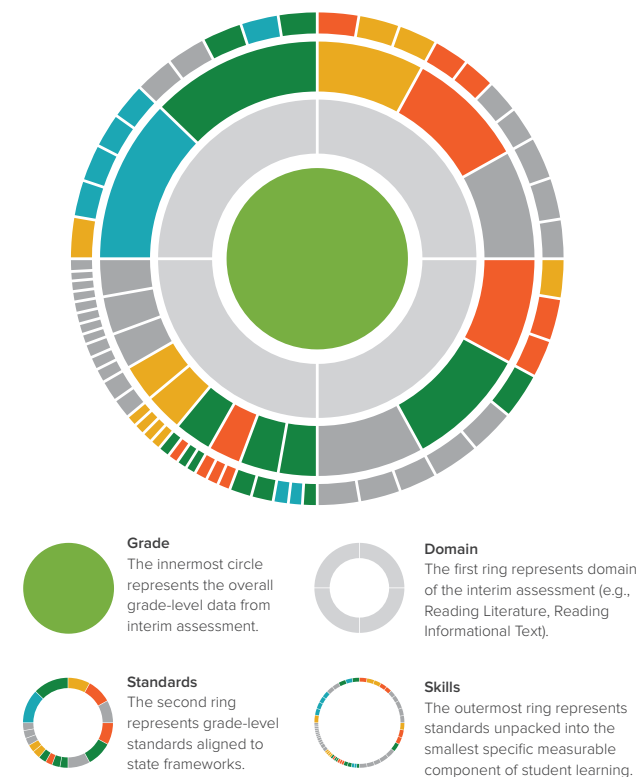
Formative and summative performance data directly informs instruction delivered via Study Group and Focus Group lessons.

Student Performance and Learning Recommendations

The Standards & Skills Graphs provide educators with a comprehensive, visual representation of student learning. Data in *¡Emerger juntos! California* 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.

Understanding the Graph Structure

The Standards and Skills Graph displays student data across three concentric rings around a circle, moving from broad grade-level performance at the center to specific skills at the outer edge.



Teachers can view data through three graph types:

- Reading Graph**
- Writing Graph**
- Listening and Speaking Graph**

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



Key Program Materials

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

¡Emerger juntos! California 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 Sets (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 and comprehension of high-frequency words and aid cross-linguistic connections.

Tarjetas de apoyo a la ortografía / Spelling Support Cards (3–5)

Support Spanish literacy in Grades 3–5 by developing advanced skills in phonics, word structure, and spelling to enhance reading and fluency skills

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 Board (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: 2–5)

Provide instruction for forming uppercase and lowercase letters.



Notes

