# Core Program Summary

## Maravillas (2017)

### Information

**This program was approved for use in:**

* **First Grade**
* **Second Grade**
* **Third Grade**

**Core (Universal) Programming:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans and provides reading and practice materials for students (FCRR, n.d.).

**Please access the scored rubric online to review the specific criteria and feedback for each approved core reading program.**

Rubrics are available for all instructional program reviewed from the CDE upon request. Please contact Marisa Calzadillas at Calzadillas\_m@cde.state.co.us.

The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade-level proficiency in reading by the end of third grade. Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of the evidence-based literacy practices.

### CDE Core Program Rating Summary

**Kindergarten:**

* Phonological and Phonemic Awareness – Partially Meets Expectations
* Phonics and Word Study – Meets Expectations
* Vocabulary – Partially Meets Expectations
* Listening Comprehension – Doesn’t Meet Expectations
* Review Comments: While the phonics and word study section met expectations, other areas had a variety of limitations that make the overall program difficult to recommend. The phonemic awareness component of the curriculum was very limited and lacked a systematic scope and sequence of skills. Vocabulary instruction included brief student friendly definitions, but student practice and application was very limited. Very little of the vocabulary from texts is practiced and applied by students. The Listening Comprehension component lacked depth, coherence, and rigor for students, asking them to apply very little of their learning in a systematic way.

**First Grade:**

* Phonological and Phonemic Awareness – Partially Meets Expectations
* Phonics and Word Study – Partially Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Partially Meets Expectations
* Reading Comprehension – Meets Expectations
* Review Comments: Multiple sections only partially meet expectations, with vocabulary instruction lacking in coherence and cumulative review, phonological and phonemic awareness lacking a clear scope and sequence, and phonics and word study suffering from a lack of a sufficient number of decodable texts and adequate practice in multiple contexts.

**Second Grade:**

* Phonics and Word Study – Partially Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Doesn’t Meet Expectations
* Reading Comprehension – Meets Expectations
* Review Comments: Text reading and fluency instruction lacked in rigor and access to sufficient decodables. Phonics and word study lacks a clear attention to phonemic awareness.

**Third Grade:**

* Phonics and Word Study – Meets Expectations
* Vocabulary – Meets Expectations
* Text Reading and Fluency – Partially Meets Expectations
* Reading Comprehension – Meets Expectations
* Review Comments: A lack of decodables made text and reading fluency "Partially Meets," but the program meets expectations in other areas.

**Usability:** Partially Meets Expectations

* Review Comments – Materials were mostly easy to use, but the sheer number of resources made some things difficult to find.

### Vendor Information

**Vendor: McGraw-Hill**

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