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Spanish Reading Intervention Program Using Multisensory Methods

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SPANISH READING INTERVENTION PROGRAM

USING MULTISENSORY METHODS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Education.

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To my family and friends for their constant support and encouragement and to my students and colleagues for my inspiration. Thank you to my Capstone Committee for your expertise and guidance in completing my project.
"The more that you read, the more things you will know. The more you learn, the more places you'll go."

- Dr. Seuss
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CHAPTER ONE

Introduction

Overview

The purpose of this research is to create a Spanish reading intervention program that uses Orton-Gillingham based multisensory methods in order to improve students’ accuracy and fluency. There is currently a similar system created for English learners. In this chapter I explain my experience with the Spanish language, teaching in an immersion classroom and tutoring using an Orton-Gillingham based English reading intervention program, *The Sonday System*. This background information led to my interest and passion to explore the question: *How can I create a Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?*

My Personal Journey

Looking back on the events that led me to where I am now, my journey began during college when I decided to major in both Elementary Education and Spanish. They were two passions that I could not choose between. I was fortunate to study abroad in Chile and Peru and student teach in Mexico, before finishing all my graduation requirements at the end of the 2008 Fall semester. In February of 2009, I joined a friend in attending the International Job Fair at the University of Northern Iowa. I was not planning on actually moving abroad, rather just supporting her and getting some interview experience. However, six months later I found myself on a plane back to Mexico where I would be working at the American School of Torreón and also unknowingly meet my husband. I taught there for 3 years in first grade in an English immersion setting to a class of native Spanish speakers. When I made the decision to
return home to Minnesota I began the job search and found that the pot of Spanish immersion teaching jobs was much larger than the general English teaching opportunities. Although I was not sure I was ready to teach all day in Spanish, I found myself completely reversing my teaching experience and in August of 2012, I was back in Minnesota teaching Spanish immersion to all native English speakers. It set in that I had actually found my dream job, where my two majors were being fully utilized.

**Tutoring.** Before the summer of 2015, our reading specialist at our school began looking for teachers interested in helping develop a summer school program to help struggling readers. I expressed my interest and attended a one-day training on the program we would be using: Orton-Gillingham based *The Sonday System*. It is described as “a systematic, explicit, sequential and cumulative multisensory language instruction program which cements student learning into long-term memory” (Winsor Learning, 2017). After observing the reading teacher use the program and experiencing the training, I was excited to begin using it with students. I instantly loved the structure that the program provided for the teacher and the student alike. Each lesson has a new focus, such as a new vowel or consonant sound, and incorporates the different components of reading, such as phonics, as well as helping students practice spelling. *The Sonday System* intentionally combines the tasks of reading and spelling to help students create that connection and speed up their progress resulting in becoming writers as well as readers (Winsor Learning, 2008). Students are provided with a review at the beginning of each lesson in order to keep learning fresh and then the new material is introduced. At the end of each session, students will practice with a read aloud, whether they are listening or reading themselves. Throughout each lesson, students are encouraged to use
their hands and bodies to help them read and write using different multisensory strategies.

All students I worked with appeared to thrive and find success during our sessions even through their struggles with reading.

After teaching at summer school, opportunities for one-on-one tutoring arose during the school year and I began working with a student who would be transitioning from the Spanish immersion to the English program. While working with him I saw his confidence rise and he was ready to join his English classroom without feeling too behind his peers. Although I do not like to see students leave the Spanish immersion program, I witnessed it was necessary for this student’s confidence and attitude about school, along with his academic success. I was then introduced to another student for tutoring who was struggling with reading and had recently been diagnosed with dyslexia. It seemed he might be on the same track of moving from Spanish to English. However with this new student it was different. He nor his parents wanted him to miss out on the immersion experience. It was in this moment that I wished the reading intervention system I had used in English existed in Spanish.

**Connection to the classroom.** Two years ago our school adopted a new reading curriculum that focuses on conversation between classmates and individual practice of reading strategies. Its main focus is on reading comprehension and helping students develop their metacognitive strategies, such as inferring, making connections, wondering, and visualizing. Students who are already strong in their decoding and foundational skills are ready for this deep focus on comprehension. I observed the use of discussion and independent reading allowed for the on and above level readers to apply and
strengthen these skills. However, below level readers can struggle with these skills and become lost.

Based off of our beginning of the year reading assessment, our second grade team made the goal for our students to improve their vocabulary knowledge. I know that in order for my students to succeed in this aspect and because of its strong ties with comprehension, first my students need to be able to correctly decode and read the words on the page. Another one of our biggest concerns with students who struggle with reading in the second grade Spanish immersion program is their transition to third grade. It is then when they will begin to read in both English and Spanish. Therefore, helping them make as much progress as possible is essential to their success both academically and emotionally in the future.

**Context and Rationale**

*How can I create a Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?* This research question was created with the hope for the program to be used with struggling readers in my classroom as well with students during one-on-one or small group tutoring. The idea for the project came with one of my students in mind. He and I have been working together about once a week for a year. We first started one-on-one tutoring during the winter of 2016. Since then I have been using multisensory strategies with him while we focus mainly on phonemic awareness and phonics during our lessons. I look forward to using the lessons and exploring them with him in the future. This will allow me to see how the program is working in action and make any adjustments.
Professional significance. Through my creation of this program, I will need to study in more detail the layout of phonics and the acquisition of sounds in the Spanish language. This deeper delve into the Spanish language to learn phonetic principles and patterns will be the basis of my project, but will also help me grow professionally as a classroom teacher in the immersion program. There are so many amazing materials, resources and curriculum that have been created in the English language and as immersion educators we are always looking for ways to create more resources for our students.

Our English reading specialist has fully adopted the Orton-Gillingham *Sonday System* to use with our school’s struggling readers. With the development of a similarly based system in Spanish, we could offer our Spanish immersion students and staff a comparable sequential and planned out intervention program. I plan to consult with both the Spanish and English reading specialists at my school as I create my program in order to ensure its functionality when it is finished.

With the creation of a Spanish intervention reading program based on Orton-Gillingham multisensory methods, I hope that my students will find success and joy in reading. With the sequential and repetitive nature of the program, they will develop a strong phonics base that will launch them into the world of comprehension. Students who struggle with dyslexia specifically will benefit from the use of visual, auditory, and tactile methods in order to make connections in their brain and place their knowledge in long-term memory.

When I began my Master of Arts in Education during the summer of 2015, I chose to also pursue my K-12 Additional Reading license through the elective courses.
Because of my work on this project and the required reading classes that I completed, I look forward to immediately incorporating my new found knowledge and passion for teaching reading into my own second grade classroom, with the possibility of becoming a reading specialist in the future.

**Personal significance.** I have seen the effects of the English *Sonday System* on students and staff. The students enter the classroom knowing what to expect and the teachers enter the classroom with a sense of preparedness that the program is laid out for them. When I began tutoring my Spanish immersion students it was a more stressful feeling before each session because of the planning and uneasiness surrounding the content. With this program, I strive create materials that help our sessions feel productive and stress-free for myself and my students.

**Summary**

My experiences teaching and tutoring in both English and Spanish have pointed me in the direction of this project. As immersion teachers, we often have to create our own resources and share with our colleagues. Together we can share our resources and ideas in order to help our students. The success and confidence that I saw in the students and teachers using the Orton-Gillingham based *Sonday System* encouraged me towards the idea of creating a similar Spanish version. Through the use of multisensory methods and a sequential program, students and teachers alike will build their confidence in reading.

In the next chapter I summarize and synthesize various researchers’ ideas on: the background of reading interventions, the five elements of reading instruction, multisensory learning, and the Spanish language. These topics and research helped me
build understanding of the reading process and to create a program that incorporates the strategies I believe to be most helpful and beneficial in a reading intervention.
CHAPTER TWO

Literature Review

Introduction

This chapter reviews the literature I found in relation to my research question:

*How can I create an elementary Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?* Throughout the chapter, the major themes discussed are the background of reading interventions, the five elements of reading instruction, multisensory learning, and the Spanish language. All of these topics will help in the creation of my Spanish reading intervention program for elementary-aged students.

In order to develop my program, I believe it is first crucial to establish an understanding of how reading interventions first started and the format in which they are implemented in our schools. Next it is important to dig deeper into the attributes an effective reading intervention program requires in order to be successful. After researching the essential elements, I look at the research behind the brain and its connection to dyslexia and how multisensory strategies can be included in our reading instruction to benefit struggling readers. Finally, it is necessary to examine the bones of the Spanish language and how I will apply what I know about the English language and my experience with those programs into a Spanish program.

**Background on Reading Interventions**

Reading interventions come in all shapes and sizes and there are many different methods that have been used to help struggling readers. The first section discusses legislation and how it has affected reading intervention implementation in the schools.
Many laws and legislations were created with the intent of helping our students achieve success in reading. In order to understand why our systems are how they are now, it is also important to comprehend what happened in our history. The second part covers the parts of a reading intervention and discusses what studies and reviews have found surrounding successful models.

**School legislation.** Reading intervention and the programs educators use have been impacted by the legislation that the government has passed. In the 2000s, most new laws and legislation have come under or because of the No Child Left Behind Act (NCLB) which was signed into law by President George W. Bush on January 8, 2002 (Klein, 2015). It would hold schools responsible for academic progress of all students, specifically targeting the improvement of minority groups such as English-language learners, special education and lower class students (Klein, 2015). Students would be tested in reading and math, and schools were required to report the results of both the population as a whole as well as the subgroups. If schools did not comply with the new requirements, there was the possibility of losing federal Title I money. Title I money was established back in 1965 by President Lyndon B. Johnson under the Elementary and Secondary Education Act (ESEA), giving more than one billion dollars of federal money each year to help schools educate disadvantaged students (Klein, 2015).

In relation to NCLB, Response to Intervention (RtI) was a model that became law through the Individuals with Disabilities Education Improvement Act (IDEA) in 2004. This model was intended to detect and provide early, preventative support for students that were struggling with reading (Shearer & Vogt, 2016). The hope was that this initiative would reduce the number of students placed in special education by providing
extra support and closing the gap between their academic success and that of their grade-level peers. The RtI services were to use evidence-based interventions, also called scientifically-based or research-based, which have a proven record of success which is reliable, trustworthy, and include valid research that the result will lead to adequate gains in literacy achievement (Shearer & Vogt, 2016). Programs used for RtI must also include regular screening of all students to identify those in need of intervention, careful monitoring of student learning, targeted differentiated instruction, and increasing intensity in the levels of support provided to struggling readers (Shearer & Vogt, 2016).

Most recently, we have seen the Every Student Succeeds Act (ESSA) signed into effect on December 10, 2015. We have yet to see the full effects of this act, but it is a restructure of both the ESEA and NCLB acts. Among others, the act features provisions such as high academic standards, protection for disadvantaged and high-need students, annual statewide assessments, increasing access to high-quality preschool, accountability and action for positive change in our low-performing schools, and supporting and growing local innovations (Every Student Succeeds Act (ESSA), n.d.). With each act and provision that has been implemented, our schools are adjusting their instruction and interventions to best help their students succeed.

Attributes of reading interventions programs. Many schools have adopted the Response to Intervention (RtI) model for reading support. RtI is a three-tiered model of intervention. Tier I includes the core classroom, high quality instruction. It is preventive and proactive and takes place in the general classroom where the teacher adjusts or modifies teaching based on informal observations, universal screening, and assessment (Shearer & Vogt, 2016). An individual or small group reading intervention program
would be used with the Tier II and/or Tier III. Tier II interventions extend from the classroom instruction and include thirty minutes of pull-out, three to five times a week. Students would be monitored formally and informally every two to four weeks. Tier III interventions are high-intensity, with two thirty-minute sessions daily. They could be groups of three, but one-on-one instruction is ideal. Students need modeling and targeted skill and strategy instruction. Close monitoring by the reading specialist and the classroom teaching would include weekly data collection and review, as well as consideration for special education services (Shearer & Vogt, 2016).

The idea of reading interventions is to help a student catch up to the norm of their expected grade level. Schools try interventions first, with the hope that the extra support will propel students forward and they will be able to continue on with their peers. According to Lipson & Wixson (2012), successful interventions share effective strategies that are applied early on in the process. Although there is no one right answer for a how an intervention should be formed, there are common characteristics that many share. Interventions that address multiple components and provide multiple opportunities to practice and receive corrective feedback during instruction seem more beneficial than those that only address one, such as only phonics or only fluency. Interventions that include some type of focus on comprehension for the older students are ideal to help students to accelerate their learning (Lipson & Wixson, 2012).

The laws and legislation that still have a direct effect on our current reading instruction and intervention started back in 1965. Many of the reading intervention programs were created in response to the new laws and with the goal of helping our students to read through Response to Intervention. As I am creating my program, it will
be helpful to know why many past programs incorporate the attributes that they do, which is what this section was able to help me identify. The next section takes a more specific look at the five elements found to be essential in a reading intervention program in order to help students accelerate their learning and become well-balanced readers.

**Five elements of reading instruction**

The National Reading Panel (NRP) has conducted many studies and found that reading programs should include five elements of instruction: phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension (Reading Research and the Sonday System, 2008). This section will address the definition and purpose of each element. In order to create a well-balanced reading intervention program, I will first need to make sure I incorporate these five elements.

**Phonemic awareness and phonics.** Phonemes are the smallest units making up the spoken language that combine to form syllables and words (Antunez, 2002). Phonemic awareness is the ability to identify and manipulate these phonemes in spoken words and understand that they work together to make words. The manipulations that you teach depend on the level of the student. Factors that affect the difficulty of the phonemic awareness tasks are, the type of manipulation applied to phonemes in the words manipulated. For example, the following tasks are listed in order of difficulty, starting with the easiest. First, a student should be able to identify the names of pictures beginning with the same sound, which is first-sound comparison. Next they can blend onset-rime units into real words, such as “m-op, t-op, p-op,” followed by blending phonemes into real words. After that, they can delete a phoneme and say the word that
remains. Finally, they can segment words into phonemes and then blend phonemes into nonwords (Teaching Children to Read, (n.d.), p. 2-31).

Phonics is the understanding that there is a predictable relationship between the phonemes and graphemes (the letters and spellings that represent those sounds in the written language) (Antunez, 2002). The goal in teaching phonics is to help children understand that there is a systematic and predictable relationship between written letters and spoken sounds (Antunez, 2002). The National Reading Panel (NRP) was set up in 1997 by the United States Congress and has worked to investigate the effectiveness of various instructional approaches used in teaching reading from preschool to twelfth grade. The panel found that phonemic awareness instruction was highly effective in bringing about improvements in children’s reading under a variety of conditions and with a range of learners. It is most effective when it features explicit and systematic teaching that links the manipulation of phonemes with the associated letters and when the instruction is restricted to the teaching of only small number (one or two) phoneme manipulation skills (Reynolds, Wheldall & Madelaine, 2011).

**Reading fluency.** Fluency is the ability to read words accurately and quickly. Fluent readers recognize and comprehend them simultaneously. If children read out loud with speed accuracy, and proper expression, they are more likely to comprehend and remember the material than if they read with difficulty and in an inefficient way (Antunez, 2002). It is important to note expression when relating fluency to comprehension. For example, if a student is reading a story with dialogue and changes their tone to show that the character is sad or happy, you can assume they are
comprehending what is happening in the story as well. If they do not change their tone or expression, they might be decoding but not comprehending.

One procedure commonly used to check reading performance is by checking a student's score of words read correctly per minute (WCPM). It has been shown that words correct per minute is an accurate indicator of overall reading competence even in relation to comprehension (Hasbrouk & Tindal, 2006). A student who has low oral reading fluency is working hard to decode the words and has less energy to focus on comprehending. Fluency tests can be used for screening and progress monitoring (Hasbrouk & Tindal, 2006). First, screening helps to indicate which students need extra reading intervention support and then progress monitoring helps the teacher to see how the student is improving or not. Although fluency is a quick way to test students, it is not considered the one and only way to check reading and other issues could be diagnosed or examined during the intervention process.

**Vocabulary.** Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. It is important for students to be able to check for meaning after sounding out a word and will help students move towards comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of the words in the text (Antunez, 2002).

**Connection to reading comprehension.** The National Reading Panel found that phonics had significant benefits for struggling readers, specifically for those in kindergarten and first grade. Students who were taught phonics skills systematically were not only better at decoding and spelling, but also were better at comprehending texts.
(Reynolds, Wheldall & Madelaine, 2011). The mastery of the other elements of reading are all in preparation for the ultimate goal of comprehension. Once a student is ready to begin reading to learn, as opposed to learning to read, they can be explicitly taught comprehension and exposed to quality literature and higher order thinking skills through the use of graphic organizers, modeling, and stopping often in the text to question and summarize (Antunez, 2002). The comprehension strategies are important to teach straightforward because beginning or struggling readers may not be accustomed to applying them while reading independently.

The five essential elements of reading instruction are universal. As a basis for my program, my goal is to first help students improve their accuracy and fluency through phonemic awareness and phonics instruction. However, through the literature, I have found that each element is related and I will consider how I can create a program that incorporates explicit vocabulary and comprehension instruction as well. In the next section, I review some of the scientific research behind dyslexia and its relationship to the brain, followed by other facts and information about dyslexia. Then I will look at ideas and examples of multisensory techniques that could be used in the classroom and some of the research that supports the use with students with reading disabilities.

**Multisensory Learning**

Many struggling readers suffer from dyslexia. About 15-20% of the whole population have some symptoms of dyslexia, such as slow or inaccurate reading, poor spelling or writing, or mixing up similar words (Dyslexia Basics, 2015). Not all of those who struggle will qualify for special education or extra support. This connects to my research question because the additional methods used to help students struggling with
dyslexia are also effective for helping all struggling readers. The rationale of multisensory methods to help students read is based on the idea of making visual, auditory, and kinesthetic-tactile connections with the words they are reading and writing. This section will first dive into the definition and statistics surrounding dyslexia and reading problems. Next I will review various multisensory methods and how they have been implemented in reading instruction, and finally I will analyze research behind multisensory strategies and their relationship with the brain.

**Relationship to the brain.** The brain can be separated into two hemispheres, with most of the areas responsible for speech, language processing, and reading found in the left hemisphere. Each hemisphere has four brain lobes. While the frontal lobe is responsible for controlling speech, reasoning, planning, regulating emotions and consciousness, it is also important for silent reading proficiency (Al Otaiba, High & Hudson, 2007). The parietal lobe helps us to make meaning of what we hear and read by controlling the sensory perceptions and linking spoken and written language to memory. The occipital lobe, which is located in the back of the head, contains the visual cortex which is important for the identification of letters. Finally the temporal lobe, which is parallel with the ears, is involved in verbal memory and includes areas that are important in understanding language (Al Otaiba et al., 2007). Two other important systems in the brain located between the lobes are the left parietotemporal system and the left occipitotemporal area. The left parietotemporal system is involved in word analysis which is critical for mapping letters and written words to their sound correspondences. The left occipitotemporal area is an integral area for skilled, fluent reading through its involvement in automatic, rapid access to whole words (Al Otaiba et al., 2007).
Through the use of functional magnetic resonance imaging (fMRI), researchers can see brain activity through images of the brain while participants are performing specific activities such as reading. Through these studies, they have found many differences in a brain of those with dyslexia. A study was performed with 144 right-handed children with and without a reading disability while completing different tasks such as identifying the names or sounds of letters, sounding out nonsense words, and sounding out and comparing meanings of real words. It was found that the children without a reading disability had more activation in all the areas of the brain known to be important for reading than the children with dyslexia (Al Otaiba et al., 2007).

One issue that at-risk readers have is problems with short-term memory with phonology skills, therefore the rapid retrieval of verbal information is difficult. In order to help students save linguistic information in their working memory, the addition of multisensory techniques is helpful by having various sensory and motor experiences simultaneously working to make connections in the brain (Birsh, 2011). Another suggestion for teachers is to provide students with dyslexia with explicit, intense, systematic instruction in the sound structure of language (phonemic awareness) and in how sounds relate to letters (phonics) (Al Otaiba et al., 2007).

**Dyslexia.** Not all students who struggle to read are dyslexic, but the most difficult problem for students with dyslexia is learning to read. Dyslexia is a language-based learning disability which includes multiple symptoms such as difficulties with spelling, writing, and pronouncing words (Dyslexia Basics, 2015). Their reading problems arise from the difficulties in identifying the separate speech sounds within a word and/or learning how letters represent those sounds. Through anatomical and brain
imagery studies, there have been some differences found in the brain of a person with dyslexia and how it develops and functions (Dyslexia Basics, 2015).

The International Dyslexia Association suggests that students with dyslexia need a multisensory, structured language approach, meaning they are taught by systematic and explicit methods that involve the senses like hearing, seeing, and touching, all at the same time (Dyslexia Basics, 2015). They also benefit from immediate and corrective feedback to develop automatic word recognition skills. Many guided reading and balanced literacy programs used in the mainstream classroom do not incorporate instruction in the decoding skills that students with dyslexia need. The International Dyslexia Association suggests that structured literacy will prepare students to decode words in an explicit and systematic way by including phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics (Effective Reading Instruction for Students with Dyslexia, 2015).

**Multisensory teaching methods.** One element that can be added to reading instruction for students at-risk to make gains towards their grade level reading is the use of multisensory methods. The use of visual, auditory, and kinesthetic-tactile strategies together, or simultaneous, multisensory instruction, was introduced by Dr. Samuel Orton during the 1920s. He was originally focused on finding remediation techniques for students with dyslexia (Campbell, Helf & Cooke, 2008). By using multisensory techniques, students have the opportunity to connect with what they are reading in more than one way, therefore giving them a high probability to truly learn. In the book, “Multisensory Teaching of Basic Language Skills,” it states that about one-third of children with language-based learning disabilities also have coexisting attention disorders
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(Birsh, 2011). It is also explained that “a more complete and explicit registration of linguistic information (phonological and other) is likely to occur in the learner’s working memory when attention to linguistic detail is enhanced through multisensory involvement” (Birsh, 2011, p. 39).

In a study using six second-grade students, none with an identified disability, who failed to reach grade level benchmarks in nonsense word fluency and oral reading fluency, they analyzed the results after adding multisensory strategies to the instruction. It was found that the fluency of decoding vowel-consonant and consonant-vowel-consonant nonsense words increased when multisensory components were added to the supplementary reading intervention (Campbell, Helf & Cooke, 2008). Multisensory strategies were integrated into these instructional areas: teaching letter-sound correspondences, segmenting, word reading, and connected text. To help with letter-sound correspondences the student looked at each letter, stated the sound, and formed the letter on a carpet square. To practice segmenting, the teacher said the word slowly without stopping between the sounds and the student tapped out the word using the nondominant hand. Then the student used magnetic letters to make the words on a baking sheet. To practice word reading, the student tapped out the words as they sounded them out. The student can also tap out all unknown words (Campbell, Helf & Cooke, 2008).

There are many other multisensory strategies that can be incorporated into instruction. In an article by Morin (2017), she explained eight different multisensory techniques to use while teaching students to read. One way is to use sand or shaving cream to incorporate sight, touch and sound. The teacher can prepare a tray full of sand
or shaving cream and the student can use their finger to write a letter or word it in while also making the sound that each letter makes, eventually blending it all together to read the word out loud. The next technique uses sandpaper cut into the shapes of the letters of the alphabet. This will help students to use their sense of touch to remember the sounds of the letters as they trace the sandpaper letters and feel the shape as they simultaneously say the sound. Extending this activity the student can put the letters below a white piece of paper and color over the top with crayon like a “gravestone rubbing” (Morin, 2017).

Another strategy is word building using tiles or magnetic letters to move the letters around to build words. The letters can be color-coded to help distinguish between vowels and consonants. A strategy pioneered by the Wilson Reading System, is tapping out sounds with your fingers (as cited in Morin, 2017). The students can feel and hear how the sounds are separate and then put together to make words but tapping out each sound with their fingers and thumb. The following activity is to help with sight words, which can be difficult for students since they do not follow the general rules. Students use a piece of paper with three boxes, each labeled either “Read,” “Build,” or “Write”, along with sight word cards, letter tiles, and a marker (Morin 2017). Students then read the sight from the “read” box, then build it with the letter tiles in the “build” box, and finally write in the “write” box.

The next strategy is intended to help students with comprehension. Teachers can prepare different colored craft sticks to represent the different elements of the story, such as setting or characters. Then the teacher can use these sticks to help ask questions as they are reading together. This will help the student to visualize the story. The
student could even highlight the elements in the story using the same colors (Morin, 2017).

Another strategy is called “air writing” (Morin, 2017). Air writing uses muscle memory as the student uses two fingers as a point to write letters in the air. They can imagine the letter and pick imaginary colors to use as they are writing. To help with the acquisition of Sino-Japanese characters, many Japanese language learners are accustomed to use “kusho,” which literally translates to “air writing” (Thomas, 2015, p. 632). Air writing can take many different forms, such as just moving the finger on the surface of the table, as if actually writing with a pen. A different way is having the whole hand or arm in motion, from the shoulder to the fingers, and tracing up in air space in front of them. This habit can aid in the memorization of the visual designs of the graphics or letters.

Methods such as air writing and tracing are popular among teachers who use multisensory techniques in their teaching. Educators such as Montessori (1912), Fernald and Keller (1921), and Strauss and Lehtinen (1947) revealed that the multisensory nature of their instruction and the strong role that tactile-kinesthetic teaching strategies reflected their belief in the tenacity of muscle memory (Birsh, 2011). Through a lesson with children from three to seven years old in Rome, who struggled to read based on economic and cultural deprivation, Montessori used kinesthetic components to help them read and write. Montessori (1912) stated:

There develops, contemporaneously, three sensations when the teacher shows the letter to the child and has him trace it; the visual sensation, the tactile sensation, and the muscular sensation. In this way the image of the graphic sign is fixed in a
much shorter space of time than when it was, according to ordinary methods, acquired only through the visual image. It will be found that the muscular memory is in the young child the most tenacious and, at the same time, the most ready. Indeed, he sometimes recognizes the letters by touching them, when he cannot do so by looking at them. These images are, besides all this, contemporaneously associated with the alphabetical sound. (as cited in Birsh, 2011, p. 29)

The multisensory techniques are therefore giving students more than one way to remember the sounds or the letters. Of course, multisensory methods will not work on their own and it is important to remember that success that some teachers have found is also related to their intense sessions that include effective reinforcement giving students sufficient practice, providing feedback and modeling (Birsh, 2011).

In the next section, I will look at the relevant research for my project surrounding the Spanish Language. First, I will compare and contrast the two languages of English and Spanish in order to see how different ideas may transfer from programs I have used in English to the create of my program in Spanish. Next, I will look at possible ideas for the introduction of the sounds in the Spanish program.

**Spanish language**

The same format and strategies that have been used in many English reading intervention programs can also be applied to a Spanish program. This section will review the many similarities and differences between the English and Spanish language. It will also look at different research on how to begin teaching phonemic awareness and phonics in Spanish and the potential instructional sequence of introduction of the sounds.
**Similarities between English and Spanish.** There are many similarities between the English and Spanish language. They both are based on the alphabetic principle, share common sounds, and share common words and word parts that are derived from Latin (Birsh, 2011). The process of learning to read and therefore the stages of literacy that students experience are also comparable. Depending on reading disabilities, students may pass through the stages more quickly or slower than others. There are three broad stages of literacy development that children pass through: emergent, beginning, and instructional (Ford & Palacio, 2015). In the emergent stage, children have not learned to read yet but are just exploring by looking at the pictures in the books or listening to the stories. In the beginning stage, children begin to decode but still need support from adults and pictures while reading. The instructional stage is when children are able to begin reading independently and silently and the focus shifts to comprehension (Ford & Palacio, 2015).

Some of the phonological awareness activities in both languages should include opportunities to explore words through combining, segmenting, and substituting syllables in a process. This process in Spanish is comparable to the exploration of onsets and rimes, or word families, in English (Calderon, Crawford, Garcia, Pikulski & Saldivar, 1998). Elements that can be introduced along with the sounds are rhyming, alliteration, and syllable-level activities, followed by phoneme blending and segmenting activities. Students might first be able to identify rhymes, followed by generating rhymes. With alliterations, students can first learn to repeat the alliteration and identify the common initial sound, followed by singing and generating them. Next students can practice syllable blending by listening, repeating and blending syllables to form words. With
syllable omission activities, total body movement will be essential. Students can clap their hands, use counters or fingers, or even move their entire body as they repeat and then omit syllables from given words. Deleting an initial or a final syllable is easier than deleting a medial syllable (Calderon et al., 1998).

**Differences between English and Spanish.** Among the differences between the two languages are the amount of different sounds that the letters make. There are 44 phonemes in the English language and 26 letters. The number of phonemes can fluctuate depending on the source due to accents, dialects and the evolution of the language (Bates, 2017). In the Spanish language there are 23 phonemes, which include 5 vowel and 18 consonant sounds, but there are 30 letters and digraphs that are considered individual letters (Birsh, 2011). The four extra letters, in comparison to English, are the ch, ll, ñ, and rr. These letters are being debated as to their inclusion in the alphabet, and some sources may not include them. Other variations of Spanish, such as Castilian, may include more phonemes.

In relation to the differences in the amount of phonemes and sounds in the two languages, there is also a difference in their spelling systems. English has an Opaque orthography where the sound-symbol correspondences are not always predictable, such as the differences between the sound of “ough” in the words, “though, ought, and rough” (Ford & Palacio, 2015). On the other hand, Spanish has a very predictable orthography, or a transparent orthography (Ford & Palacio, 2015). For example, the vowels sounds in Spanish do not have long or short sounds like in English; they only have one sound and do not change their sound within different words. This might mean that accuracy typically comes more quickly in Spanish than in English because there are not as many
rules to follow or memorize. It also means that fluency may not be as great of an indicator for comprehension in Spanish because they are able to decode at a higher or faster level than they comprehend.

Although, both languages share many of the same syllable patterns, each uses some patterns more than the other, especially when children are first learning to read. English has an onset-rime structure, where many beginning readers are taught to read three-letter consonant-vowel-consonant (CVC) words such as “hat” (“Methodology,” 2017). This also exists in Spanish (ex. “mes”), but is much less common and not how students typically begin to learn to read. Spanish is a syllabic language with reliable syllable patterns and knowing sounds. Students learn beginning syllables that consist of the consonant-vowel (CV) pattern such as “ma”, which is often combined to to form a CV-CV pattern to make words such as “mala” (Birsh, 2011). Another common pattern in Spanish is the vowel-consonant-vowel (VCV) pattern, where the syllable would be divided after the first vowel. Examples of this VCV pattern are words like “uno” or “oso.” One of the common patterns between the two languages is the VC/CV pattern where it is divided between the two consonants.

Introducing phonological awareness. Research shows that there are different ways to introduce the sounds in the Spanish language. Some have the students first learn the five vowel sounds and then combine them with consonants to form open syllables, for example, “ma, me, mi, mo, mu.” The open syllables, which are syllables that follows the consonant-vowel pattern, are the most frequent syllables found in the Spanish language. Students would start to create these open syllables with consonants that are easier to distinguish and blend, for example the m, n, p, or t. They could learn one consonant at a
time and then start reading words that include those syllables, for example “mano” or “pato” (Ford & Palacios, 2015). Through her own research and trial and error, the creator of the Estrellita Spanish reading program, Karen Myer, also discovered that introducing all the vowels first and then the consonants was most productive. However, instead of beginning to blend sounds by introducing one consonant sound with all the vowels, like the example “ma, me, mi, mo, mu” shared above, she found the children were exposed to more if they learned all the consonants with one vowel at a time, such as “be, ce, de, fe” (Myer, 2017).

The author of the blog “Learning at the Primary Pond,” Ryan, a teacher and literacy specialist who teaches in Spanish, shared her experience and research on teaching phonological awareness. Like English, there is a continuum of skills that range from easy to more difficult. Like Myer explained in the research above, she also describes how Spanish is a syllabic language unlike English (Ryan, 2016). One multisensory activity to transition between the teaching of single phonemes into the teaching of blending phonemes to make syllables is by using a “blending sheet” with two dots above and a line below (see Appendix F). To use it, the teacher can say the two sounds of the syllable, touching a dot with each sound and then tracing the line as he or she puts the two sounds together.

The research confirms my personal experiences between teaching in both English and Spanish and how the sounds and syllables need to be introduced in a different manner between the two languages. You cannot just take an English reading intervention system and translate it to Spanish. There are many strategies that could be transferred, but the general outline of the phonological introduction will look different. In a Spanish
reading intervention program, it will beneficial to first introduce the vowels, then progressing to open syllables, followed by closed syllables and ending with more complex elements such as blends and diphthongs (Calderon et al., 1998).

Rationale

The reviewed literature is important in my journey towards answering my research question: How can I create an elementary Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy? As I have observed and experienced many different reading programs throughout my time as a student and a teacher, this is the first time that I have been able to think about the reasons behind the way that each different program was shaped. The research surrounding dyslexia and the brain was specifically interesting to me, as I now have a better understanding of why multisensory techniques are important for a struggling reader, especially a child with dyslexia. With this knowledge, I will be able to be more aware of the activities and techniques I chose to include in my program.

The other big aspect of my project is that it will be in Spanish. As a non-native speaker, I learned Spanish first through high school classes and more recently through immersion experiences living in Mexico and being married to a native Spanish speaker. When you have to pull apart a language from the beginning, it is interesting to find the different ideas and conceptions that people have surrounding how it should be taught and learned. There are aspects of the language that I learned in a very sequential, explicit way and others aspects that I learned simple through hearing and imitating.
Conclusion

The first major theme reminded us of the history of our legislation from the ESEA in 1965 to now and how it has helped our schools take responsibility for our struggling readers through the implementation of Response to Intervention programs. The second theme discussed the five essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each element builds on the previous in order to bring students to the final goal of comprehension and reading to learn instead of learning to read. The next theme surrounds the scientific research about dyslexia and the brain and the use of multisensory strategies to help struggling readers. By incorporating visual, auditory, and kinesthetic-tactile activities while reading, students are connecting to their learning in more than one way. The final theme looks at some ideas to transfer the strategies and systems in English in order to create a Spanish reading intervention program and the research about Spanish language and how to introduce the sounds to beginning readers.

In the next chapter, I will explain the framework for my project. I will use the essential elements of reading instruction to form the structure of my project while incorporating multisensory strategies in each lesson. I will also use what I have learned through research on the Spanish language and my own experiences learning and teaching the language in order to create the layout and introduction of the phonemes.
CHAPTER THREE

Project Description

Introduction

This project answered my research question: *How can I create an elementary Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?* In order to answer my question, I created a beginner program for students learning or struggling to read in Spanish. In this chapter I discuss the framework for my project and the reasons and research behind my choice of method. I also introduce the intended setting and audience based on my past experiences. Next, I provide a project description which includes the materials I created, the lesson format, and assessment options. Finally, I discuss my timeline for implementation of the reading intervention program.

Curriculum Writing Framework

The framework for my project comes from the research on the five essential elements of a reading intervention program as found by the National Reading Panel. Those elements are phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension (Winsor Learning, 2008). This program lays out the instructions on how to use the materials and each lesson provides direct instruction in the first four elements. However, comprehension practice will vary based on factors such as the resources available to the student and the teacher during instruction. The ideas and format are a mixture of Winsor Learning’s (2007) *The Sonday System* lesson structure, Myer’s (2017) Estrellita program, and experiences that I have had learning and teaching Spanish.
This project is important to help students struggling to read. The five essential elements of reading instruction are very universal. As a basis for my program, my goal is to first help students improve their accuracy and fluency through phonemic awareness and phonics instruction. This program will provide another option to help them accelerate their reading and feel success through building their base while also incorporating some aspects of vocabulary and comprehension. The next section will explain the research behind why The Sonday System chose to include these five elements in their English reading intervention program and therefore why I chose to use it as well.

Choice of Method

I chose to base my project off the research and format of The Sonday System because I have been trained and have successfully implemented it with English students. It is the current program that our English RtI teachers at my school utilize with their students. This program provides structure for the teacher and the student through a systematic, explicit, sequential and cumulative program and includes everything you need for your lessons in one box. Lessons are short, helping students to stay focused, but also include repetition so that learning becomes a part of their long-term memory. This program also introduced me to the use of Orton-Gillingham multisensory methods, which are visual, auditory, and kinesthetic-tactile strategies used while reading and writing.

Phonemic awareness is important for students to manipulate phonemes in order to rhyme, segment and blend words. This skill will help them read with more automaticity as they prepare to read for comprehension down the road. Next, systematic synthetic phonics instruction also has a great impact on a student's growth in reading. The Sonday System provides opportunities for students to develop the sound-symbol correspondences
while also incorporating a spelling component. This is due to their finding that if reading
and spelling are taught together, students progress more quickly and become proficient in
spelling while also preparing them to be more confident in writing (Winsor Learning, 2008). The continual review of learned sounds and words, along with the expectation
that students produce them quickly helps to develop their fluency. Through the word lists
and sentences students use while learning their new sounds each week, students are
exposed to learning new vocabulary. Winsor Learning (2008) recommends teachers to
use indirect methods such as listening to text, and direct methods such as learning
multiple-meaning words. Finally, it is important to include comprehension practice.
This is done through the read aloud part of each lesson. Depending on the student’s level,
this might mean that the teacher reads to the student or vice versa. Winsor Learning
encourages teachers to use explicitly taught strategies such as mental imagery,
summarizing, and predicting, which are also recommended by the National Reading

Another aspect included in The Sonday System is multisensory methods. The
International Dyslexia Association suggests that students with dyslexia need a
multisensory, structured language approach, meaning they are taught by systematic and
explicit methods that involve senses like hearing, seeing, and touching, all at the same
time (Dyslexia Basics, 2015). I included a table with a wide range of strategies for
teachers to choose from for each lesson (see Appendix F). By not specifying a specific
strategy for each lesson, but rather a range of strategies, it allows for some flexibility and
choice for the student and teacher depending on the activity, the student’s preference, and
the materials available.
The final important aspect to address is the order that the sounds and syllables will be introduced. Based on my own experience learning Spanish, and also supported by Myer (2017) in her Estrellita program, it seemed most productive to introduce all the vowels first, followed by the consonants. I also used Adrian Dufflocq Galdames’ (1953) syllabary and Fe y Alegría’s *El Aprendizaje de la Lecto-Escritura* (n.d.) to help guide the order of introduction of sounds, by beginning with the consonants more easily recognized and pronounced (ex. *m, p, l, s*), then moving to the more difficult and complex, including blends (ex. *g, j, fl, tr*). According to Fe y Alegría (n.d.), the order of sounds introduced is based not on alphabetical order, but rather on the amount of difficulty and effort that it takes to articulate the sound. They also suggested that phonemes that have similar sounds should not be introduced together because of the confusion that might cause. I considered all of this research while creating my program. The next section will explain the setting and intended audience for my reading intervention program.

**Setting and Audience**

This project was created with a very specific setting and audience in mind. The setting is a suburban Spanish immersion elementary school. It was designed for beginning readers, typically in the kindergarten through second grade range that are learning or struggling to read. Although the students who will mainly be using this program are second language learners of Spanish, it could also be used for native Spanish students who are struggling to read. It is designed for use in small group or one-on-one sessions. It could be used with my classroom students during the day or with students that I tutor after school or during the summer.
There are two specific instances in the past two years when I wished I had a structured reading intervention program in Spanish, like I did with *The Sonday System* in English. First, the district-adopted second grade reading curriculum focuses mainly on strategies to help with comprehension. It is assumed that by this grade level, students already have control over phonemic awareness and phonics. This is not the case for all students. From a class of 20 students, I had four that qualified for RtI reading support, but I needed to support them more inside of the classroom as well. This would be an example where I could use my program with a small group. The other example is tutoring. Last year I began working with a student who would be repeating first grade in Spanish, as he had just recently been diagnosed with dyslexia, but the parents were not ready to take him out of the Spanish immersion program. It was with this student I again wished for the Spanish intervention program that existed in English. The next section will describe the materials, lesson outline, and assessments of my reading intervention project.

**Project Description**

This project includes thirty-six lessons, which should be about one year of content. This may vary depending on the pace of each student and how frequently the program is used. I created a scope and sequence for each lesson before generating the materials. The outline of my project is inspired by the structure of *The Sonday System* (Winsor Learning, 2007). Each lesson begins by reviewing and practicing already taught sounds or syllables through reading and writing, then practice with words that include those sounds or syllables. Next, a new sound or syllable will be introduced, including practice reading and writing words. At the end of each lesson, the student can practice
reading books at their level or playing games with reading words incorporated. Each lesson will also integrate multiple multisensory options for learning.

**Materials.** In order to provide an organized program, I created a lesson plan book for the teacher (see Appendix C), as well as picture, sound, syllable and words cards (see Appendix D) and a word book (see Appendix E) for use with the students. The cards are separated by categories: pictures, sounds, open syllables, closed syllables, blends, diphthongs, and words. It is suggested to print them off in different colors for each category for better organization. I also provided a bank of multisensory strategies referenced throughout the program (see Appendix F). For the student materials, I chose to use a font with the manuscript format so that letters such as “a” and “t” were shown in the format they were most used to writing. I used the font Century Gothic for student materials, whereas Times New Roman was used for the teacher materials.

**Lesson format.** Each lesson follows the same general structure and format based on *The Sonday System* (Winsor Learning, 2007). The first activity is to review the sounds that the student already knows. There are numbered sound, syllable, and word cards (see Appendix D) based on their order of introduction and each lesson indicates which cards to have to student review. Next, each lesson has a list of sounds or syllables that the teacher will say aloud and the student will write down the letter that represents that sound. In the following task, the lesson identifies a list of review words for the student to read, followed by a list of review words for the student to write. Next the student is introduced to the new sound or syllable for the lesson. Finally, the lesson concludes with time for read aloud. Depending on the student's level, this could be the teacher reading to the teacher or vice versa. See Appendix C for the lesson outline.
Because in the first few lessons, the students will not have learned enough sounds to begin reading words, pictures are used instead. For example, students can look at the picture of an “oso” (bear) and identify the beginning sound /o/. Throughout her program, Myer (1999) has students chant the name of the picture, followed by the sound. For the word “avión” (plane), students would say “avión, a, a,” I used this chant throughout the program when introducing a new sound.

Another important element of each lesson is the order the sounds are introduced. Beginning lessons focus on the vowels, followed by simple consonants and open syllables. Next the closed syllables are presented and ending with more complex elements such as blends like “fl” and diphthongs like “io.” See Appendix A for the complete layout and order of the sounds and syllables introduced along which cards can be used with the lesson. The words used to read and spell only include the sounds and syllables that have been learned in that the current lesson and the preceding lessons. For example, in lesson 4, students have learned the five vowels along with the open syllables with consonants m, p, l, and s. This means students will practice reading words like “palo” or “mesa,” but will not be asked to read or write words like “sol” or “sopla” because we have not yet introduced the closed syllables or the blends. In the lesson plan book (see Appendix C) it instructs the teacher which page in the Word Book (see Appendix E) has the lists of words that correlate with each lesson.

Assessment. Before beginning the program, each student will do a phonics assessment. This will be done again at the end of the program to show the progress that the student has made. For my students that are using this during one-on-one tutoring during the summer, we will use the CORE Phonics Survey. This survey will take about
ten to fifteen minutes and will be done in a separate session before beginning. It will assess the student’s phonics skills through many different letters and words, including made-up words (Mahler & Isabel, 2008). See Appendix B for the instructions and materials for this assessment. Small progress checks are also embedded in the lesson plan (see Appendix C and E). Each progress check will require the student to read and write the sounds, syllables or words taught in the previous lessons with ninety percent accuracy in order to continue to the next lesson. If a student does not pass, it is necessary to review the sounds and syllables again before moving on.

For students in my classroom during the school year, I will also use their FAST fluency assessment and weekly progress monitoring along with the iStation reading program to monitoring overall reading and the subcategories such as phonics and comprehension. FAST and iStation are programs currently implemented in our school district and required forms of assessment. The FAST fluency test requires the student to read three different grade level texts for one minute (FastBridge Learning, 2017). I record their median score of words correct per minute. This is done at the beginning, middle, and end of the year. The iStation program is online and monthly tests the students on their overall reading, listening comprehension, text fluency, vocabulary, reading comprehension, phonemic and phonological awareness, and written communication (iStation, 2017). The next section will provide a timeline for the completion of this project.

**Timeline**

This program has thirty-six lessons, which is generally how many weeks of school we have each year. However, this program can be started and finished at any
point in the year. Each lesson could take about 20-30 minutes. This can vary depending on how much time is spent at the end of the lesson during the read aloud section. Some students may need more time to complete each lesson or may need to repeat lessons if they did not pass the progress check. It is a flexible program and the teacher can use their own professional opinion to decide if the student needs to move at a slower pace or perhaps a quicker pace.

**Summary**

This chapter introduced the framework I will use in creating my project to answer my research question: *How can I create an elementary Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?*

The five essential elements of a reading program as listed by the National Reading Panel helped guide the framework for *The Sonday System*, which also includes multisensory strategies. The Estrellita program helps to see the different way that the Spanish sounds and syllables might be introduced, while I will also use my own personal experiences in learning and teaching Spanish. My project will include a lesson plan book, a word book, as well as assessments and materials to implement the program. The program includes 36 lessons for the student and teacher to move through at their own pace.

The next chapter will conclude my paper and review the literature that proved most important for my project, discuss new understandings that I developed during the creation process, and identify possible implications or limitations of my program. I will also give my recommendations to others who might want to research or develop a similar product and discuss how I plan to share my project with my colleagues.
CHAPTER FOUR

Conclusions

Introduction

This project answered my research question: *How can I create an elementary Spanish reading intervention program using multisensory methods to help improve students’ fluency and accuracy?* I have created a 36 lesson program for Spanish students struggling with beginning reading and incorporated multisensory strategies. In this chapter, I discuss my conclusions and reflections in regards to the process of creating this reading intervention program. First, I discuss what I have learned as a researcher, writer and learner through the creation of this project. Next, I will revisit the literature and explain what resources I found most important in aiding to the completion of the program. Then, I will reflect on the possible implications and limitations that my project has and how that might affect its usage moving forward. Finally, I explain the ways I see this project could be expanded upon through different research or projects and how I plan to communicate my research and share my project with my colleagues.

Learnings Through the Capstone Project

In this section I will discuss what I have learned through this process as a researcher, a writer, and a learner. There were a few things that I expected to struggle with or strive, while there were other aspects that I found surprising during my work. I found that each aspect had highs and lows.

First, as a Spanish immersion teacher for five years, I have always struggled to find different resources and information on teaching in Spanish, based on the setting of where I teach in a native English community. I expected to struggle to find research or
resources throughout my process of creating a Spanish reading intervention program. However, as I began collecting research and reaching out to colleagues, I was pleasantly surprised. I found a world of resources and information that I did not know existed and it became overwhelming to decide what to include and what to put to the side. Although even the resources that I put to the side became things that I made side notes about to check out for the upcoming school year, unrelated to the project, such as websites with songs to use or posters to order.

As a writer, I was reminded of the highs and lows of putting your thoughts from your mind to paper. With so many ideas and decisions, it is oftentimes difficult to start. The writing process is similar for people of all ages and levels. In order to be successful, it was important to have guidelines, structure, and support. I also found it much easier to write the sections where I had personal connections and experiences.

As teachers we are self-described life-long learners and are proud to show our students that we do not ever stop learning new things. As referenced above, beyond the completion of this project, I have a list of websites and books to continue in my journey of learning. I found myself straying from my specific topic and buying new books and ordering things for my classroom that I came across during this process. It was hard to stay on task when immersed in a world of endless resources and information. It also really reaffirmed my passion for teaching reading and learning about how students learn to read. I feel confident in the path that I have chosen as a lower elementary teacher and look forward to continually improving my methods. In the next section, I will revisit some of the sources that I found most essential for the completion of the project.
Revisiting the Literature Review

There are three sources that most influenced my final Spanish reading interventional program. First, the English reading intervention program, *The Sonday System*, and the Winsor Learning’s research were vital in the structure of my program. Next, I found the multiple sources citing research on the teaching and acquisition of phonemic awareness and phonics in Spanish were essential since this is a beginning intervention program. Finally, multiple sources were fundamental in building a bank of multisensory strategies to incorporate into each lesson.

*The Sonday System.* The resource that I found most helpful in understanding each of the different parts of the reading intervention program was the article from Winsor Learning (2008), “Reading Research and the Sonday System.” Through this article, the reasons behind the structure and the incorporation of each of the essential elements of reading, which are phonemic awareness, phonics, fluency, vocabulary, and comprehension, as stated by the National Reading Panel (n.d.). Their research also confirms my thoughts that although vocabulary and comprehension are areas where readers struggle most, it is important that they first have a strong base in phonemic awareness, phonics, and fluency before they can truly begin to grasp the vocabulary and comprehension aspects of reading (Winsor Learning, 2007).

According to Winsor Learning’s document, “Sonday System Lesson plan Structure” (2007), outlining the structure of each lesson in the program, the program is systematic and consistent and includes the five essential reading elements throughout. A lesson begins with a section on reading already learned sounds and spelling sounds to practice phonemic awareness, phonics and automaticity. Automaticity refers to the
ability to respond quickly and accurately, which will be important in developing fluency (Winsor, 2007). Next students read and spell words, again practicing phonemic awareness, phonics and automaticity, but also now incorporating vocabulary and comprehension. In the next section, the student introduced to new material, again using the five essential elements throughout as they learn a new sounds and then practice reading it and spelling it alone and as a part of words and sentences. Finally, the students participates in a read aloud, whether that is by using sentences, a book, or even a game to practice all five elements together while listening and/or reading.

**Introduction of Spanish sounds and syllables.** There were many syllabaries that I found surrounding the order of introduction of the different phonemes and syllables for the Spanish language. I found it to be a difficult task to decide which order I would decide upon for my program. There were two different options. First, I could go the route introduced by Myer (2017) in her *Estrellita* program. She found that learning was accelerated by first introducing the vowels and then introducing each consonant with one vowel at a time, such as “ma, pa, sa, la.” Other syllabaries such as Adrian Dufflocq Galdames’ (1953) syllabary and Fe y Alegría’s *El Aprendizaje de la Lecto-Escritura* (n.d.) used the more common layout of introducing first the vowels and then each consonant with each vowel, such as “ma, me, mi, mo, mu.”

I decided to use the more common route, based on my own personal experiences and the flow of my program. I appreciated the research from Fe y Alegría’s *El Aprendizaje de la Lecto-Escritura* (n.d.) because the articles explained the reasoning behind their choices. They begin with vowels, but not based on alphabetical order, rather based on the vowels that take less effort to pronounce and also separated vowels that
could be confused based on their form. Some of the same reasoning went into the order of introduction of the consonants, looking at which sounds were more easily pronounced and written, and separating letters that may be confused by their form, such as “b” and “d.” This research helped me to decide to order of sounds introduced.

**Multisensory strategies.** There were many websites and books that helped me create my bank of multisensory strategies for teachers to utilize while teaching with the program (see Appendix F). One article that included photos and also links to some printout materials was Morin’s (2017) “8 Multisensory Techniques for Teaching Reading.” This article included a description of how to complete the activity as well as how it would help the student. Some of the materials were helpful for me to look at as examples, while then creating my own materials in Spanish.

Another great resource is a book that I will continue referencing and reading in the years to come. When I met with my English reading specialist at my school, she lent me a couple of her books on dyslexia and multisensory strategies. I was able to pull out many details for my research that aided in my understanding of multisensory strategies and dyslexia. Before just creating a program with multisensory strategies, it was important to grasp the science behind it. In the book *Multisensory Teaching of Basic Language Skills*, Birsh (2011) explained that in order to help students save linguistic information in their working memory, the addition of multisensory techniques helps through various sensory and motor experiences simultaneously working to make connections in the brain. It helped my mindset of why I was creating this program, which was to help struggling readers in a way that was most productive for them. In the next
section, I look at some possible limitations that my program has and what are some future possibilities for expanding it.

**Limitations and Future Possibilities**

This program is a beginner’s program and may take different lengths of time for different students to complete it depending on their educational background when they begin the intervention. Depending on the amount of time spent with the student, they may cover more than one lesson at a time, or less than one at a time. This program has a strong focus on phonemic awareness, phonics and fluency by focusing on repetition and accuracy. The areas for improvement would be vocabulary and comprehension. Although there are many words introduced in each lesson, there is not always opportunity to fully understand what the word means and commit it to long term memory. Each lesson provides time for read aloud. Currently the teacher needs to self-select books from their classroom library, but at some point it would be helpful to have specific book recommendations to go with each lesson.

Another thing to consider is the education level of the teacher using the program. I created it from my personal perspective and experience. I have attended training on *The Sonday System* previously and have observed other teachers implementing it with their students. I would recommend others who plan to use this program also get training or observe its use before beginning to implement with students. The other limitation is the language of the resources and materials. I have created the teacher materials in English in order for more people to be able to understand the plans and because it is my native language. When I use the program with students I will speak in Spanish, with the student materials also being in Spanish. This means that currently teachers must be bilingual,
knowing Spanish and English, in order to fully understand and use the program. The next step would be to translate the teacher lesson plans and materials into Spanish.

The possibilities are endless with this project. Every step of the way I would find or think of a different aspect that should or could be included in the program to help enrich the teacher and student experience. This program is a great base for teachers to use and keep their sessions structured, but still has room for personalization. Other activities can be added along the way depending on student and teacher’s needs, materials, and time. In the future, it will be beneficial to continue to create a second or third program for students as they continue to struggle as they are moving through the grades but with more difficult content. This first program is introductory, so it targets students more in kindergarten and first grade. The subsequent programs may have an added focus on vocabulary and reading comprehension as opposed to phonemic awareness and phonics. In the following section I will discuss the ways in which I plan to communicate my results with my colleagues.

Communication of the Results

I plan to communicate the results in two ways. First, I plan to share my program directly with those whom I have consulted during the process, such as the reading specialists, Spanish immersion department chair, and my second grade team. Through conferencing with them, we may find different ways to share the results with other colleagues at the school. Another possibility is to present my findings at the Spanish immersion district-wide meeting. This monthly meeting provides an opportunity to talk with the teachers in our district from the other elementary schools. I would share my
findings through my research, as well as describe and share my program with those that are interested. In the next section I will summarize the main points of this chapter.

**Summary**

This project brought about many new learnings. Through my own digging and reaching out to colleagues, I have found a wide array of resources that I did not know existed. These resources helped not only with the creation of my reading intervention program, but also in the future in other aspects of teaching reading and Spanish immersion in my classroom. The resources that I found from Winsor Learning (2007) really helped create the structure of my program, while different syllabaries from Fe y Alegria (n.d) and Adrian Dufflocq Galdames (1953) helped shaped the order of introduction of the sounds. Birsh’s (2011) book on multisensory strategies really helped me to understand the reason behind the methods and Morin (2017) provided a great resource for strategies to implement.

Overall, I am excited to use this program in the future with small groups in my classroom and one-on-one tutoring sessions with students that are in their beginning phase of reading. Hopefully in the future, the second and third levels of the program can also be created as students grow and need more advanced instruction in reading. As I was inspired by my work with students using *The Sonday System* in English, I look forward to sharing my work with my colleagues so they are able to see the growth in their students through the use of a structured, sequential program in Spanish.
Bibliography


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### Appendix A

**Scope and Sequence**

<table>
<thead>
<tr>
<th>Level</th>
<th>Sounds</th>
<th>Cards</th>
<th>Picture/Word examples</th>
</tr>
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<tr>
<td>1</td>
<td>a, i</td>
<td>S1-2  F1-12</td>
<td>avión, iguana</td>
</tr>
<tr>
<td>2</td>
<td>o, e</td>
<td>S3-4  F13-24</td>
<td>oso, elote</td>
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<tr>
<td>3</td>
<td>u</td>
<td>S5    F25-30</td>
<td>uvas</td>
</tr>
<tr>
<td>4</td>
<td>ma, me, mi, mo, mu pa, pe, pi, po, pu la, le, li, lo, lu sa, se, si, so, su</td>
<td>S6-9 A1-20 P1-24</td>
<td>amo, mamá, mapa, mesa, mula, palo, pila, papá, pelo, piso, puso, pesa, puma ola, Lola, lima, laso, loma supo, sopa, sapo, Susi, solo, oso, ese, usa</td>
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<td>da, de, di, do, du na, ne, ni, no, nu</td>
<td>S10-11 A21-30 P25-35</td>
<td>dado, dedo, dudo, dame, dama, dime, dale lodo, mide, muda, pudo, sudo, lado, pide nido, nana, nada, nene, lana, mano</td>
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<td>6</td>
<td>fa, fe, fi, fo, fu ta, te, ti, to, tu</td>
<td>S12-13 A31-40 P36-43</td>
<td>fila, foto, sofá, tapa, toma, tu, Tito, tomate, pelota, pata, moto, pato</td>
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<td>7</td>
<td>ra, re, ri, ro, ru + rr ba, be, bi, bo, bu</td>
<td>S14-16 A41-55 P44-53</td>
<td>rana, rosa, risa, ropa, ruta, remo, loro, madera, perro bate, bebé, boda, bota, lobo, nube, burro</td>
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<td>8</td>
<td>lla, lle, lli, llo, llu</td>
<td>S17 A56-60 P54-60</td>
<td>silla, pollito, anillo, botella, llora, billete</td>
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<td>ca, co, cu, que, qui</td>
<td>S18-19 A61-65 P61-68</td>
<td>casa, cara, cola, comida, cuna, cubo queso, paquete, que, poquito, maquina</td>
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<td>10</td>
<td>va, ve, vi, vo, vu</td>
<td>S20 A66-70 P69-74</td>
<td>vaso, vela, venado, pavo, vive, vaca, vaquero</td>
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<td>S21 A71-75 P75-80</td>
<td>niña, año, uña, ñu, muñeca, piña, moño, meñique</td>
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<td>12</td>
<td>ga, go, gu, gue, gui</td>
<td>S22-24 A76-80 P81-88</td>
<td>gato, gota, goma, laguna, regalo, gorra guitarra, guerra, guepardo, guiño</td>
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<td>S25 A81-85 P89-96</td>
<td>chaqueta, chocolate, chile, lechuga, coche</td>
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<td>14</td>
<td>za, ze, zi, zo, zu</td>
<td>S26 A86-90 P97-102</td>
<td>zorro, taza, zapato, zumo</td>
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<td>15</td>
<td>ce, ci</td>
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<td>cima, cine, cocina, doce</td>
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<td>16</td>
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<td>yema, yo, raya, suyo, payaso, ayudo, yeso</td>
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<td>ka, ke, ki, ko, ku wa, we, wi, wo, wu</td>
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<td>kilo, kimono, karate, kiwi</td>
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<td>22</td>
<td>as, es, is, os, us</td>
<td>C6-10</td>
<td>isla, más, mes, los, las, asno, tomates, pastel</td>
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<td>P149-155</td>
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<td>C11-15</td>
<td>campo, bombero, embudo,</td>
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<td>an, en, in, on, un güe, güi</td>
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<td>pan, limón, banco, ventana, pinta pingüino, cigüeña</td>
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<td>25</td>
<td>ar, er, ir, or, ur</td>
<td>C21-25</td>
<td>ardilla, nadar, carta, dormir, salir, comer, importante</td>
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<td>T21-30</td>
<td>atleta, atlas, atlántico</td>
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<td>brazo, libre, abril, febrero, hombre, libro, palabra</td>
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<td>T31-45</td>
<td>primavera, temprano, pregunta, problema, profesor</td>
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<td>cra, cre, cri, cro, cru gra, gre, gri, gro, gru</td>
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<td>T46-55</td>
<td>grano, tigre, negro, grito, grupo, grillo</td>
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<td>tra, tre, tri, tro, tru dra, dre, dri, dro,</td>
<td>C46-47</td>
<td>traje, estrella, trigo, cuarto, truco, tren, trompeta</td>
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<td>T56-65</td>
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Appendix B

Pre & Post Assessment

The CORE Phonics Survey and the CORE Spanish Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

The CORE Phonics Surveys can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The CORE Phonics Surveys are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

HOW

Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses.

Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Rerest parts not yet mastered according to schedules found on the Types and Frequency of Effective Assessment Systems chart, page 7, or the Assessment Sequence for Primary Grade Students or Assessment Sequence for Upper Grade Students charts, pages 12 and 13, or your school or district assessment plan. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

WHEN

<table>
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<th>Kindergarten</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>X</td>
<td>X</td>
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<td>Parts C–E</td>
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<tbody>
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<td>Parts A–D</td>
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<tr>
<td>Part E</td>
<td>X</td>
<td>X</td>
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<td>Parts F–K</td>
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<td>Part L</td>
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<tbody>
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<tr>
<td>Part L</td>
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<td>X</td>
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<tr>
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<tbody>
<tr>
<td>Parts A–L</td>
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</table>


### WHAT IT MEANS
This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as shown below.

<table>
<thead>
<tr>
<th>CORE Phonics Survey—English, Mastery</th>
<th>(Letter Names/ Sounds)</th>
<th>(15 Item)</th>
<th>(24 Item)</th>
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<tbody>
<tr>
<td>Benchmark</td>
<td>83 (all)</td>
<td>14+</td>
<td>21+</td>
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<tr>
<td>Strategic</td>
<td>65–82</td>
<td>10–13</td>
<td>15–20</td>
</tr>
<tr>
<td>Intensive</td>
<td>0–04</td>
<td>0–9</td>
<td>0–14</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE Phonics Survey—Spanish, Mastery</th>
<th>(Letter Names/ Sounds)</th>
<th>(5 Item)</th>
<th>(10 Item)</th>
<th>(24 Item)</th>
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</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>73 (all)</td>
<td>4+</td>
<td>9+</td>
<td>21+</td>
</tr>
<tr>
<td>Strategic</td>
<td>58–72</td>
<td>3</td>
<td>6–8</td>
<td>15–20</td>
</tr>
<tr>
<td>Intensive</td>
<td>0–57</td>
<td>0–2</td>
<td>0–5</td>
<td>0–14</td>
</tr>
</tbody>
</table>

### WHAT'S NEXT?
Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonemic elements that need instruction. Additionally, the **CORE Phoneme Segmentation Test** or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text. Model lessons for explicit instruction in introducing and practicing sound/spellings, blending, and reading and writing words can be found in the **Teaching Reading Sourcebook**.

---

Spanish Reading Intervention Program Using Multisensory Methods

Spanish Reading Intervention Program Using Multisensory Methods


PART D Consonant sounds
Say to the student: Mira estas letras, ¿puedes decirme qué sonido tiene cada letra? (The digraphs ch and ll are included here because they are usually taught as part of the Spanish alphabet.) Be sure to ask if he or she knows of another sound for the letters c and g. Do not expect the student to know more than one sound for t (either /t/ or /th/ is acceptable). If the student gives the correct sound, do not mark the Record Form. If the sound given is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters say: Mira todas las letras y dime qué sonidos conoces.

d l n s v z j
   t y p c m ch n
   ll g f b q r x

_/21

Reading and Decoding
For parts E through J, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: Quiero que leas estas palabras. If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: Ahora voy a pedirte que leas algunas palabras inventadas. No intentes leerlas como palabras reales que ya conoces.

PART E Open syllables, CV

___/5 su yo luna techo jefe
___/5 ne cu mepa sila rago

_/10

PART F Open syllables, V and CV

___/5 año iba oro ella ocho
___/5 oba udo eca ale imo

_/10
PART G  Closed syllables, CVC and VC

_/5_ sol, pan, tambor, juntos, artes
_/5_ jez, dor, cambal, portir, entad
_/10_

PART H  Open syllables with blends, CCV

_/5_ brazo, grillo, clase, piuma, globo
_/5_ flece, crima, bruco, clopo, pleso
_/10_

PART I  Vowel combinations in open syllables

_/5_ cae, lee, hoy, ruido, quiere
_/5_ cheo, moa, ray, yugia, vaida
_/10_

PART J  Diphthongs in closed syllables

_/5_ puerta, siemtre, treinta, cuando, viento
_/5_ pueste, guanto, tiemba, reinda, fianco
_/10_

### PART K Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. Say to the student: Ahora quiero que leas algunas palabras que tienen tres o cuatro sílabas. Empieza con la primera palabra de cada columna y lee todas las palabras de esa columna. Point to the first column. If the student can read at least three out of eight of the words in this column, say: Ahora las palabras serán inventadas. No intentes leerlas como palabras reales que ya conoces. Point to the second column. Repeat the same procedure for the third column.

| ____/3 | Open CV (4 SYLLABLES) | carretera | calabaje | taregudo |
| ____/3 | Closed CVC (3 SYLLABLES) | compartes | rescardan | zarcambol |
| ____/3 | Variable Letter/Sound (3 SYLLABLES) | gigante | caroce | giloga |
| ____/3 | Blends (1 SYLLABLES) | problema | frascura | tropazo |
| ____/3 | Hiatus (4 SYLLABLES) | soleado | paonante | nealtura |
| ____/3 | Diphthongs (3 SYLLABLES) | ciudades | jeralio | laicando |
| ____/3 | Diphthongs (4 SYLLABLES) | bailaremos | gilacio | pauladista |
| ____/3 | Prefixes (6 SYLLABLES) | descom puesto | remolante | excavario |

---

Spanish Reading Intervention Program Using Multisensory Methods


CORE Spanish Phonics Survey—Student Material
Reading and Decoding

**PART E**

su       yo       luna       techo       jefe
ne       cu       mepa       sila       rago

**PART F**

año       iba       oro       ella       ocho
oba       udo       eca       alle       imo

**PART G**

sol       pan       tambor       juntos       artes
jez       dor       cambal       portir       entad


<table>
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<tr>
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<th>calabaje</th>
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<td>compartes</td>
<td>rescardan</td>
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<tr>
<td>gigante</td>
<td>caroce</td>
<td>giloga</td>
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<tr>
<td>problema</td>
<td>frascura</td>
<td>tropazo</td>
</tr>
<tr>
<td>soleado</td>
<td>paonante</td>
<td>nealtura</td>
</tr>
<tr>
<td>ciudades</td>
<td>jeralio</td>
<td>laicando</td>
</tr>
<tr>
<td>bailaremos</td>
<td>gilacios</td>
<td>pauladista</td>
</tr>
<tr>
<td>descompuesto</td>
<td>remolante</td>
<td>excavario</td>
</tr>
</tbody>
</table>

Appendix C

Examples from Lesson Plan Book

Lesson outline example

<table>
<thead>
<tr>
<th><strong>1. Read sounds (Leer sonidos)</strong></th>
<th>Here the teacher will pull out the sound cards listed for this lesson and show them to the student like flash cards. The student should produce the sound that the letter on the card makes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Write sounds (Escribir sonidos)</strong></td>
<td>Ask multiple questions, such as, “What letter makes the /t/ sound?” Student writes down the letter.</td>
</tr>
<tr>
<td><strong>3. Read words (Leer palabras)</strong></td>
<td>The lesson will tell give the teacher options of pages from the word book which includes lists of review words.</td>
</tr>
<tr>
<td><strong>4. Write words (Escribir palabras)</strong></td>
<td>The lesson will provide a list of review words that the teacher will read and the student will write.</td>
</tr>
<tr>
<td><strong>5. New material (Nuevo material)</strong></td>
<td>Introduce new sounds or syllables by reading and writing them, then reading and writing words that include the new sound or syllable.</td>
</tr>
<tr>
<td><strong>6. Read aloud (Leer en voz alta)</strong></td>
<td>Read a selected text at the student’s reading level. Play word games.</td>
</tr>
</tbody>
</table>

(Winsor Learning, 2007).

**Lesson 5**

1 - Leer sonidos (Read sounds)

- In this lesson we will begin using the syllable cards instead of the sound cards. Use cards A1-20. It is recommended that these be shown to the student not in order to avoid simple memorization of the order/pattern. The student reads the syllable on each card. If the student does not know automatically, but it back in the pile to review. If the student identifies it automatically, place in down on the table.

2 - Escribir sonidos (Spell sounds)

- Say aloud the following sounds and/or syllables (not the letter name). After each sound, the student should repeat the sound then write the letter or use one of the other strategies 1-3 from the bank of Multisensory strategies.

so  mi  la  su  pe

3 - Leer palabras (Read Words)
   - The student reads aloud from the first two columns of words on page 3 of the Word Book.
   - The student can use a special pointer to follow along with the words.

4 - Escribir palabras (Spell words)
   - Say aloud the following words one at a time. After each word, the student should repeat it, “tap it out” (Multisensory Strategy 6), then write it down.
     - peso supo lima malo mesa lupa

5 - Nuevo material (New material)
   - Dd - /d/
     - Use the letter side of card S10. Show the card to the student while saying the sound /d/ as in “dado.” Say the chant together, “dado, /d/, /d/, /d/” (Myer, 1999).
     - Have the student trace the letter “d” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /d/ sound.
     - Use the cards S1-5 and S10 to form the different syllables with “d” (da, de, di, do, du) using one of the strategies 4-6 from the bank of Multisensory strategies.
   - Nn - /n/
     - Use the letter side of card S11. Show the card to the student while saying the sound /n/ as in “nido.” Say the chant together, “nido, /n/, /n/, /n/” (Myer, 1999).
     - Have the student trace the letter “n” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /n/ sound.
     - Use the cards S1-5 and S11 to form the different syllables with “n” (na, ne, ni, no, nu) using one of the strategies 4-6 from the bank of Multisensory strategies.
     - Have the student read aloud the syllables that they have written down so far today.

6 - Leer en voz alta (Read Aloud)
   - Read words from column 3 on page 3 of Word Book.
   - Read a book with the student. Use strategies 8 and 9 from the bank of Multisensory strategies to find the words with the /d/ and /n/ sound and to practice comprehension.

- Other extensions: Use word cards P1-35
  - Use Word cards (P cards) to play sorting games. Students can sort words by: rhyming words, beginning sound, etc.
  - Use Word Cards to play a game. See some options and instructions on page 24 of the Word book.

**Lesson 6**

1 - Leer sonidos (Read sounds)
- Use open syllable cards A1-30. It is recommended that these be shown to the student not in order to avoid simple memorization of the order/pattern. The student reads the syllable on each card. If the student does not know automatically, but it back in the pile to review. If the student identifies it automatically, place in down on the table.

2 - Escribir sonidos (Spell sounds)
- Say aloud the following sounds and/or syllables (not the letter name). After each sound, the student should repeat the sound then write the letter or use one of the other strategies 1-3 from the bank of Multisensory strategies.
  
  do  ni  da  me  su  la  pe

3 - Leer palabras (Read Words)
- The student reads aloud column 3 of words on page 3 of the Word Book.
- The student can use a special pointer to follow along with the words.

4 - Escribir palabras (Spell words)
- Say aloud the following words one at a time. After each word, the student should repeat it, “tap it out” (Multisensory Strategy 6), then write it down.

  dama  pide  sudo  mano  lodo  lana

5 - Nuevo material (New material)
- Ff - /f/
  - Use the letter side of card S12. Show the card to the student while saying the sound /f/ as in “feliz.” Say the chant together, “feliz, /f/, /f/, /f/” (Myer, 1999).
  - Have the student trace the letter “f” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /f/ sound.
  - Use the cards S1-5 and S12 to form the different syllables with “f” (fa, fe, fi, fo, fu).

- Tt - /t/
  - Use the letter side of card S13. Show the card to the student while saying the sound /t/ as in “tomate.” Say the chant together, “tomate, /t/, /t/, /t/” (Myer, 1999).

- Have the student trace the letter “t” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /t/ sound.
- Use the cards S1-5 and S13 to form the different syllables with “t” (ta, te, ti, to, tu).
- Have the student read aloud the syllables that they have written down so far today.

6 - Leer en voz alta (Read Aloud)
- Read words from column 4 on page 3 of Word Book.
- Read a book with the student. Use strategies 8 and 9 from the bank of Multisensory strategies to find the words with the /f/ and /t/ sound and to practice comprehension.
- Other extensions: Use word cards P1-43
  - Use Word cards (P cards) to play sorting games. Students can sort words by: rhyming words, beginning sound, etc.
  - Use Word Cards to play a game. See some options and instructions on page 24 of the Word book.

Lesson 7
1 - Leer sonidos (Read sounds)
- Use cards A1-40. It is recommended that these be shown to the student not in order to avoid simple memorization of the order/pattern. The student reads the syllable on each card. If the student does not know automatically, but it back in the pile to review. If the student identifies it automatically, place in down on the table.

2 - Escribir sonidos (Spell sounds)
- Say aloud the following sounds and/or syllables (not the letter name). After each sound, the student should repeat the sound then write the letter or use one of the other strategies 1-3 from the bank of Multisensory strategies.
  to fi fa te fu fo

3 - Leer palabras (Read Words)
- The student reads aloud column 4 of words on page 3 of the Word Book.
- The student can use a special pointer to follow along with the words.

4 - Escribir palabras (Spell words)
- Say aloud the following words one at a time. After each word, the student should repeat it, “tap it out” (Multisensory Strategy 6), then write it down.

When student is ready, they can begin “tapping out” each syllable instead of each sound. For example, they can say “pa-ta” instead of “p-a-t-a.”

| pata | famoso | Tito | felino | pelota |

5 - Nuevo material (New material)
- Rr - /r/
  - Use the letter side of card S14. Show the card to the student while saying the sound /r/ as in “rana.” Say the chant together, “rana, /r/, /r/, /r/” (Myer, 1999).
  - Have the student trace the letter “r” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /r/ sound.
  - Use the cards S1-5 and S14 to form the different syllables with “r” (ra, re, ri, ro, ru).
- RRrr - /rr/
  - Use the letter side of card S15. Show the card to the student while saying the sound /rr/ as in “perro.”
  - Not all students will be able to perfect this sound at the time. The “rr” is usually a middle or ending syllable.
- Bb - /b/
  - Use the letter side of card S16. Show the card to the student while saying the sound /b/ as in “bota.” Say the chant together, “bota, /b/, /b/, /b/” (Myer, 1999).
  - Have the student trace the letter “b” three times using one of the strategies 1-3 from the bank of Multisensory strategies while saying the /b/ sound.
  - Use the cards S1-5 and S16 to form the different syllables with “b” (ba, be, bi, bo, bu).
  - Have the student read aloud the syllables that they have written down so far today.

6 - Leer en voz alta (Read Aloud)
- Read words from columns 1 and 2 on page 4 of Word Book.
- Read a book with the student. Use strategies 8 and 9 from the bank of Multisensory strategies to find the words with the /r/, /rr/, and /b/ sound and to practice comprehension.
- Other extensions: Use word cards P1-53
  - Use Word cards (P cards) to play sorting games. Students can sort words by: rhyming words, beginning sound, etc.
  - Use Word Cards to play a game. See some options and instructions on page 24 of the Word book.

*PROGRESS CHECK 2

- Give the student page 5 of the Word Book and cover the bottom half “Escribir palabras” with a piece of paper.
- Give the student 30 seconds to read the 20 syllables or words. Student passes with 90% accuracy. Mark the syllables where the student had difficulty in order to review.
- Next read the 20 syllables one at a time to the student as they write them down. Student should spell with 90% accuracy. Review sounds that the student had incorrect.

***Remind students of the accents on certain words like “bebé,” and have them add it or rewrite it if forgotten.

APPENDIX D

Examples of Picture, Sound, Syllable and Word Cards

<table>
<thead>
<tr>
<th>Organization of cards</th>
<th>Type of card (tarjeta)</th>
<th>Card Label/Numbers</th>
<th>Suggested Paper Color</th>
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<tbody>
<tr>
<td></td>
<td>Pictures (fotos)</td>
<td>F1-30</td>
<td>White</td>
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<tr>
<td></td>
<td>Sounds (sonidos)</td>
<td>S1-47</td>
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<td></td>
<td>Open syllables (sílabas abiertas)</td>
<td>A1-126</td>
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<td></td>
<td>Closed syllables (sílabas cerradas)</td>
<td>C1-30</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Blends (trabadas)</td>
<td>T1-65</td>
<td>Red</td>
</tr>
<tr>
<td></td>
<td>Diphthongs (diptongos)</td>
<td>D1-17</td>
<td>Orange</td>
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<td>Words with open syllables (Palabras con sílabas abiertas)</td>
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<tr>
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<td>Words with closed syllables (Palabras con sílabas cerradas)</td>
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<td>Light green</td>
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<td></td>
<td>Words with blends (Palabras con trabadas)</td>
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<tr>
<td></td>
<td>Words with diphthongs (Palabras con diptongos)</td>
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<td>FRONT</td>
<td>BACK</td>
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<td></td>
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<td>------------------</td>
<td>-------</td>
<td></td>
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</tr>
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Appendix E

Example Pages From Word Book/Libro de palabras

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<th>fila</th>
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<td>mide</td>
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<td>nana</td>
<td>tu</td>
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<tr>
<td>supo</td>
<td>mula</td>
<td>dudo</td>
<td>Tito</td>
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<td>dame</td>
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<td>Lisa</td>
<td>dama</td>
<td>moto</td>
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Progress Check 2

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<th>Read words – Leer palabras</th>
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<td>rana</td>
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### APPENDIX F

**Multisensory Strategies**

<table>
<thead>
<tr>
<th>Name of Strategy</th>
<th>Explanation of Activity</th>
<th>Materials Needed</th>
</tr>
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</table>
| 1. Sand or Shaving Cream Writing         | Students begin with a handful of sand in a cookie sheet or shaving cream on a table. They spread the sand or shaving cream out and then use their finger. As they write, students say the sound that each letter makes. Then the student blends those sounds together to read the whole word aloud. | - sand or shaving cream  
- table or cookie sheet           |
| 2. Air writing                           | Air writing, or skywriting, helps students through muscle memory. Students use two fingers as a pointer with their elbows and wrists straight, and write letters in the air. They say the sound each letter makes as they write it. They might even imagine the letter and the “color” they are using to write. | - None                             |
| 3. Sandpaper letters                     | Students trace each letter with their fingers while saying the sound of the letter out loud. They can also use the letters to spell out a word on the table and then put a piece of paper over and color with crayon to make rubbings. | - Sandpaper  
- Paper  
- Crayons                           |
| 4. Blending Sheet                        | Say two sounds in a syllable, touching one dot as you say each sound. Then slide your finger across the arrow to blend the sounds together to say the whole syllable. You could also do this with two syllables to blend together to form a word. | - Blending sheet (rectangle with two dots above and an arrow below) |
| 5. Word Building                         | Students use color coded letters or tiles to build words, sounding out each letter’s sound as they lay it down to build the word.                                                                                           | - Tiles or magnetic letters       |
| 6. Tapping Out Sounds                    | Students break down and blend words by tapping out each syllabic unit with their fingers and thumb. For the word “gato,”                                                                                                   | - None                             |

(Morin, 2017)
the student would tap an index finger to the thumb as they say “ga” and the middle finger to the thumb as they say “to.”

| 7. Read it, Build it, Write it (Morin, 2017) | Students have a piece of paper with three boxes. They read a sight word that is in the “Read” box, then build the word using tiles or letters in the “Build” box, then write it in the “Write” box. | -Paper with three labeled boxes (Read, Build, Write)  
-Tiles or letters  
-Marker |
<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Ball Toss Game (Sonday, 2014)</td>
<td>Say a word while you toss or roll a soft ball to the student. The student then returns the ball while saying either the beginning, middle, or ending sound in the word, depending on what you have instructed them.</td>
<td>- Soft ball, such as a nerf ball or a hacky sack</td>
</tr>
</tbody>
</table>
| 9. Story Sticks (Morin, 2017) | This is to help with reading comprehension. Students read different colored craft sticks that represent a specific story element. For example, the green stick might ask, “What is the setting?” These same colors can be used to highlight elements on a printed copy of the story. | -Craft sticks (colored)  
-Markers |
| 10. Shared Reading (Morin, 2017) | Students share the reading of a book with the teacher. While the teacher reads aloud the student can interact by underlining sight words or the skill being practiced during that lesson (such as words with the syllable “la”). | -Printable books (or stories that the student can write on and interact with) |