A CURRICULUM FOR TEACHING ELEMENTARY-AGED SPANISH-SPEAKING STUDENTS TO READ IN SPANISH—PROJECT PORTION

by

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PROJECT INTRODUCTION

The research question addressed by this project is: What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?

This curriculum development project consists of an instructional unit that teaches Spanish-speaking elementary students to read in Spanish. The project includes a curriculum unit plan, assessments, twenty lesson plans, worksheets, games, and activities.

Setting and Participants

The instruction of this curriculum will take place in a Minnesota suburban elementary school’s after-school program called Targeted Services, which is a Title I-funded remedial literacy program. The classes will be taught for one hour, two days per week, for approximately ten weeks.

The students participating in this class are second- and third-graders from my school who are struggling readers and whose home language is Spanish. The countries of origin of the students’ families include Mexico, Puerto Rico, Venezuela, Honduras, and Guatemala. Most of the students were born in the U.S., but some of them were born in other countries. Most of them are ELs with ACCESS scores ranging from one to four (entering to expanding), but some have exited ESL, which means they no longer qualify for ESL services. Many of the students’ families
have low socioeconomic status; in fact, 74 percent of students at this school receive lunch at free or reduced prices.

**Framework and Standards**

I used McTighe and Wiggins’ (2011) Understanding by Design (UbD) framework to create my curriculum development project. The first step in the UbD framework is to think of the Enduring Understandings (EUs) that I want my students to understand and apply. Then I developed Essential Questions (EQs) based on these EUs. The next step was to develop formative and summative assessments and a performance task that show whether students have mastered the EUs. Finally, I created twenty lesson plans to describe the learning experiences and instruction that the students will receive. I chose EUs based on WIDA’s Spanish Language Arts Standard 1. Reading and Literature (Appendix A).

**Lesson and Unit Outcomes**

The main outcome of this unit is for students to be able to fluently and accurately decode and comprehend Spanish literature at a first grade level. This will be the beginning step in students becoming biliterate in Spanish and English. It will also help them become better readers in English because they will have learned to read in their stronger language.

Lesson outcomes include being able to produce letter sounds, decode open syllables, decode open syllables with blends, decode closed syllables, decode syllables with diphthongs, decode syllables that include letters with accent marks, tildes, and dieresis, and combine various syllables to create words. During guided reading instruction, students will also work on reading strategies, such as rereading, reading ahead, using visual and context clues, asking questions, retelling, using meaningful substitutions, using prior knowledge, recognizing cognates, and
verifying meanings with resource materials. This will help students to comprehend what they read.

**Formative and Summative Assessments**

In order to verify that students have achieved the desired results, I have created formative and summative assessments. I began the unit with a diagnostic leveling tool, Sánchez, Hileman, and Cline’s (2017) *Evaluación del nivel independiente de lectura* (independent reading level evaluation), or ENIL for short. This tool will tell me students’ current reading levels in Spanish, and it will also be my benchmark to measure progress throughout the program. It begins by having students read word lists, called Phonics Infrastructure for Leveling (PIL), that gradually become more challenging to determine where to begin testing. Then the teacher completes a running record assessment using a book from the level before the student’s frustration level on the PIL to demonstrate fluency and comprehension. Next, the teacher scores the running record and determines if the level assessed is the correct level for the student. This assessment is also diagnostic and will show what reading skills the students need to improve upon in order to provide focus to guided reading lessons.

I created formative assessments as a quick check to ensure students have met the objective of the lesson. These include letter-sound checklists (Appendices B and C), letter-sound assessments (Appendix D), word work worksheets, observations of student participation, and discussions of reading strategies. Since students will be reading independently on the computer program called Raz-Kids, an additional formative assessment is to check students’ progress in their Raz-Kids accounts.

Summative assessments include a Venn diagram to compare letter sounds in Spanish and English (Appendix E) and a Venn diagram to compare written Spanish and English (Appendix
Additionally, I created a rubric to evaluate the students’ performance task (Appendices G and H), which is a Reader’s Theater play that they will perform for their parents. The rubric will evaluate students’ fluency, expression, and volume when reading, as well as their cooperation with their group members during practice time. Students will also score themselves on a self-assessment using the performance task rubric (Appendices I and J) to help them see what areas they should practice more before the performance.

**Instructional Strategies**

After a brief daily whole-group lesson to introduce the concept of the day, students will be working in 20-minute centers, or rotating activities. The centers include guided reading with the teacher, word work in partners, and independent reading using Raz-Kids. Students will complete two centers per session. During word work, students will work together to build and illustrate words with syllable manipulatives or magnetic letters, play “Memory” with syllable manipulatives, do picture and sentence sorts (Appendices L, M, O, P, Q, and R), play “Hangman,” use magnetic letters to make crossword puzzles (Appendix K), write sentences and dialogues, add punctuation marks to dialogues (Appendix N), practice reading fluency ladders, read and discuss picture books together, look for the concept of the day in the picture books, and draw what happened in the book. Students will work independently on their Raz-Kids account using Chromebooks to read stories and articles and answer comprehension questions. During guided reading, I will explain and model different reading strategies that students can use while reading, and we will practice these reading strategies while reading books at each group’s level.

**Support Materials**

A variety of supporting materials will be used throughout the lessons. To practice the letter sounds of the Spanish alphabet, I will use the YouTube video, “Los sonidos iniciales/Letter
Sounds” (2015). Students will use the following resources from Learning at the Primary Pond (2015) for word work: “2 Syllable Word Cards (in Spanish),” “3 Syllable Word Cards (in Spanish),” and “Escaleras de Fluidez (Spanish Reading Fluency Ladders).” During guided reading and partner work, students will read Spanish books borrowed from the school library, the ESL classroom, my personal collection, and books purchased from American Reading Company. In addition, they will read eBooks from Raz-Kids and perform Reader’s Theater plays from Reading A-Z.

**Contribution to Public Scholarship**

This curriculum development project is based on the research question, *What materials are most effective in teaching beginning Spanish literacy to native Spanish speakers in second and third grade to build a strong literacy foundation in their first language?* Research shows that supporting students’ first language has a huge impact on English proficiency levels (Michael-Luna, 2005; Watkins-Mace, 2006), test scores (Thomas & Collier, 2002), cultural identity, and maintenance of cultural ties (Laliberty & Berzins, 2000; Michael-Luna, 2005), and may provide greater opportunities in students’ futures. This curriculum can be used by other teachers who want to support literacy skills in their Spanish-speaking students’ first language in a heritage language program. Many of the heritage language programs I came across in my research were for high school students who wanted to earn foreign language credit (classes such as Spanish for Spanish Speakers). The elementary heritage language programs I found were usually run by parents or community organizations who had little or no educational background. Other elementary programs I found were two-way (or dual) bilingual immersion schools or bilingual education schools where students are immersed in the target language for most of the school day. I was not able to find other heritage language after-school programs that were researched,
developed, planned, and taught by licensed educators. Therefore, other educators wanting to support native-language literacy skills in Spanish can utilize this curriculum, as well.
<table>
<thead>
<tr>
<th>WIDA Spanish Language Arts Standards</th>
<th>Enduring Understandings (Students will understand that ...)</th>
<th>Essential Questions</th>
<th>Assessment Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Reading and Literature</td>
<td>1. Spanish has some sounds that English does not have.</td>
<td>What are the similarities and differences between letter sounds in Spanish and English? (EU 1, 2, 3, 4, 7) ¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés? What are the similarities and differences between written Spanish and English? (EU 5, 6, 8) ¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?</td>
<td>Decoding diagnostic: ENIL’s Phonics Infrastructure for Leveling (word lists) and running record Checklist to record which letter sounds each student has mastered and which letters’ sounds they can identify Venn diagram to compare and contrast written Spanish and English Venn diagram to compare and contrast written Spanish and English</td>
</tr>
<tr>
<td>1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words.</td>
<td>2. Some letters make the same sound in Spanish and English. 3. Some letters make different sounds in Spanish and English. 4. Some sounds can be written two ways in Spanish. 5. Syllables are usually split after a vowel, but may be split between two consonants if the two consonants are not the same letter. 6. Spanish uses punctuation marks over some letters to help readers pronounce words correctly (e.g., accent marks, dieresis, and tildes), and it uses different punctuation marks in sentences (i, ñ, --). 7. When two vowels are together with no written accent mark, they create a diphthong.</td>
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<tr>
<td>1.A.1a Demonstrate understanding of concepts of print (e.g., parts of a book, title, author, left-right tracking, top-bottom).</td>
<td>8. Spanish and English use the same concepts of print (e.g., parts of a book, title, author, left-right tracking, top-bottom).</td>
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<td>See “Venn diagram to compare and contrast written Spanish and English” above</td>
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<tr>
<td>1.A.1f</td>
<td>Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).</td>
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<tr>
<td>1.A.1c</td>
<td>Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</td>
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<td>9.</td>
<td>There are many strategies to use if a reader is not understanding what was read (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions, use prior knowledge, use cognates, and verify meanings with resource materials).</td>
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<tr>
<td>10.</td>
<td>There are many ways to interact with a text to help the reader gain a deeper understanding of what was read (e.g., establish a purpose for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge).</td>
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<tr>
<td>11.</td>
<td>Information from texts can be used to form questions and verify predictions.</td>
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<tr>
<td>12.</td>
<td>There are many genres of fiction, nonfiction, poetry, and electronic literary forms.</td>
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<tr>
<td>1.A.1d</td>
<td>Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</td>
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<tr>
<td>1.A.1h</td>
<td>Use information to form questions and verify predictions.</td>
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<tr>
<td>1.A.1e</td>
<td>Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms.</td>
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</tbody>
</table>

**What strategies do good readers select when they do not understand what they have read? Describe how to apply them.**

**Formative assessment—ask students to describe their thinking/demonstrate a reading strategy during guided reading lessons—ask what strategies they are using and why they chose those strategies.**

**Observation of what reading strategies students use.**

**What can good readers do to make connections with texts and gain a better understanding of what they read? Describe how to apply these ideas.**

**Formative assessment—ask students to make connections with texts during guided reading lessons/read alouds.**

**How do good readers use information from texts?**

**Formative assessment—ask students to use texts to form questions and verify predictions during guided reading lessons/read alouds.**

**What different genres are there? Describe them.**

**Formative assessment—ask students to name the genre of the text they are reading and how they know it is that genre during guided reading/read alouds.**
| 1.A.1g Read aloud grade appropriate material with fluency and accuracy. | 13. Good readers are fluent and accurate. | What does a fluent reader sound like? ¿Cómo suena un lector fluido? How do readers improve their reading? ¿Cómo mejoran los lectores su lectura? | Progress Monitoring: Running record in beginning to place student in correct level; reassess mid-session and end-of-session to check progress Performance Task: Perform a Reader’s Theater for parents; use a rubric to assess fluency, prosody, expression Self-Assessment: Students fill out Performance Task Rubric to score themselves |
**Lesson Plans**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words</td>
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<tr>
<td><strong>Essential Question(s):</strong></td>
<td>What are the similarities and differences between letter sounds in Spanish and English? ¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?</td>
</tr>
<tr>
<td><strong>Lesson Objective:</strong></td>
<td>I can produce letter sounds. Yo puedo producir los sonidos de las letras. I can decode open syllables. Yo puedo descifrar las sílabas abiertas. I can combine open syllables to make words. Yo puedo combinar sílabas abiertas para formar palabras.</td>
</tr>
<tr>
<td><strong>Teacher Preparation:</strong></td>
<td>Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers</td>
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<tr>
<td><strong>Additional materials:</strong></td>
<td>Alphabet chart, syllable manipulatives, checklists, notebooks, Chromebooks</td>
</tr>
<tr>
<td><strong>Whole-group lesson:</strong></td>
<td>Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales” Introduce and repeat syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za) Show 2-3 pictures of words with these syllables (mariposa, naranja, araña) Brainstorm more words that include these syllables (lápiz, lámpara, pizza, ensalada, zanahoria) Create 2-syllable words with only these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (mamá, masa, rana, mala, Sara, sala, rama, raza, lana, falla, jaja, llama)</td>
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<tr>
<td><strong>Guided reading lesson, group 1:</strong></td>
<td>Flip through syllables Letter Sounds (LS) Checklist</td>
</tr>
<tr>
<td><strong>Guided reading lesson, group 2:</strong></td>
<td>Flip through syllables LS Checklist</td>
</tr>
</tbody>
</table>
Word work:
- In partners, make and illustrate as many words as possible using the –a syllable manipulatives.
- Read with a partner; look for words with today’s syllables.

Raz-Kids:

Assessment – How will I know the students have learned?
- Letter Sounds checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)

<table>
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<tr>
<th>Date:</th>
<th>Lesson 2</th>
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</table>

Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

Essential Question(s):
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

Lesson Objective:
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode open syllables./Yo puedo descifrar las sílabas abiertas.
I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras.

Teacher Preparation:
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers
**Additional materials:**
Alphabet chart, syllable manipulatives, checklists, notebooks, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za)
- Introduce more syllables with –a (ya, ba, ta, da, ca, ga, pa, va, cha, ha)
- Show 2-3 pictures of words with these syllables (bate, cucaracha, harina, chaqueta)
- Brainstorm more words that include these syllables (caballo, zapato, vaso, pizarra, tiza, batalla)
- Create 2-syllable words with only these syllables and the syllables from last time (I do 2-3, we do 2-3) (word work will be “you do”) (cada, capa, gata, pata, paga, papá, papa, vaca, haya, haga, mapa, saca, raya, rata, lata, lava, nada, baja, baña, taza, dama, cama, casa, cara, cajá, caña, caza, pasa, para)

**Guided reading lesson, group 1:**
- Flip through syllables
- LS Checklist

**Guided reading lesson, group 2:**
- Flip through syllables
- LS Checklist

**Word work:**
- In partners, make and illustrate as many words as possible using the –a syllable manipulatives.
- Read with a partner; look for words with today’s syllables.

**Raz-Kids:**

**Assessment – How will I know the students have learned?**
- LS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**
### Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

### Essential Question(s):
What are the similarities and differences between letter sounds in Spanish and English? ¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

### Lesson Objective:
- I can produce letter sounds./Yo puedo producir los sonidos de las letras.
- I can decode open syllables./Yo puedo descifrar las sílabas abiertas.
- I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras.

### Teacher Preparation:
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

### Additional materials:
- Alphabet chart, syllable manipulatives, checklists, notebooks, fluency ladder, Chromebooks

### Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha)
- Introduce and repeat syllables with –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo)
- Show 2-3 pictures of words with these syllables (otoño, sopa, sótano, oso)
- Brainstorm more words that include these syllables (teléfono, baño, mariposa, poderoso, pequeño, ojo, ocho, zanahoria, chocolate, mojado, ropa, zorro)
- Create 2-syllable words with only these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (moto, modo, mono, polo, solo, lodo, lobo, todo, tono, foto, coro, rojo, roto, lloro, loro, toro)

### Guided reading lesson, group 1:
- Flip through syllables
- LS Checklist

Guided reading lesson, group 2:
- Flip through syllables
- LS Checklist

Word work:
- In partners, make and illustrate as many words as possible using the –a and –o syllable manipulatives.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables.

Raz-Kids:

Assessment – How will I know the students have learned?
- LS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson 4</th>
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Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

Essential Question(s):
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?
**Lesson Objective:**
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode open syllables./Yo puedo descifrar las sílabas abiertas.
I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras.

**Teacher Preparation:**
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

**Additional materials:**
Alphabet chart, syllable manipulatives, checklists, notebooks, fluency ladder, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha) and –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo)
- Introduce and repeat syllables with –u (mu, pu, su, tu, lu, du, nu, bu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu)
- Show 2-3 pictures of words with these syllables (gusano, muñeca, bufanda)
- Brainstorm more words that include these syllables (cucaracha, cucharra, cuchillo, lluvia)
- Create 2-syllable words with only these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (puma, luna, humo, ruta, yucca, jugo, churro)

**Guided reading lesson, group 1:**
- Flip through syllables
- LS Checklist

**Guided reading lesson, group 2:**
- Flip through syllables
- LS Checklist

**Word work:**
- In partners, make and illustrate as many words as possible using the –a, –o, and –u syllable manipulatives.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables.
**Raz-Kids:**

**Partner work:**
- Practice the fluency ladder with a partner
- Read with a partner; look for words with today’s syllables

**Assessment – How will I know the students have learned?**
- LS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**

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<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson 5</th>
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**Standards:**
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

**Essential Question(s):**
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

**Lesson Objective:**
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode open syllables./Yo puedo descifrar las sílabas abiertas.
I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras.

**Teacher Preparation:**
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

**Additional materials:**
Alphabet chart, syllable manipulatives, checklists, notebooks, fluency ladder, “Memory” syllables, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), and –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu)
- Introduce and repeat syllables with –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he)
- Show 2-3 pictures of words with these syllables (cepillo, feliz, helado)
- Brainstorm more words that include these syllables (cebolla, cebra, celoso, celular, cena, gemelos, generoso, llevar, llegar, pecho, pedir, pegamento, peligro, pelo, techo, queso, panqueque)
- Create 2-syllable words with only these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (leche, bebe, jefe, tele, debe, cheque)

**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation (record on Identification of Letters’ Sounds Checklist)

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation (record on ILS Checklist)

**Word work:**
- In partners, play “Memory” with the syllables, trying to create as many words as possible.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables; draw a picture of what happened in the story.

**Raz-Kids:**

**Assessment – How will I know the students have learned?**
- Identification of Letters’ Sounds (ILS) checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**
<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words</td>
<td></td>
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<tr>
<td><strong>Essential Question(s):</strong></td>
<td>What are the similarities and differences between letter sounds in Spanish and English? ¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?</td>
</tr>
</tbody>
</table>
| **Lesson Objective:** | I can produce letter sounds./Yo puedo producir los sonidos de las letras.  
I can decode open syllables./Yo puedo descifrar las sílabas abiertas.  
I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras. |
| **Teacher Preparation:** | Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers |
| **Additional materials:** | Alphabet chart, syllable manipulatives, checklists, notebooks, fluency ladder, “Memory” syllables, Chromebooks |
| **Whole-group lesson:** | Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”  
Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), and –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he)  
Introduce and repeat syllables with –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci)  
Show 2-3 pictures of words with these syllables (guisantes, jirafa, chile)  
Brainstorm more words that include these syllables (quiquiriqui, guitarra, ciudad, millón, mirar, dinero, historia, quince, quinientos, chiquito, rizado)  
Create 2-syllable words with only these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (wifi, cine, silla, liso, piso) |
Guided reading lesson, group 1:
- Flip through syllables
- Dictation (record on ILS Checklist)

Guided reading lesson, group 2:
- Flip through syllables
- Dictation (record on ILS Checklist)

Word work:
- In partners, play “Memory” with the syllables, trying to create as many words as possible.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables; draw a picture of what happened in the story.

Raz-Kids:

Assessment – How will I know the students have learned?
- ILS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)

Date: Lesson 7

Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words
**Essential Question(s):**
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

**Lesson Objective:**
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode open syllables with blends./Yo puedo descifrar las sílabas abiertas con trabadas.
I can combine open syllables to make words./Yo puedo combinar sílabas abiertas para formar palabras.

**Teacher Preparation:**
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

**Additional materials:**
Alphabet chart, syllable manipulatives, checklists, magnetic letters, notebooks, fluency ladder, Chromebooks

<table>
<thead>
<tr>
<th>Whole-group lesson:</th>
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<tbody>
<tr>
<td>• Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”</td>
</tr>
<tr>
<td>• Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), and –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci)</td>
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<tr>
<td>• Introduce and repeat blends (dr-, br-, tr-, bl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-)</td>
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<tr>
<td>• Show 2-3 pictures of words with these blends (dragón, brazo, traje)</td>
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<tr>
<td>• Brainstorm more words that include these blends (brócoli, broma, trabajar, tráfico, tronco, blusa, flecha, frío, fresco, fruta, gritar, gracias, grande, gris, plátano, plata, pluma, primo, precioso, pregunta, primavera, princesa, clase, clima, globo, crecer, creer, crayón, crema)</td>
</tr>
<tr>
<td>• Create 2-syllable words with these blends (I do 2-3, we do 2-3) (word work will be “you do”) (trece, triste, brisa, blanco, flor, fresa, granja, playa, profesora)</td>
</tr>
</tbody>
</table>

**Guided reading lesson, group 1:**
• Flip through syllables
• Dictation (record on ILS Checklist)

**Guided reading lesson, group 2:**
• Flip through syllables
• Dictation (record on ILS Checklist)
**Word work:**
- In partners, make and illustrate as many words as possible using magnetic letters.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables; draw a picture of what happened in the story.

**Raz-Kids:**

**Assessment – How will I know the students have learned?**
- ILS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**

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<tr>
<th>Date:</th>
<th>Lesson 8</th>
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**Standards:**
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

**Essential Question(s):**
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

**Lesson Objective:**
- I can produce letter sounds./Yo puedo producir los sonidos de las letras.
- I can decode closed syllables./Yo puedo descifrar las sílabas cerradas.
- I can combine open and closed syllables to make words./Yo puedo combinar sílabas abiertas y cerradas para formar palabras.

**Teacher Preparation:**
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers
### Additional materials:
Alphabet chart, syllable manipulatives, checklists, magnetic letters, notebooks, fluency ladder, Chromebooks

### Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fú, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), and blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-)
- Introduce and repeat closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, hab, rin, con)
- Show 2-3 pictures of words with these syllables (sonrisa, escoba, enchilada)
- Brainstorm more words that include these syllables (imposible, especial, esconder, español, estrecho, escama, oscuro, olvidar, encantado, encargado, enchufar, enfermera, escribir, ardilla, armadillo, armario, arte, correr, empacar, empanada, empate, empezar, empleado, empujar)
- Create 2- or 3-syllable words with these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (árbol, arco iris, papel, salir, beber, comer, hablar, rincón)

### Guided reading lesson, group 1:
- Flip through syllables
- Dictation (record on ILS Checklist)

### Guided reading lesson, group 2:
- Flip through syllables
- Dictation (record on ILS Checklist)

### Word work:
- In partners, make and illustrate as many words as possible using magnetic letters.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with today’s syllables; draw a picture of what happened in the story.

### Raz-Kids:
Assessment – How will I know the students have learned?

- ILS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)

Date: Lesson 9

Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

Essential Question(s):
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

Lesson Objective:
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode closed syllables./Yo puedo descifrar las sílabas cerradas.
I can combine open and closed syllables to make words./Yo puedo combinar sílabas abiertas y cerradas para formar palabras.

Teacher Preparation:
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

Additional materials:
Alphabet chart, syllable manipulatives, checklists, magnetic letters, crossword puzzle board, notebooks, fluency ladder, Chromebooks

Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-) and closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em)
• Introduce and repeat more closed syllables (cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men)
• Show 2-3 pictures of words with these syllables (cortina, flor, cangrejo)
• Brainstorm more words that include these syllables (bizcocho, donde, elefante, corbata, máscara, masculino, masticar, blanco, blando, tamal, también, tampoco, borde, cantar, cansado, cargar, carne, carpeta, carta, cartón, fantástico, fantasma, tortuga, tarde, tarjeta, tarta, salchicha, salsa, saltamontes, tormenta, torta, mensaje, mente, mentir)
• Create 2- or 3-syllable words with these syllables (I do 2-3, we do 2-3) (word work will be “you do”) (tambor, cortar, saltar, mascota, flamingo, tortilla)

Guided reading lesson, group 1:
• Flip through syllables
• Dictation (record on ILS Checklist)

Guided reading lesson, group 2:
• Flip through syllables
• Dictation (record on ILS Checklist)

Word work:
• In partners, make words using magnetic letters on a crossword puzzle board.
• Practice the fluency ladder with a partner.
• Read with a partner; look for words with today’s syllables; draw a picture of what happened in the story.

Raz-Kids:

Assessment – How will I know the students have learned?
• ILS checklist
• Observation of participation
• Word work papers
• Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)
**Standards:**
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

**Essential Question(s):**
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

**Lesson Objective:**
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode diphthongs./Yo puedo descifrar diptongos.
I can combine syllables with diphthongs to make words./Yo puedo combinar sílabas con diptongos para formar palabras.

**Teacher Preparation:**
Flipchart with alphabet, today’s syllables, pictures of words with these syllables, make syllables moveable, directions for centers

**Additional materials:**
Alphabet chart, syllable manipulatives, checklists, magnetic letters, crossword puzzle board, notebooks, fluency ladder, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), and closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men)
- Introduce and repeat diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo)
- Show 2-3 pictures of words with these diphthongs (reina, piano, serpiente)
- Brainstorm more words that include these diphthongs (aunque, aire, cai, man, hay, playa, Europa, neutro, deuda, beisbol, paciencia, cien, bien, tiene, dientes, hacia, limpi, familia, biblioteca, viuda, ciudad, boina, hoy, cuadro, cuando, guacamole, trueno, bueno, suelo, fuimos, fuiste, cuida, cuota, individuo)
- Create 2- or 3-syllable words with these diphthongs (I do 2-3, we do 2-3) (word work will be “you do”) (aula, rey, tierra, radio, agua, fuego)
**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation (record on ILS Checklist)

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation (record on ILS Checklist)

**Word work:**
- In partners, make words that include diphthongs using magnetic letters on a crossword puzzle board.
- Practice the fluency ladder with a partner.
- Read with a partner; look for words with diphthongs; draw a picture of what happened in the story.

**Raz-Kids:**

**Assessment – How will I know the students have learned?**
- ILS checklist
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**

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<th>Date:</th>
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**Standards:**
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words
### Essential Question(s):
What are the similarities and differences between letter sounds in Spanish and English?
¿Cuáles son las semejanzas y diferencias entre los sonidos de las letras en español e inglés?

### Lesson Objective:
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can compare letter sounds in Spanish and English./Yo puedo comparar los sonidos de las letras en español e inglés.

### Teacher Preparation:
Flipchart with alphabet, directions for centers

### Additional materials:
Alphabet chart, syllable manipulatives, running record forms and books, Venn diagram, Chromebooks

### Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), and diphthongs (au, ai/ay, eu, ei/eey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo)
- Introduce Venn diagram: Put letter sounds that are the same in both languages in the middle column and letter sounds that are different in separate columns. (I do 1-2, we do 1-2, “you do” during centers)

### Guided reading lesson, group 1:
- Flip through syllables
- Running record

### Guided reading lesson, group 2:
- Flip through syllables
- Running record

### Word work:
- Finish Venn diagram.

### Raz-Kids:
- Finish Venn diagram.

### Assessment – How will I know the students have learned?
- Running record
**Observation of participation**

**Venn diagram**

**Reflections on lesson - (What went well, what could be better?)**

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<th>Date:</th>
<th>Lesson 12</th>
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**Standards:**

1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

**Essential Question(s):**

What are the similarities and differences between written Spanish and English?

¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?

**Lesson Objective:**

I can produce letter sounds./Yo puedo producir los sonidos de las letras.

I can decode words with accent marks./Yo puedo descifrar palabras con acentos.

I can combine syllables that include letters with accent marks to make words./Yo puedo combinar sílabas que incluyen letras con acentos para formar palabras.

**Teacher Preparation:**

Flipchart with alphabet, syllables that include letters with accent marks, pictures of words with these syllables, make syllables moveable, directions for centers

**Additional materials:**

Alphabet chart, syllable manipulatives, running record forms and books, picture sort, notebooks, fluency ladder, Chromebooks

**Whole-group lesson:**

- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –í (mi, pi, si, li, ti, di, ni, bi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), and diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo)
• Introduce and repeat vowels with accent marks (á, é, í, ó, ú) and explain why they have them (if a word ends in a vowel that is not part of a diphthong, n, or s, the second-to-the-last syllable is stressed; if a word ends in a consonant other than n or s, the last syllable is stressed; exceptions to these rules have a written accent mark over the vowel of the stressed syllable; some words have written accent marks to differentiate them from homonyms)

• Show 2-3 pictures of words ending in vowels, n, and s (cara, corren, carpetas); practice clapping the syllables and emphasizing the second-to-the-last syllable

• Show 2-3 pictures of words ending in consonants other than n or s (ciudad, manejar, papel); practice clapping the syllables and emphasizing the last syllable

• Show 2-3 pictures of words with accent marks (televisión, transportación, multiplicación); practice clapping the syllables and emphasizing the accented syllable; discuss how it would be pronounced if there were no written accent mark (discuss papa vs. papá)

• Brainstorm more words that include accent marks (aplicación, examinación, avión, adiós, teléfono, fácil, difícil, último, lápiz, bolígrafo, sofá, café, árbol, plátano, limón, lámpara, león, camión, autobús, natación, policía, película, fotografía, panadería, carnicería, zoológico)

Guided reading lesson, group 1:
• Flip through syllables
• Running record

Guided reading lesson, group 2:
• Flip through syllables
• Running record

Word work:
• Picture sort in partners: look at the picture, think of the syllable that should be accented, and put pictures under correct accented vowel.
• In partners, list and illustrate as many words as possible that have accent marks; then use them to play “Hangman.”
• Practice the fluency ladder with a partner.
• Read with a partner; look for words with accent marks; draw a picture of what happened in the story.

Raz-Kids:

Assessment – How will I know the students have learned?
• Running record
• Observation of participation
• Word work papers
• Progress on Raz-Kids
Reflections on lesson - (What went well, what could be better?)

Date: Lesson 13

Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words

Essential Question(s):
What are the similarities and differences between written Spanish and English?
¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?

Lesson Objective:
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can decode words with dieresis and tildes./Yo puedo descifrar palabras con diéresis y tildes.
I can combine syllables that include letters with dieresis and tildes to make words./Yo puedo combinar sílabas que incluyen letras con diéresis y tildes para formar palabras.

Teacher Preparation:
Flipchart with alphabet, syllables that include letters with dieresis and tildes, pictures of words with these syllables, make syllables moveable, directions for centers

Additional materials:
Alphabet chart, picture sort, syllable manipulatives, notebooks, fluency ladder, Chromebooks

Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo),–u (mu, pu, su, tu, lu, du, nu, bu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu),–e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), and accent marks (á, é, í, ó, ú)
- Introduce and repeat u with dieresis (ü) and explain why it is used (so the u will be pronounced after a g in syllables beginning with gue—pronounced “gwe” or gui—pronounced “gwi”)
• Show 2-3 pictures of words that include ü (pingüino, vergüenza, lengüeta); discuss how the words would be pronounced without the diésis
• Brainstorm more words that include ü (bilingüe, lingüista, Nicaragüense)
• Introduce and repeat n with tilde (ñ) and explain why it is used (so the n will be pronounced ny)
• Show 2-3 pictures of words that include ñ (piñata, cariñoso, muñeca); discuss how the words would be pronounced without the tilde
• Brainstorm more words that include ñ (España, español, señor, piña, sueño, tamaño, pequeño, niña, montaña, mañana, año, baño, uña, viña)

Guided reading lesson, group 1:
• Flip through syllables
• Dictation

Guided reading lesson, group 2:
• Flip through syllables
• Dictation

Word work:
• Picture sort in partners: look at the picture, decide whether or not the u should be pronounced, and put pictures under correct u (u or ü)/whether the n would be pronounced n or ny, and put pictures under correct n (n or ñ).
• In partners, list and illustrate as many words as possible that have accent marks, ü or ñ; then use them to play “Hangman.”
• Practice the fluency ladder with a partner.
• Read with a partner; look for words with ü or ñ; draw a picture of what happened in the story.

Raz-Kids:

Assessment – How will I know the students have learned?
• Observation of participation
• Word work papers
• Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)
Standards:
1.A.1.b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words.

Essential Question(s):
What are the similarities and differences between written Spanish and English?
¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?

Lesson Objective:
I can produce letter sounds. /Yo puedo producir los sonidos de las letras.
I can explain why inverted punctuation marks (¿ ¡) are used in Spanish. /Yo puedo explicar por qué se usan los signos de puntuación invertidos (¿ ¡) en español.
I can write sentences using punctuation marks correctly. /Yo puedo escribir oraciones usando signos de puntuación correctamente.

Teacher Preparation:
Flipchart with alphabet, sample sentences with a variety of ending punctuation, directions for centers.

Additional materials:
Alphabet chart, syllable manipulatives, sentence sort, notebooks, fluency ladder, Chromebooks.

Whole-group lesson:
• Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
• Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ey, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), dieresis (ü), and tilde (ñ).
• Show sentences punctuated in three different ways (Necesito hablar con tu mamá. ¿Necesito hablar con tu mamá? ¡Necesito hablar con tu mamá!); discuss how they are different and why they think they use the upside-down punctuation mark.
• Show more sentences without punctuation marks; have students decide which marks should be used and explain how they know which mark is appropriate (Ésto es...).
divertido, Es tuyo, Sí, es mío, Cuidado, Esta película es fenomenal, Es nueva tu camisa, 
Después de clases, voy a descansar, Me llamo Sra. Kum)
• Brainstorm more sentences that can use ¿ or ¡

**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation

**Word work:**
- Sentence sort in partners: read the sentence, decide how it should be punctuated, and put sentences under correct column.
- In partners, write and illustrate as many sentences with ¿? and ¡! as possible.
- Practice the fluency ladder with a partner.
- Read with a partner; look for sentences with ¿? and ¡!; draw a picture of what happened in the story.

**Raz-Kids:**

**Assessment – How will I know the students have learned?**
- Observation of participation
- Word work papers
- Progress on Raz-Kids

**Reflections on lesson - (What went well, what could be better?)**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards:</td>
<td></td>
</tr>
</tbody>
</table>
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, diacriticals, and tildes) to decode new words

**Essential Question(s):**
What are the similarities and differences between written Spanish and English?
¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?

**Lesson Objective:**
I can produce letter sounds. /Yo puedo producir los sonidos de las letras.
I can explain how the em dash (—) is used to mark speech in Spanish. /Yo puedo explicar cómo se usan la raya (–) para marcar el habla en español.
I can write dialogue using punctuation marks correctly. /Yo puedo escribir un diálogo usando signos de puntuación correctamente.

**Teacher Preparation:**
Flipchart with alphabet, sample dialogues with punctuation the way it is used in English and Spanish, directions for centers

**Additional materials:**
Alphabet chart, syllable manipulatives, unpunctuated dialogues, notebooks, fluency ladder, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –í (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, jí, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-, cr.), closed syllables (im, son, es, os, ol, el, en, ir, er, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), dieresis (ii), tilde (ñ), and inverted punctuation marks (¡, ¿)
- Show a dialogue written in English with quotation marks, and the same dialogue written in Spanish with the em dash (“Do you want to go to the beach with me?” asked Marco. “Sure!” replied José. “That sounds like fun!” –¿Quieres ir a la playa conmigo? –¡Sí! –le respondió José–. ¡Eso suena divertido!); discuss how they are different
- Show more sentences without punctuation marks and have students decide where to add the em dash to show speech (Buenas tardes, clase dijo la maestra. ¿Cómo están ustedes? Bien le respondieron. Voy a ver el partido de fútbol esta tarde. dijo mi amigo. Mi equipo favorito jugará. ¿A qué hora empieza? le pregunté. Creo que empieza a las seis y media. me respondió.)
- Brainstorm more dialogues to practice using the em dash
Guided reading lesson, group 1:
- Flip through syllables
- Dictation

Guided reading lesson, group 2:
- Flip through syllables
- Dictation

Word work:
- Punctuate dialogues in partners: read the sentences, decide how they should be punctuated, and put em dashes where needed.
- In partners, write and illustrate a dialogue; remember to use the em dash to show speech.
- Practice the fluency ladder with a partner.
- Read with a partner; look for sentences with em dashes; draw a picture of what happened in the story.

Raz-Kids:

Assessment – How will I know the students have learned?
- Observation of participation
- Word work papers
- Progress on Raz-Kids

Reflections on lesson - (What went well, what could be better?)

Date:  Lesson 16

Standards:
1.A.1b Apply word analysis skills (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, dieresis, and tildes) to decode new words
**Essential Question(s):**
What are the similarities and differences between written Spanish and English?
¿Cuáles son las semejanzas y diferencias entre el español escrito y el inglés escrito?

**Lesson Objective:**
I can produce letter sounds./Yo puedo producir los sonidos de las letras.
I can compare written Spanish and English./Yo puedo comparar el español escrito y el inglés escrito.

**Teacher Preparation:**
Flipchart with alphabet, directions for centers

**Additional materials:**
Alphabet chart, Venn diagram, syllable manipulatives, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, ba, bu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr- pl-, pr-, cl-, gl-) closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), diëresis (ü), tilde (ñ), inverted punctuation marks (¡ ¿), and em dash (—)
- Introduce Venn diagram: Put ways of writing that are the same in both languages in the middle column and ways of writing that are different in separate columns. (I do 1-2, we do 1-2, “you do” during centers)

**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation

**Word work:**
- Finish Venn diagram.

**Raz-Kids:**
- Finish Venn diagram.

**Assessment – How will I know the students have learned?**
- Observation of participation
- Venn diagram

**Reflections on lesson - (What went well, what could be better?)**

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<tr>
<th>Date:</th>
<th>Lesson 17</th>
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**Standards:**
1.A.1g Read aloud grade appropriate material with fluency and accuracy.

**Essential Question(s):**
What does a fluent reader sound like?
¿Cómo suena un lector fluido?
How do readers improve their reading?
¿Cómo mejoran los lectores su lectura?

**Lesson Objective:**
I can practice reading aloud to improve my fluency and accuracy. /Yo puedo practicar leyendo en voz alta para mejorar mi fluidez y precisión.

**Teacher Preparation:**
Flipchart with alphabet, Reader’s Theater rubric, directions for centers

**Additional materials:**
Alphabet chart, Reader’s Theater scripts, syllable manipulatives, materials to make props, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo),–u (mu, pu, su, tu, lu, du, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu),–e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas,
- biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men),
  diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), dieresis (ü), tilde (ñ), inverted punctuation marks (¡, ¦), and em dash (—)
  - Describe Reader’s Theater
  - Explain scoring on rubric
  - Describe fluency and accuracy and discuss how to improve them
  - Assign roles for each group

**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation
- Help group practice Reader’s Theater

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation
- Help group practice Reader’s Theater

**Word work:**
- Make props.
- Practice Reader’s Theater.

**Raz-Kids:**
- Make props.
- Practice Reader’s Theater.

**Assessment – How will I know the students have learned?**
- Observation of participation

**Reflections on lesson - (What went well, what could be better?)**

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<tr>
<th>Date:</th>
<th>Lesson 18</th>
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**Standards:**
1.A.1g Read aloud grade appropriate material with fluency and accuracy.

**Essential Question(s):**
What does a fluent reader sound like?
¿Cómo suena un lector fluido?
How do readers improve their reading?
¿Cómo mejoran los lectores su lectura?

**Lesson Objective:**
I can practice reading aloud to improve my fluency and accuracy./Yo puedo practicar leyendo en voz alta para mejorar mi fluidez y precisión.

**Teacher Preparation:**
Flipchart with alphabet, Reader’s Theater rubric, directions for centers

**Additional materials:**
Alphabet chart, tongue twisters, syllable manipulatives, Reader’s Theater scripts, materials to make props, Chromebooks

**Whole-group lesson:**
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, ui, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), dieresis (ü), tilde (ñ), inverted punctuation marks (!, ¿), and em dash (–)
- Discuss how Reader’s Theater is going and review rubric
- Tongue twisters

**Guided reading lesson, group 1:**
- Flip through syllables
- Dictation
- Help group practice Reader’s Theater

**Guided reading lesson, group 2:**
- Flip through syllables
- Dictation
- Help group practice Reader’s Theater

**Word work:**
- Make props
- Practice Reader’s Theater.

**Raz-Kids:**
- Make props.
- Practice Reader’s Theater.
Assessment – How will I know the students have learned?
  • Observation of participation

Reflections on lesson - (What went well, what could be better?)

Date:

Lesson 19

Standards:
1.A.1g Read aloud grade appropriate material with fluency and accuracy.

Essential Question(s):
What does a fluent reader sound like?
¿Cómo suena un lector fluido?
How do readers improve their reading?
¿Cómo mejoran los lectores su lectura?

Lesson Objective:
I can practice reading aloud to improve my fluency and accuracy./Yo puedo practicar leyendo en voz alta para mejorar mi fluidez y precisión.

Teacher Preparation:
Flipchart with alphabet, Reader’s Theater rubric, directions for centers

Additional materials:
Alphabet chart, exciting passages to practice reading aloud, syllable manipulatives, running record forms and books, Reader’s Theater scripts, Chromebooks

Whole-group lesson:
  • Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
  • Review syllables with –a (ma, sa, ra, la, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, ū, hu, cu, ru, yu, gu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ey, eu, ei/ey, ia, ie, io, ñe, ó, ñe, uo), accent marks (á, é, í, ó, ú), dieresis (ü), tilde (ñ), inverted punctuation marks (¡¿), and em dash (—)
  • Discuss how Reader’s Theater is going and review rubric
  • Practice reading with expression
**Guided reading lesson, group 1:**
- Flip through syllables
- Running record

**Guided reading lesson, group 2:**
- Flip through syllables
- Running record

**Word work:**
- Practice Reader’s Theater.

**Raz-Kids:**
- Practice Reader’s Theater.

**Assessment – How will I know the students have learned?**
- Running record
- Observation of participation

**Reflections on lesson - (What went well, what could be better?)**

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<th>Lesson 20</th>
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**Standards:**
1.A.1g Read aloud grade appropriate material with fluency and accuracy.

**Essential Question(s):**
What does a fluent reader sound like?
¿Cómo suena un lector fluido?
How do readers improve their reading?
¿Cómo mejoran los lectores su lectura?

**Lesson Objective:**
I can practice reading aloud to improve my fluency and accuracy./Yo puedo practicar leyendo en voz alta para mejorar mi fluidez y precisión.

**Teacher Preparation:**
Flipchart with alphabet, Reader’s Theater rubric, directions for centers

**Additional materials:**


### Alphabet chart, syllable manipulatives, running record forms and books, self-assessment rubrics, Reader’s Theater scripts, Chromebooks

#### Whole-group lesson:
- Use alphabet chart to repeat letter sounds/YouTube video “Los sonidos iniciales”
- Review syllables with –a (ma, sa, ra, fa, na, ja, ña, lla, za, ya, ba, ta, da, ca, ga, pa, va, cha, ha), –o (mo, po, so, lo, to, do, no, bo, fo, ño, vo, ho, co, ro, yo, go, jo, zo, cho, llo), –u (mu, pu, su, tu, lu, du, nu, bu, fu, ñu, hu, cu, ru, yu, ju, chu, llu, zu), –e (me, se, le, re, ce, ne, fe, je, ge, ñe, lle, ze, ye, pe, te, de, be, che, ve, que, he), –i (mi, pi, si, li, ti, di, ni, bi, fi, ñi, vi, hi, qui, ri, chi, lli, ji, gui, gi, ci), blends (dr-, br-, tr-, bl-, fl-, fr-, gr-, pl-, pr-, cl-, gl-, cr-), closed syllables (im, son, es, os, ol, el, en, ir, ar, er, em, cor, mas, biz, brin, don, flor, tam, bor, can, min, car, fan, tar, sal, blan, mal, tas, tor, men), diphthongs (au, ai/ay, eu, ei/ey, ia, ie, io, iu, oi/oy, ua, ue, ui, uo), accent marks (á, é, í, ó, ú), diacritical marks (ü), tildes (ñ), inverted punctuation marks (¡, ¿), and em dash (—)
- Discuss how Reader’s Theater is going and review rubric
- Self-assessment using rubric

#### Guided reading lesson, group 1:
- Flip through syllables
- Running record

#### Guided reading lesson, group 2:
- Flip through syllables
- Running record

#### Word work:
- Practice Reader’s Theater.

#### Raz-Kids:
- Practice Reader’s Theater.

#### Assessment – How will I know the students have learned?
- Running record
- Observation of participation
- Self-assessment rubric
- Performance Task rubric

#### Reflections on lesson - (What went well, what could be better?)
REFERENCES


Learning at the Primary Pond. (2013, 2017). *Escaleras de fluidez (Spanish reading fluency ladders)*.


Appendix A: WIDA Spanish Language Arts Standards

1. READING AND LITERATURE: Read and respond to literature and other writings representative of Spanish-speaking societies.

Rationale: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements, and numerous other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply reading strategies to improve understanding of Spanish printed text

<table>
<thead>
<tr>
<th>EARLY ELEMENTARY</th>
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<tbody>
<tr>
<td>1.A.1a Demonstrate understanding of concepts of print (e.g., parts of a book, title, author, left-right tracking, top-bottom).</td>
</tr>
<tr>
<td>1.A.1b Apply word analysis skills, (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, diéisis, and tildes) to decode new words.</td>
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<tr>
<td>1.A.1c Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</td>
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<tr>
<td>1.A.1d Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.</td>
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<tr>
<td>1.A.1e Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.</td>
</tr>
<tr>
<td>1.A.1f Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).</td>
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<tr>
<td>1.A.1g Read aloud grade appropriate material with fluency and accuracy.</td>
</tr>
<tr>
<td>1.A.1h Use information to form questions and verify predictions.</td>
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</table>
Appendix B: Identification of Letters’ Sounds Checklist

| Name | A | B | C | Ch | D | E | F | G | H | I | J | K | L | Li | M | N | Ñ | O | P | Q | R | rr | S | T | U | V | W | X | Y | Z |
|      |   |   |   |    |   |   |   |   |   |   |   |   |   |    |   |   |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |
## Appendix C: Letter Sounds Checklist

| Name | A | B | C | Ch | D | E | F | G | H | I | J | K | L | Li | M | N | Ñ | O | P | Q | rr | S | T | U | V | W | X | Y | Z |
|      |   |   |   |    |   |   |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
### Identificación de los sonidos de las letras

Escribe la letra que oyes.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>17.</td>
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<tr>
<td>2.</td>
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<td>18.</td>
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<td>3.</td>
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<td>19.</td>
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<td>4.</td>
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<td>5.</td>
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<td>21.</td>
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<td>6.</td>
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<td>7.</td>
<td></td>
<td>23.</td>
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<td>8.</td>
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<td>24.</td>
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<td>9.</td>
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<td>25.</td>
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</tr>
</tbody>
</table>

### Los sonidos de las letras

Haz el sonido de la letra que ves. (Also to be used as script for Identification of Letters’ Sounds.)

- q w e r t y u i o r r
- a s d f g h j k l c h
- x c v b n m ll p ñ z
Los sonidos de las letras

Haz el sonido de la letra que ves. (Also to be used as script for Identification of Letters’ Sounds.)

q w e r t y u i o rr
a s d f g h j k l ch
x c v b n m ll p ñ z

Los sonidos de las letras

Haz el sonido de la letra que ves. (Also to be used as script for Identification of Letters’ Sounds.)

q w e r t y u i o rr
a s d f g h j k l ch
x c v b n m ll p ñ z
Appendix E: Venn Diagram of Letter Sounds in Spanish and English

Escribe las letras que hacen el mismo sonido en español y en inglés en la columna central y letras que hacen sonidos diferentes en la columna apropiada en español/inglés.

<table>
<thead>
<tr>
<th>Español</th>
<th>Ambos</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Venn Diagram of Written Spanish and English

Escribe cosas que son iguales sobre el español escrito y el inglés escrito en la columna central y cosas que son diferentes sobre el español escrito y el inglés escrito en la columna apropiada de español/inglés.

<table>
<thead>
<tr>
<th>Español</th>
<th>Ambos</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## Appendix G: Reader’s Theater Performance Task Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td>Sounds smooth like regular speech, easy to understand (words are clearly spoken), no long pauses between group members</td>
<td>Mostly understandable, mispronounces few words, some pauses between group members</td>
<td>Sometimes hard to understand, mispronounces several words, somewhat choppy, some pauses between group members</td>
<td>Very difficult to understand, mispronounces many words, very choppy, many pauses between group members</td>
<td></td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>Appropriate tone based on feelings and punctuation marks (¿? ¡! . ,), variety of volume, tone, and pitch (not monotone)</td>
<td>Some punctuation or feelings not read appropriately, slightly monotone</td>
<td>Little difference between punctuation marks or expression of feelings, slightly monotone</td>
<td>Very monotone with no difference between punctuation marks or expression of feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Loud enough so everyone in the room can hear</td>
<td>Usually loud enough for everyone to hear</td>
<td>Sometimes loud enough for everyone to hear</td>
<td>Not loud enough for everyone to hear</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Group Cooperation</strong></td>
<td>On task, working together, helping each other, getting along</td>
<td>Usually on task, working together, helping each other, getting along</td>
<td>Sometimes on task, working together, helping each other, getting along</td>
<td>Not on task, working together, helping each other, getting along</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comments</strong></th>
</tr>
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<tr>
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### Appendix H: Reader’s Theater Performance Task Rubric in Spanish

<table>
<thead>
<tr>
<th>Fluidez</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Resultado</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suena fluido, como el habla regular, es fácil de entender (las palabras se hablan claramente), sin pausas largas entre los miembros del grupo</strong></td>
<td>Suena fluido, como el habla regular, es fácil de entender (las palabras se hablan claramente), sin pausas largas entre los miembros del grupo</td>
<td>Mayormente comprensible, pronuncia mal algunas palabras, algunas pausas entre los miembros del grupo</td>
<td>A veces es difícil de entender, pronuncia mal varias palabras, algo entrecortado, algunas pausas entre los miembros del grupo</td>
<td>Muy difícil de entender, pronuncia mal muchas palabras, muy entrecortado, muchas pausas entre los miembros del grupo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expresión</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Resultado</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tono apropiado basado en los sentimientos y los signos de puntuación (¿? ¡! , .), variedad de volumen, tono, y no monótona</strong></td>
<td>Tono apropiado basado en los sentimientos y los signos de puntuación (¿? ¡! , .), variedad de volumen, tono, y no monótona</td>
<td>Algunos signos de puntuación o sentimientos que no se leen apropiadamente, son un poco monótona</td>
<td>Poca diferencia entre los signos de puntuación o la expresión de los sentimientos, un poco monótona</td>
<td>Muy monótona, sin diferencia entre los signos de puntuación o la expresión de los sentimientos</td>
<td></td>
</tr>
<tr>
<td>volumen, tono, y no monótona</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Volumen</strong></td>
<td>Lo suficientemente alto para que todos en el salón puedan escuchar</td>
<td>Por lo general, lo suficientemente alto para que todos escuchen</td>
<td>A veces lo suficientemente alto para que todos escuchen</td>
<td>No lo suficientemente alto para que todos escuchen</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperación del grupo</strong></td>
<td>Haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
<td>Por lo general, haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
<td>A veces haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
<td>No haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Total</td>
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<td></td>
</tr>
</tbody>
</table>

**Comentario**

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Appendix I: Reader’s Theater Self-Assessment Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong>&lt;br&gt;Sounds smooth like regular speech, easy to understand (words are clearly spoken), no long pauses between group members</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Expression</strong>&lt;br&gt;Appropriate tone based on feelings and punctuation marks (¿? ¡! . ,), variety of volume, tone, and pitch (not monotone)</td>
<td>Appropriate tone based on feelings and punctuation marks (¿? ¡! . ,), variety of volume, tone, and pitch (not monotone)</td>
<td>Some punctuation or feelings not read appropriately, slightly monotone</td>
<td>Little difference between punctuation marks or expression of feelings, slightly monotone</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Loud enough so everyone in the room can hear</td>
<td>Usually loud enough for everyone to hear</td>
<td>Sometimes loud enough for everyone to hear</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Group Cooperation</strong></td>
<td>On task, working together, helping each other, getting along</td>
<td>Usually on task, working together, helping each other, getting along</td>
<td>Sometimes on task, working together, helping each other, getting along</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**


Appendix J: Reader’s Theater Self-Assessment Rubric in Spanish

<table>
<thead>
<tr>
<th>Name</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Resultado</th>
</tr>
</thead>
</table>
| **Fluidez**  
Suena fluido, como el habla regular, es fácil de entender (las palabras se hablan claramente), sin pausas largas entre los miembros del grupo | Suena fluido, como el habla regular, es fácil de entender (las palabras se hablan claramente), sin pausas largas entre los miembros del grupo | Mayormente comprensible, pronuncia mal algunas palabras, algunas pausas entre los miembros del grupo | A veces es difícil de entender, pronuncia mal varias palabras, algo entrecortado, algunas pausas entre los miembros del grupo | Muy difícil de entender, pronuncia mal muchas palabras, muy entrecortado, muchas pausas entre los miembros del grupo |  |
| **Expresión**  
Tono apropiado basado en los sentimientos y los signos de puntuación (¿? ¡! , .), variedad de volumen, tono, y no monótona | Tono apropiado basado en los sentimientos y los signos de puntuación (¿? ¡! , .), variedad de volumen, tono, y no monótona | Algunos signos de puntuación o sentimientos que no se leen apropiadamente, son un poco monótona | Poca diferencia entre los signos de puntuación o la expresión de los sentimientos, un poco monótona | Muy monótona, sin diferencia entre los signos de puntuación o la expresión de los sentimientos |  |
volumen, tono, y no monótona

<table>
<thead>
<tr>
<th></th>
<th>Volumen</th>
<th>Cooperación del grupo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lo suficientemente alto para que todos en el salón puedan escuchar</td>
<td>Haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
</tr>
<tr>
<td></td>
<td>Por lo general, lo suficientemente alto para que todos escuchen</td>
<td>Por lo general, haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
</tr>
<tr>
<td></td>
<td>A veces lo suficientemente alto para que todos escuchen</td>
<td>A veces haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
</tr>
<tr>
<td></td>
<td>No lo suficientemente alto para que todos escuchen</td>
<td>No haciendo la tarea, trabajando juntos, ayudándose unos a otros, llevarse bien</td>
</tr>
</tbody>
</table>

Total

Comentario

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Appendix K: Crossword Puzzle Board
### Appendix L: Sentence Sort Columns

**Pega las oraciones en la columna apropiada.**

<table>
<thead>
<tr>
<th>¿?</th>
<th>¡!</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
Appendix M: Sentence Sort Sentences

Recorta las oraciones y pégalas en la columna apropiada.

1. Qué dijo la maestra
2. Me gusta tu camisa
3. Este es mi programa favorito
4. No me digas
5. Pásame las frutas, por favor
6. Qué divertido
7. Qué lástima
8. Ay de mí
9. Qué hora es
10. Mamá, podemos ir a Walmart
11. Fui al parque ayer
12. Cómo se llama tu hermana
Appendix N: Unpunctuated Dialogues

Escribe signos de puntuación (¿? ¡! .) en el diálogo donde deberían ir. No mires al otro lado.

—Hola, Paco —exclamó Ramón

—Hola —respondió Paco

—¿Qué haces hoy —preguntó Ramón

—No sé —Paco le respondió— Mi mamá quiere visitar a mis abuelos

—¿Qué divertido —exclamó Ramón

—Sí, me gusta pasar tiempo con ellos —Paco dijo— Mis primos van, también
—Bueno —dijo Ramón— Qué tengas divertido

—Hasta luego, Ramón —le respondió Paco

Escribe rayas (—) en el diálogo donde deberían ir. No mires al otro lado.

¡Hola, Paco! exclamó Ramón.

¡Hola! respodió Paco.

¿Qué haces hoy? preguntó Ramón.

No sé Paco respondió. Mi mamá quiere visitar a mis abuelos.

¡Qué divertido! exclamó Ramón.

Sí, me gusta pasar tiempo con ellos Paco dijo. Mis primos van, también.

Bueno dijo Ramón. ¡Qué tengas divertido!

¡Hasta luego, Ramón! respondió Paco.
Appendix O: Picture Sort Columns for Words with Accent Marks

Pega las fotos debajo de la columna apropiada.

<table>
<thead>
<tr>
<th>á</th>
<th>é</th>
<th>í</th>
<th>ó</th>
<th>ú</th>
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</thead>
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</tr>
</tbody>
</table>
Appendix P: Picture Sort Pictures for Words with Accent Marks

Mira las fotos. Piensa en cuál sílaba recibe el estrés. Recorta las fotos y pégalas debajo de la columna apropiada.
Appendix Q: Picture Sort Columns for Words with Dieresis and Tildes

Pega las fotos debajo de la columna apropiada.

| u | ü | ñ | ñ |
Appendix R: Picture Sort Pictures for Words with Dieresis and Tildes

Mira las fotos. Decide si la u debe ser pronunciado o si la n se pronuncia n o ny. Recorta las fotos y pégalas debajo de la columna apropiada.