



# Estrellita<sup>®</sup>

*Every child deserves a shining start.*



## K-1 SCOPE & SEQUENCE

Estrellita delivers a streamlined curriculum, utilizing an evidence-based, systematic, and accelerated approach to ensure quality teaching for successful learning. This approach guarantees a rigorous and effective Beginning Spanish Reading program that serves as a bridge to English by laying a strong foundation in Spanish literacy.

- The program is based on scientific learning and reading principles that are aligned with the California Common Core Standards (CCCS) in Spanish:
  - **READING STANDARDS: FOUNDATIONAL SKILLS**
  - **READING STANDARDS FOR LITERATURE**
  - **READING STANDARDS FOR INFORMATIONAL TEXTS**
  - **SPEAKING, LISTENING, AND WRITING STANDARDS**
- In addition to meeting the CCCS Standards en Español, Estrellita’s supplemental program meets other benchmarks and practices evidenced as critical for students, such as the five effective practices by the National Reading Panel: Phonological Awareness, Phonics, Fluency, Reading Comprehension and Vocabulary Development.
- Estrellita’s exposure to academic language, vocabulary, language usage and structures, develops language awareness for oracy abilities to express ideas in dialogue, interpret literature, and understand complex language content.
- In four to nine months, Estrellita students learn to read and acquire general academic and domain-specific words and phrases. Beginning reading success in the classroom occurs through sharpening phonemic awareness, letter recognition, and blending abilities, to name a few.
- Cultural diversity and multilingualism is highly valued. This encourages students to have intercultural understanding for a common community and world language skills in a globalized economy.
- Strength-based development program with graduated levels of difficulty builds the confidence of new immigrants while increasing comprehension and reading fluency at advanced levels over traditional models. Literacy in Spanish is a foundation to literacy in English.
- Direct and field tested program, teaches explicit built-in strategies to provide multi-sensory instruction and meet high expectations for 21st Century skills.
- Estrellita provides cumulative Spanish language instruction, which has repeatedly shown to provide a strong foundation, especially when student’s native language is Spanish and their L2 performance is on par academically with English immersion programs. (August & Shanahan, 2006; Cobo-Lewis et al., 2002a, 2002b; Oller & Eilers, 2002b, Collier & Thomas, 1992; Cummins, 2000; Escamilla, 1987; Rodriguez, 1988)
- Estrellita includes an Assessment Component, which allows teachers to plan and differentiate instruction based on student’s results. Daily Monitoring tools are also part of the programs and allow teachers chart student progress.

# A SCOPE & SEQUENCE OF EARLY READING ONGOING SKILLS FOR SUCCESS

The **Estrellita curriculum** incorporates accelerated early reading strategies, using a sequential and systemic instructional plan. Anchored in evidence-based research, the California Common Core Standards, and encompassing other high standards, Estrellita is a demanding yet supportive academic program.

Field tested in the classroom, Estrellita's language acquisition development is efficient, clear, and strength-based to ensure California Common Core Standards en Español and other high expectations are implemented. Very young students' receptive (listening and reading) and productive skills (speaking and writing) are fostered by the Estrellita curriculum. Home language is used as a resource to secure students' quick progress and attain high linguistic demands, allowing the native and heritage language speaker to quickly jump from a beginner to a higher level. These results support the overwhelming amount of research showing that when students learn academic language subjects in their native language, learners surpass their peers in monolingual models and continue achieving excellence in later years, including in English (Thomas & Collier, 1997; Short, 2000; Denton et al., 2006; Haynes, 2007; Cummings, 2011; Rodriguez, Carrasquillo & Soon-Lee, 2014).

Estrellita's research-based reading program meets the needs of 80% of the General Education Students (tier 1) and monitors progress through a structured program that incorporates placement tests and benchmark assessment tools. To meet the needs of Tier 2 students, a double dose of Estrellita Instruction is given, along with intervention plans, assessments, and graphs to monitor student progress. For the Tier 3 students that need intensive intervention, the Estrellita Response to Intervention (RTI) program utilizes a multi-level approach to get students back on track academically and ensure 100% of students' needs are met with excellence. Estrellita's PreK and Kindergarten early reading strategies have a well thought out scope and sequence to implement high standards and equal access to learning opportunities for all students.

Following are chart representations and visuals showing how Estrellita achieves Common Core Standards en Español and ensures proven strategies for success. The Preschool program is oriented toward phonemic awareness for oral language development and the Kindergarten program is phonics oriented. Developing oracy and literacy objectives for high academics with high supports, leads to high success and every student becoming a little star, an *estrellita*.



# ESTRELLITA ALIGNMENT WITH COMMON CORE STANDARDS – OVERVIEW

STANDARD – READING FOUNDATION SKILLS	ESTRELLITA MATERIALS AND ACTIVITIES
<p><b>Print concepts</b></p> <p>Understanding the organization and basic features of print:</p> <ol style="list-style-type: none"> <li>1. Left-right, top-bottom and page to page</li> <li>2. Recognize that spoken words are represented in writing</li> <li>3. Understand that words are separated by spaces in print</li> <li>4. Recognize and write names, using upper and lower case letters in addition to first and last name</li> </ol>	<ul style="list-style-type: none"> <li>• Sonidos Iniciales Wall Chart</li> <li>• Sílabas Wall Charts</li> <li>• Big Books and Mini books (i.e. Papá, mamá y Ana)</li> <li>• Writing Component:</li> <li>• Dictados</li> <li>• Letter Formation (Tracing and Printing)</li> <li>• Student of the Week Activity</li> </ul>
<p><b>Phonological Awareness</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <ol style="list-style-type: none"> <li>1. Recognize and produce Rhyming words</li> <li>2. Hear sounds by isolating the syllables, snapping, clapping</li> <li>3. Recognize when words share phonemes (sounds) e.g. /b/ as in Bob, boat</li> <li>4. Difference between sounds that are the same and different – rhyming words, environmental sounds.</li> </ol>	<ul style="list-style-type: none"> <li>• Sonidos Iniciales Wall Chart and Chants</li> <li>• Sonidos Iniciales Hand Signals</li> <li>• Preparatory Blending Activities</li> <li>• Las Sílabas Wall Chart</li> <li>• Sonidos Iniciales Wall Cards</li> <li>• Picture and Letter Cards</li> </ul>
<p><b>Phonics and Word Recognition</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding between letter and sound</li> <li>2. Identify own name in print</li> <li>3. Recognize and “read” familiar words or environmental print (e.g. McDonald’s)</li> </ol>	<ul style="list-style-type: none"> <li>• Sonidos Iniciales Wall Chart and Chants</li> <li>• Palabras para estudiar en la casa</li> <li>• Oraciones para estudiar en la casa</li> <li>• Color coded Pocket Chart Cards Activities</li> <li>• Mi Cuaderno de los Sonidos Iniciales (tool for monitoring and evaluating)</li> <li>• Palabras Cards and Whole to part Vocabulary Cards</li> </ul>
<p><b>Writing Standards</b></p> <ol style="list-style-type: none"> <li>1. Use combination of drawing, dictating and emergent writing to compose opinion pieces (e.g. Mi libro favorito es....)</li> <li>2. Use combination of drawing, dictating and emergent writing to compose information about the topic</li> <li>3. Use combination of drawing, dictating and emergent writing to compose to narrate an event o sequence of events</li> </ol>	<ul style="list-style-type: none"> <li>• Estrellita Writing Guide</li> <li>• Creative Writing</li> <li>• Reading and writing short stories</li> <li>• Student of the Week Activity</li> <li>• Working with Sentences</li> <li>• Comprehension questions</li> </ul>
<p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1. Comprehension and Collaboration <ul style="list-style-type: none"> <li>• Purposeful academic talk (one-on one, small groups, and large group settings)</li> </ul> </li> <li>2. Presentation of knowledge and ideas <ul style="list-style-type: none"> <li>• Formal sharing of information and concepts</li> </ul> </li> <li>3. Vocabulary <ul style="list-style-type: none"> <li>• determining word meanings and word sources</li> <li>• Acquiring general academic and domain-specific words and phrases</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Sonidos Iniciales Chants</li> <li>• Partner Reading</li> <li>• Color coded Pocket Chart Cards Activities</li> <li>• Retelling Activities</li> <li>• Mini books (i.e. Papá, mamá y Ana)</li> <li>• Big Books</li> <li>• Student of the Week Stories</li> <li>• Sonidos Iniciales CD</li> </ul>

# ESTRELLITA ALIGNMENT WITH THE COMMON CORE STANDARDS – ACTIVITIES AND ASSESSMENT

COMMON CORE STANDARDS	ESTRELLITA ACTIVITIES	ESTRELLITA ASSESSMENT
<p><b>Phonological Awareness</b></p> <p>Demonstrate understanding of spoken words, syllables and sounds, rhyming words, blending, multiple syllables, isolating of initial sounds</p>	<p>Sonidos Iniciales Wall Chart, chant, hand signal</p> <p>Preparatory Blending Activities</p> <p>Sílabas Wall Charts, Sílabas Cards, Mi Cuaderno de los Sonidos Iniciales, Palabras and Oraciones para estudiar en la casa, Hands on activities</p>	<p>Benchmark and Placement assessment testing (first 2 weeks of school).</p> <p>Small Group Instruction</p> <p>SIMS - On going, daily monitoring</p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases</p>	<p>Sonidos Iniciales Wall Chart and Pictures</p> <p>Whole to Part Vocabulary Cards</p> <p>Big Books and Mini Books</p> <p>Palabras Cards</p> <p>Palabras and Oraciones para estudiar en la casa</p>	<p>Daily monitoring</p> <p>SIMS</p> <p>Informal assessment using Color coded pocket chart cards</p>
<p><b>Speaking and Listening</b></p> <p>Comprehension &amp; Collaboration skills</p>	<p>Sonidos Iniciales Whole Group Activities</p> <p>Student of the week Activity</p> <p>Big Books – Comprehension</p> <p>Kinesthetic Activities</p>	<p>Ongoing formal and informal assessment, Daily monitoring</p> <p>Writing products</p>
<p><b>Phonics and Word Recognition</b></p> <p>Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text</p>	<p>Las Sílabas Wall Charts</p> <p>Blending con a, ae, aei, etc.</p> <p>Palabras Cards</p> <p>Whole to Part Vocabulary Cards</p> <p>Hands on Activities (Mini books)</p> <p>Big Books (i.e. Papá, mama y Ana)</p>	<p>Ongoing formal and informal assessment included in program</p> <p>Individual assessment of skills</p>
<p><b>Fluency</b></p> <p>Read emergent-reader texts with purpose and understanding</p>	<p>Palabras and Oraciones para estudiar ven la casa</p> <p>Mini-books and related activities</p> <p>Big Books</p> <p>Comprehension questions</p>	<p>Ongoing formal and informal assessment included in program</p> <p>Individual assessment of skills</p> <p>Benchmark Assessment / Comprehension</p>
<p><b>Language Standards</b></p> <p>Print upper and lower case letters, understand and use question words, produce and expand complete sentences, demonstrate command of the conventions</p>	<p>Writing Component, tracing and printing lower and upper case letters</p> <p>Hands on activities (pocket chart cards)</p> <p>Student of the week Activity</p>	<p>SIMS*</p> <p>Writing Blackline Masters</p> <p>Daily monitoring</p> <p>Writing products</p> <p>Oral Language / Teacher observations</p>

\* SIMS (Sonidos Individualized Management System)

# FOCUS ON THE STRATEGIES TO ENSURE STUDENT ACHIEVEMENT

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## ESTRELLITA STRATEGIES THAT ALIGN WITH THE COMMON CORE INCLUDE:

- ★ Pictures and Sounds
- ★ Print Concepts
- ★ Phonological Awareness
- ★ Phonics and Word Recognition
- ★ Fluency
- ★ Comprehension and Collaboration Skills
- ★ Decoding Skills
- ★ Blending
- ★ Asking and answering questions to express thoughts about a text
- ★ Key ideas and Details to Retell Familiar Stories
- ★ Craft and Structure
- ★ Integration of Knowledge and Ideas
- ★ Presentation of Knowledge and Ideas
- ★ Range of Reading and Level of Text Complexity
- ★ Responding to Literature
- ★ Identify characters, settings, and key events
- ★ Recognize texts and identifying author and illustrators role in story
- ★ Understand, predict, and infer based on illustrations and text
- ★ Foundational skills to compare and contrast characters in familiar stories
- ★ Monitor, clarify, question, and summarize
- ★ Reading, speaking, and listening skills through unit lessons

# SCOPE – HOW ESTRELLITA IS ALIGNED WITH THE COMMON CORE STANDARDS IN KINDERGARTEN

The Estrellita Kindergarten Program demonstrates Common Core Standards through foundational skills such as print concepts, phonological awareness, phonics, word recognition, oracy, and high-level fluency.

The program ensures oral and reading standards for literature, where students learn key ideas and details, articulated craft and structure, integration of knowledge and ideas, and have a range of complex reading levels. A focus on initial sounds (Sonidos Iniciales), syllables, sentences, and stories using a-e-i-o-u, allows students accelerated reading and writing mastery.

## **BUILDING ON THE PRINT AND PHONOLOGICAL AWARENESS ABILITIES TAUGHT IN PRESCHOOL, IN KINDERGARTEN STUDENTS LEARN THE FOLLOWING ACTIVITIES:**

- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rhymes of single-syllable spoken words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

First grade-level phonics and word analysis skills to decode are demonstrated through a one-on-one letter-sound correspondence, producing the primary or frequent sounds for each consonant, and associating the long and short sounds with common spellings. Emergent reader texts is taught with purpose and understanding to strengthen students' fluency.

Questions are asked and answered about key details in a text, familiar stories are retold using these key details and characters are identified, along with settings and major events in a story. Students also learn to identify multiple meanings for one word; they learn craft and structure through asking and answering questions about unknown words in a text, recognizing familiar words and common types of texts such as storybooks and poems, and describing the relationship between author and illustrator. The role of Illustrations and particular points of the story are identified, defined, and integrated with other stories so that students can write and speak about subjects wisely; in addition, the following integration of knowledge and ideas are included with prompting and support:

- Comparison and contrast of the adventures and experiences of characters in familiar stories to answer questions
- Cultural connections to texts and self to solve problems efficiently

Level of text complexity actively engages students in reading activities with purpose and understanding in order to be able to solve problems, explain author's reasoning, and speak and write well about topics studied. Prior knowledge about group reading is activated, and the context of a story (written and illustrated) allows students to make predictions.

Through Estrellita Units such as sentences and stories with different vowel sounds, the Common Core State Standards of comprehension and collaboration, presentation of knowledge and ideas, and foundational learning objectives, students accomplish the following:

- Participate in collaborative conversations with diverse partners to confirm understanding of a text read aloud, oral presentation, and other media with peers and adults
- Oral directions are understood and followed.
- Continue a conversation through multiple exchanges
- Cultural Competency is highlighted and students learn to understand and communicate with other students from diverse cultural backgrounds
- Students can ask and answer questions to get information or clarify/seek help when something is not understood
- Students are prepared to speak audibly and clearly express thoughts, feelings, and ideas  
Estrellita encourages students to draw, dictate, and write simple sentences that they learn. Drawings, visual displays, and descriptions in the Estrellita curriculum, allow students to express and present their work with detail and interest.





# ESTRELLITA – SCOPE & SEQUENCE KINDERGARTEN

SKILLS DEVELOPED	PRIMARY READING AGES 4-6	STRATEGIES
<b>Phonological Awareness</b>		
Rhyming	*	Use <i>Palabras Cards</i> , and physical objects as well as chants, included in the program, to identify and generate rhymes
Identifying Beginning sounds	*	Use of realia to identify each character/picture. Use of unique <i>Estrellita Sonidos Iniciales</i> Wall chart and Hand Signals. Use of <i>Palabras</i> cards and Color coded pocket chart cards.
Blending sounds	*	Chanting from the Individual <i>Sílabas</i> Wall Charts, use of <i>Las Sílabas</i> Color-coded cards, oral practice
Blending syllables	*	Chanting from the Individual <i>Sílabas</i> Wall Charts, use of <i>Palabras</i> Color-coded cards, oral practice, <i>Palabras Cards</i> and Whole to Part Vocabulary Cards
<b>Phonics</b>		
Letter-sound correspondence	*	<i>SIMS</i> , <i>Sonidos Iniciales</i> Wall Charts, CD, Spiral review, letter sound practice is assessed in ongoing formal and informal settings; assessment guides are included in program.
Identify beginning and ending sounds and letters	*	<i>Sonidos Iniciales</i> Wall Chart, Use of color coded pocket Chart Cards and Preparatory Blending Activities (clap, identify)
Segmenting, blending and manipulating sounds with letters	*	Individual <i>Sílabas</i> Wall Charts, Use of color coded pocket Chart Cards and Preparatory Blending Activities (clap, identify)
Forming two syllable words	*	<i>Palabras</i> hands on activities, use of blackline masters, <i>Sílabas</i> Wall Charts
<b>Comprehension</b>		
Comprehending words	*	Each word is introduced with visual support, use of <i>Palabras Cards</i> , Whole to Part Vocabulary Cards, Big Books
Categorical thinking- Using Blooms Taxonomy	*	Page by page comprehension questions from Blooms accompanies each big book. Other strategies built into the TE.
Comprehension of phrases, sentences and paragraphs	*	Each word, phrase and sentence comes with built in comprehension questions to enhance the conceptual understanding.
Concepts of Print	*	Visual guides and pocket chart cards provided in program; Writing practice booklet, charting activities.
<b>Sight Words</b>		
Pre-primer sight words K-3 grades	*	Sight words are introduced incidentally in the stories, chants and big books. <i>Palabras Cards</i> will contain sight words.
<b>Writing</b>		
Letter Formation	*	Practice books include all <i>Estrellita Sonidos</i> with visual support and at home practice activities.
Dictado – Interactive writing	*	Teacher’s Guide gives day by day directions.

# ESTRELLITA – RESEARCH & PEDAGOGY SUPPORT

ESTRELLITA COMPONENT	RESEARCH	MULTIPLE INTELLIGENCES –HOWARD GARDER	BLOOM’S TAXONOMY –BENJAMIN BLOOM	LEARNING MODALITIES	BASIC EDUCATION STRATEGY/PRACTICES
<p><b>Sonidos Iniciales Chart/Chant</b></p> <ul style="list-style-type: none"> <li>-chanting</li> <li>-kinesthetic movement</li> <li>-concrete objects</li> <li>-matamoscas (out of order &amp; isolate sounds)</li> <li>-hand signals</li> <li>- Audio CD</li> </ul>	<p>Music (and chants) trigger “emotional expression” and is “associated with not only skill-building but also the evolution of [students’] language discrimination, mathematical ability, and problem-solving skills” (Campbell &amp; Scott-Kassner, 2014)</p> <p>“This approach helps children into long-term memory” (ibid, p. 253).</p> <p>“Kinesthetic actions help energize students by sending more oxygen and glucose to the brain” (Gregory &amp; Chapman, 2013, p. 24).</p> <p>Movement “is inescapably linked to learning and memory” (Sousa, D.A., 2011) and “involves more of a student’s brain than does seatwork since movement accesses multiple memory system” (Jensen, 2001).</p> <p>“Not only does movement increase cognitive function, but it also helps students use up some kinesthetic energy so they can concentrate better later” (Sousa, D.A., 2011)</p>	<p>Musical</p> <p>Bodily/ Kinesthetic</p>	<p>During these activities, ask questions to produce higher order thinking skills:</p> <ul style="list-style-type: none"> <li>• remembering</li> <li>• understanding</li> <li>• applying</li> <li>• analyzing</li> <li>• evaluating</li> </ul>	<p>Auditory</p> <p>Visual</p> <p>Tactile</p> <p>Kinesthetic</p>	<p>Phonemic Awareness</p> <p>Vocabulary Development</p> <p>Choral Reading</p> <p>Echo Reading</p> <p>Picture Cues</p> <p>Rhythm</p> <p>Tracking</p> <p>Scaffolding</p> <p>Imagery</p> <p>Flexible Grouping</p> <p>Grapheme /Phoneme</p> <p>-Socialization Skills</p>
<p><b>Blending Chart/Chant</b></p> <ul style="list-style-type: none"> <li>-Chanting</li> <li>-Blending gloves</li> <li>-Matamosca (out of order)</li> </ul>	<p>“Phonological awareness in Spanish indicates an effect on performance for phonological awareness tasks in English. Results suggest strengthening the language and metalinguistic skills of children in their first language as a tool for later acquiring English literacy skills” (Lopez &amp; Greenfield, 2004).</p> <p>“Sensitivity to syllables in Spanish may be particularly important for later reading success...” (Denton et al, 2010).</p>	<p>Musical</p> <p>Visual</p> <p>Spatial</p>	<p>Creating</p>	<p>Auditory</p> <p>Visual</p> <p>Kinesthetic</p>	<p>Decoding</p> <p>Fluency</p> <p>Hierarchy learning</p>

<b>Riddles</b>	<p>“In early years, it is vital to provide rich verbal stimulation for connections (<u>synapses</u>) to form between the billions of neurons in the brain” (Alison Elliott-Every Child, 2007)</p>	<p>Interpersonal Linguistic</p>		<p>Auditory</p>	<p>Rhyming Problem Solving Predicting/ Guessing Hypothesizing</p>
<b>Cheers</b>	<p>“Cheers provide a physical boost to the brain. The physical action sends oxygen and glucose to the brain” (Gregory &amp; Chapman, 2013)</p>	<p>Inter- personal Musical Linguistic</p>		<p>Auditory Visual Kinesthetic Tactile</p>	<p>Whole Body Learning Gross Motor Development Rhyming</p>
<b>Story Cards build academic background knowlege</b>	<p>“Narrative-chaining method has been shown to be far superior to ordinary rote memorization” (Wolf, 2010). “Students who used the narrative-chaining mnemonic strategy [like items to be remembered into a story framework] later recalled more than 90% of the 120 unrelated words compared to a control group who remembered only 13% (McGee &amp; Wilson, 1984; Wolf, 2010)</p>	<p>Linguistic Naturalistic</p>		<p>Auditory Visual Kinesthetic Tactile</p>	<p>Phonemic Awareness Read Aloud Imagery Rhyming Comprehension</p>
<b>Games and Centers</b>	<p>“Play Provides a relaxed atmosphere in which learning can easily occur” (Piaget, 1951, 1962; Bruner 1972; Sutton-Smith, 1967; Hughes, 2010 p. 26)</p>	<p>Interpersonal logical/ Mathematical</p>		<p>Auditory Visual Kinesthetic</p>	<p>Differentiated Instruction Problem Solving Application</p>

# ESTRELLITA – SEQUENCE FOR THE K-1 PROGRAM

WEEK	1-2	3-4	5-6
<b>Unit of Study</b>	Introduction to Los sonidos iniciales	Segment #1 Vowels	Segment #2 m, p, s, l
<b>Pacing Guide</b>	10 days	10 days	7 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Teach the hand signals</li> <li>• Use different modalities of “Canto de los sonidos iniciales CD”</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Teach the hand signals</li> <li>• Segment # 1</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 1</li> <li>• Mi Libro de Sonidos para Colorear</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 2</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 2</li> <li>• Mi Libro de Sonidos para Colorear</li> </ul>
<b>Writing Activities</b>	Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing
<b>Materials</b>	Sonidos Iniciales Wall Chart, Audio CD	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..
<b>Optional Activities</b>	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Wall Cards Additional Sonidos Activities	Use the Sonidos Wall Cards Additional Sonidos Activities
<b>Homework</b>		Parent Packet – Segment 1	Parent Packet – Segment 2

WEEK	6-7	7-8	8-9
<b>Unit of Study</b>	Segment #3 Review: first column	Segment #4 t, d, r, c	Segment #5 Review: 1st column and t, d, r, c
<b>Pacing Guide</b>	5 days	7 days	6 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 3</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 3</li> <li>• Mi Libro de Sonidos para Colorear</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 4</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 4</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 5</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 5</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Tracing and Printing Lowercase Creative Writing,	Spelling Dictation Tracing and Printing Lowercase Creative Writing,	Spelling Dictation Tracing and Printing Lowercase Creative Writing,
<b>Materials</b>	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart
<b>Optional Activities</b>	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities
<b>Homework</b>		Parent Packet – Segment 4	

WEEK	10	10-11	11-12
<b>Unit of Study</b>	Segment #6 n, f, b, j	Segment #7 Review: 2nd column	Segment #8 Review: 1st and 2nd column
<b>Pacing Guide</b>	4 days	4 days	5 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 6</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 6</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 7</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 7</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 8</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 8</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing
<b>Materials</b>	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart
<b>Optional Activities</b>	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities
<b>Homework</b>	Parent Packet – Segment 6		

WEEK	12-13	14	15-16
<b>Unit of Study</b>	Segment #9 g, ch, ñ, v, ll	Segment #10 Review: 1st, 2nd and 3rd columns	Segment #11 4 <sup>th</sup> column
<b>Pacing Guide</b>	7 days	5 days	6 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 9</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 9</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 10</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 10</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 11</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 11</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Tracing and Printing Lowercase Creative Writing
<b>Materials</b>	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart
<b>Optional Activities</b>	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities
<b>Homework</b>	Parent Packet – Segment 9		Parent Packet – Segment 11

WEEK	16	17	18-19-20
<b>Unit of Study</b>	Segment #12 Review: All columns	Sílabas con a	Palabras con a
<b>Pacing Guide</b>	4 days	5 days	15 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sonidos Iniciales chart</li> <li>• Chant the hand signals</li> <li>• Segment # 12</li> <li>• Use Picture and Letter Cards, first with picture, then without</li> <li>• SIMS – Mi Cuaderno de los Sonidos Iniciales, Segment 12</li> <li>• Mi Libro de Sonidos para Colorear</li> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “a”</li> <li>• Preparatory Blending Activities</li> <li>• Sílabas con “a” Pre-Test</li> <li>• Guided Practice</li> <li>• Segmentation of Syllables into Phonemes</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “a” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-test each student</li> <li>• Use Palabras con a para estudiar en la casa for partner reading, guided reading, group-assisted reading.</li> <li>• Use Color-coded Pocket Chart Cards to model blending syllables together to form words</li> <li>• Palabras con “a” cards</li> <li>• Individual Daily Monitoring</li> <li>• Palabras con “a” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Tracing and Printing Lowercase Creative Writing	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week
<b>Materials</b>	Sonidos Iniciales Wall Chart, Audio CD, Picture and Letter Cards, Mi Libro de Sonidos, Mi Cuaderno..., Sílabas con a chart	Sílabas con a Wall Chart, Sílabas con a Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con a Wall Chart, Palabras con a Cards, K-1 Palabras con “a” cards, Blending Progress Chart and Class Record
<b>Optional Activities</b>	Use the Sonidos Iniciales Wall Cards Additional Sonidos Activities	Supplementary Activities Blending Activities	Supplementary Activities Palabras Books
<b>Homework</b>		Sílabas con a review	Palabras con a para estudiar en la casa, Reading Slips



<b>WEEK</b>		<b>21-22-23</b>
<b>Unit of Study</b>	Oraciones con a	
<b>Pacing Guide</b>	15 days	
<b>Daily Activities</b>	<p>Introduce the sentences and ask comprehension questions</p> <p>Use Oraciones con a para estudiar en la casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</p> <p>Use Color-coded Pocket Chart Cards to model using words to form sentences</p> <p>Use Palabras con “a” cards</p> <p>Assessment, Sentence Decoding and Fluency</p> <p>Record student progress using Blending Progress Chart and Class Record</p> <p>Big Book, Mini-book and Related Activities “Papá, Mamá y Ana”</p> <p>Activities for Exposure:</p> <p>Introduce the Big Book, teach book awareness concepts, ask comprehension questions</p> <p>Use sentences to teach capitalization and punctuation skills, work with sentences</p> <p>Introduce/Review words, generate sentences using the words, read them, play “turnover</p> <p>Review all syllables from the big book</p> <p>Hands-on activities for Mastery:</p> <p>Use Words to Study at home, to build fluency and word recognition</p> <p>Copy “Palabras para formar oraciones” and have students build their own sentences from the book</p> <p>Manipulating the words activity</p> <p>Give students their own “Mini-book” to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</p>	
<b>Writing Activities</b>	Spelling Dictation, Creative Writing, Student of the Week	
<b>Materials</b>	Blending con a Blackline Masters, Palabras con a Cards, Blending Progress Chart and Class Record, Big Book “Papá, mamá y Ana”, Whole to Part Vocabulary Cards	
<b>Optional Activities</b>	Supplementary Activities, Oraciones Books Supplementary Activities, Big Book, Mini-book and Related Activities	
<b>Homework</b>	Oraciones con a para estudiar en la casa, Reading Slips, Mini-books	

WEEK	24	24-25	25-26-27
<b>Unit of Study</b>	Sílabas con e	Sílabas con a-e	Palabras con a-e
<b>Pacing Guide</b>	2 days	5 days	12 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “e”</li> <li>• Sílabas con “e” Pre-Test</li> <li>• Guided Practice</li> <li>• Segmentation of Syllables into Phonemes</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “e” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “a”</li> <li>• Chanting the Sílabas con “e”</li> <li>• Introducing the contrasting process (a versus e)</li> <li>• Guided Practice</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “a-e” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce blending words with a-e</li> <li>• Pre-test each student</li> <li>• Use “Palabras con a-e para estudiar en la casa” for partner reading, guided reading, group-assisted reading.</li> <li>• Use Color-coded Pocket Chart Cards to model blending syllables together to form words</li> <li>• Use Palabras con “a-e” cards</li> <li>• Individual Daily Monitoring</li> <li>• Using Palabras con “a-e” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week
<b>Materials</b>	Sílabas con e Wall Chart, Sílabas con e Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con e Wall Chart, Sílabas revueltas con a-e, Sílabas con a-e Cards, Concrete objects to model blending, Blending Progress Chart and Class Record	Sílabas con e Wall Chart, Sílabas revueltas con a-e, K-1 Palabras con “a-e” cards, Blending Progress Chart and Class Record
<b>Optional Activities</b>	Supplementary Activities, Blending Activities	Supplementary Activities, Blending Activities	Supplementary Activities, Palabras Books
<b>Homework</b>	Sílabas con e review	Sílabas revueltas a-e, student chart	Palabras con a-e para estudiar en la casa Reading Slips

<b>WEEK</b>	
<b>27-28-29-30</b>	
<b>Unit of Study</b>	Oraciones con a-e
<b>Pacing Guide</b>	13 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Introduce the sentences and ask comprehension questions</li> <li>• Use Oraciones con a-e para estudiar en la casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</li> <li>• Use Color-coded Pocket Chart Cards to model using words to form sentences</li> <li>• Use Palabras con “a-e” cards for fluency and vocabulary.</li> <li>• Assessment, Sentence Decoding and Fluency</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> <li>• Big Book, Mini-book and Related Activities “Papá, Mamá, Ana, Pepe y Adela”</li> <li>• Activities for Exposure: <ul style="list-style-type: none"> <li>• Introduce the Big Book, teach book awareness concepts, ask comprehension questions</li> <li>• Use sentences to teach capitalization and punctuation skills, work with sentences</li> <li>• Introduce/Review words, generate sentences using the words, read them, play “turnover”</li> <li>• Review all syllables from the big book</li> <li>• Hands-on activities for Mastery: <ul style="list-style-type: none"> <li>• Use Words to Study at home to build fluency and word recognition</li> <li>• Copy “Palabras para formar oraciones” and have students build their own sentences from the book</li> <li>• Manipulating the words activity</li> <li>• Give students their own “Mini-book” to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</li> </ul> </li> </ul> </li> </ul>
<b>Writing Activities</b>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p>
<b>Materials</b>	Blending con a-e Blackline Masters, Palabras con a-e Cards, Blending Progress Chart and Class Record, Big Book “Papá, mamá, Ana, Pepe y Adela”, Whole to Part Vocabulary Cards
<b>Optional Activities</b>	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>
<b>Homework</b>	<p>Oraciones con a-e para estudiar en la casa</p> <p>Reading Slips</p> <p>Mini-books</p>

WEEK	30	30	31
<b>Unit of Study</b>	Sílabas con i	Sílabas con a-e-i	Palabras con a-e-i
<b>Pacing Guide</b>	1 day	2 days	5 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “i”</li> <li>• Sílabas con “i” Pre-Test</li> <li>• Guided Practice</li> <li>• Segmentation of Syllables into Phonemes</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “i” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “i”</li> <li>• Chanting the Sílabas Revueltas con “a-e-i”</li> <li>• Contrasting “a-e-i” syllables</li> <li>• Guided Practice</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “a-e-i” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce blending words with a-e-i</li> <li>• Pre-test each student</li> <li>• Use “Palabras con a-e-i para estudiar en la casa” for partner reading, guided reading, group-assisted reading</li> <li>• Use Color-coded Pocket Chart Cards to model blending syllables together to form words</li> <li>• Use Palabras con “a-e-i” cards</li> <li>• Individual Daily Monitoring</li> <li>• Using Palabras con “a-e-i” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week
<b>Materials</b>	Sílabas con i Wall Chart, Sílabas con i Cards, Blending Progress Chart and Class Record	Sílabas con i Wall Chart, Sílabas revueltas con a-e-i, Sílabas con a-e-i Cards, Blending Progress Chart and Class Record	Sílabas con i Wall Chart, Sílabas revueltas con a-e-i, K-1 Palabras con “a-e-i” cards, Blending Progress Chart and Class Record
<b>Optional Activities</b>	Supplementary Activities, Blending Activities	Supplementary Activities, Blending Activities	Supplementary Activities, Palabras Books
<b>Homework</b>	Sílabas con i review	Sílabas revueltas a-e-i, student chart	Palabras con a-e-i para estudiar en la casa Reading Slips

<b>WEEK</b>		<b>32</b>
<b>Unit of Study</b>	Oraciones con a-e-i	
<b>Pacing Guide</b>	5 days	
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Introduce the sentences and ask comprehension questions</li> <li>• Use Oraciones con a-e-i para estudiar en la casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</li> <li>• Use Color-coded Pocket Chart Cards to model using words to form sentences</li> <li>• Use Palabras con “a-e-i” cards for fluency and vocabulary.</li> <li>• Assessment, Sentence Decoding and Fluency</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> <li>• Big Book, Mini-book and Related Activities “Fifi y Miqui”</li> <li>• Activities for Exposure: <ul style="list-style-type: none"> <li>• Introduce the Big Book, teach book awareness concepts, ask comprehension questions</li> <li>• Use sentences to teach capitalization and punctuation skills, work with sentences</li> <li>• Introduce/Review words, generate sentences using the words, read them, play “turnover”</li> <li>• Review all syllables from the big book</li> </ul> </li> <li>• Hands-on activities for Mastery: <ul style="list-style-type: none"> <li>• Use Words to Study at home to build fluency and word recognition</li> </ul> </li> <li>• Copy “Palabras para formar oraciones” and have students build their own sentences from the book</li> <li>• Manipulating the words activity</li> <li>• Give students their own “Mini-book” to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</li> </ul>	
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	
<b>Materials</b>	Blending con a-e-i Blackline Masters, Palabras con a-e-i Cards, Blending Progress Chart and Class Record, Big Book “Fifi y Miqui”, Whole to Part Vocabulary Cards	
<b>Optional Activities</b>	Supplementary Activities, Oraciones Books Supplementary Activities, Big Book, Mini-book and Related Activities	
<b>Homework</b>	Oraciones con a-e-i para estudiar en la casa Reading Slips Mini-books	

WEEK	33	33	33-34
<b>Unit of Study</b>	Sílabas con o	Sílabas con a-e-i-o	Palabras con a-e-i-o
<b>Pacing Guide</b>	1 day	1 day	5 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “o”</li> <li>• Sílabas con “o” Pre-Test</li> <li>• Guided Practice</li> <li>• Segmentation of Syllables into Phonemes</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “o” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “o”</li> <li>• Chanting the Sílabas Revueltas con “a-e-i-o” (Student version, blackline masters)</li> <li>• Contrasting “a-e-i-o” syllables</li> <li>• Guided Practice</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “a-e-i-o” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce blending words with a-e-i-o</li> <li>• Pre-test each student</li> <li>• Use “Palabras con a-e-i-o para estudiar en la casa” for partner reading, guided reading, group-assisted reading</li> <li>• Use Color-coded Pocket Chart Cards to model blending syllables together to form words</li> <li>• Use Palabras con “a-e-i-o” cards</li> <li>• Individual Daily Monitoring</li> <li>• Using Palabras con “a-e-i-o” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week
<b>Materials</b>	Sílabas con o Wall Chart, Sílabas con o Cards, Blending Progress Chart and Class Record	Sílabas con “o” Wall Chart, Sílabas revueltas con a-e-i-o, Sílabas con a-e-i-o Cards, Blending Progress Chart and Class Record	Sílabas con o Wall Chart, Sílabas revueltas con a-e-i-o, K-1 Palabras con “a-e-i-o” cards, Blending Progress Chart and Class Record
<b>Optional Activities</b>	Supplementary Activities, Blending Activities	Supplementary Activities, Blending Activities	Supplementary Activities, Palabras Books
<b>Homework</b>	Sílabas con o review	Sílabas revueltas a-e-i-o, student chart	Palabras con a-e-i-o para estudiar en la casa Reading Slips

<b>WEEK</b>		<b>34-35</b>
<b>Unit of Study</b>	Oraciones con a-e-i-o	
<b>Pacing Guide</b>	5 days	
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Introduce the sentences and ask comprehension questions</li> <li>• Use Oraciones con a-e-i-o para estudiar en la casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</li> <li>• Use Color-coded Pocket Chart Cards to model using words to form sentences</li> <li>• Use Palabras con “a-e-i-o” cards for fluency and vocabulary.</li> <li>• Assessment, Sentence Decoding and Fluency</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> <li>• Big Book, Mini-book and Related Activities “Toñita”</li> <li>• Activities for Exposure: <ul style="list-style-type: none"> <li>• Introduce the Big Book, teach book awareness concepts, ask comprehension questions</li> <li>• Use sentences to teach capitalization and punctuation skills, work with sentences</li> <li>• Introduce/Review words, generate sentences using the words, read them, play “turnover”</li> <li>• Review all syllables from the big book</li> </ul> </li> <li>• Hands-on activities for Mastery: <ul style="list-style-type: none"> <li>• Use Words to Study at home to build fluency and word recognition</li> <li>• Copy “Palabras para formar oraciones” and have students build their own sentences from the book</li> </ul> </li> <li>• Manipulating the words activity</li> <li>• Give students their own “Mini-book” to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</li> </ul>	
<b>Writing Activities</b>	<p>Spelling Dictation</p> <p>Creative Writing</p> <p>Student of the Week</p>	
<b>Materials</b>	Blending con a-e-i-o Blackline Masters, Palabras con a-e-i-o Cards, Blending Progress Chart and Class Record, Big Book “Toñita”, Whole to Part Vocabulary Cards	
<b>Optional Activities</b>	<p>Supplementary Activities, Oraciones Books</p> <p>Supplementary Activities, Big Book, Mini-book and Related Activities</p>	
<b>Homework</b>	<p>Oraciones con a-e-i-o para estudiar en la casa</p> <p>Reading Slips</p> <p>Mini-books</p>	

WEEK	35	35	35
<b>Unit of Study</b>	Sílabas con u	Sílabas con a-e-i-o-u	Palabras con a-e-i-o-u
<b>Pacing Guide</b>	1 day	1 day	3 days
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “u”</li> <li>• Sílabas con “u” Pre-Test</li> <li>• Guided Practice</li> <li>• Segmentation of Syllables into Phonemes</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “u” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting the Sílabas con “u”</li> <li>• Chanting the Sílabas Revueltas con “a-e-i-o-u”</li> <li>• Contrasting “a-e-i-o-u” syllables</li> <li>• Guided Practice</li> <li>• Individual Daily Monitoring</li> <li>• Using Sílabas con “a-e-i-o-u” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce blending words with a-e-i-o-u</li> <li>• Pre-test each student</li> <li>• Use “Palabras con a-e-i-o-u para estudiar en la casa” for partner reading, guided reading, group-assisted reading</li> <li>• Use Color-coded Pocket Chart Cards to model blending syllables together to form words</li> <li>• Use Palabras con “a-e-i-o-u” cards</li> <li>• Individual Daily Monitoring</li> <li>• Using Palabras con “a-e-i-o-u” cards</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> </ul>
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week	Spelling Dictation Creative Writing Student of the Week
<b>Materials</b>	Sílabas con u Wall Chart, Sílabas con u Cards, Blending Progress Chart and Class Record	Sílabas con “u” Wall Chart, Sílabas revueltas con a-e-i-o-u, Sílabas con a-e-i-o-u Cards, Blending Progress Chart and Class Record	Sílabas con u Wall Chart, Sílabas revueltas con a-e-i-o-u, K-1 Palabras con “a-e-i-o-u” cards, Blending Progress Chart and Class Record
<b>Optional Activities</b>	Supplementary Activities, Blending Activities	Supplementary Activities, Blending Activities	Supplementary Activities, Palabras Books
<b>Homework</b>	Sílabas con u review	Sílabas revueltas a-e-i-o-u, student chart	Palabras con a-e-i-o-u para estudiar en la casa Reading Slips



<b>WEEK</b>		<b>36</b>
<b>Unit of Study</b>	Oraciones con a-e-i-o-u	
<b>Pacing Guide</b>	3 days	
<b>Daily Activities</b>	<ul style="list-style-type: none"> <li>• Introduce the sentences and ask comprehension questions</li> <li>• Use Oraciones con a-e-i-o-u para estudiar en la casa for partner reading, guided reading, group-assisted reading. Count words in a sentence</li> <li>• Use Color-coded Pocket Chart Cards to model using words to form sentences</li> <li>• Use Palabras con “a-e-i-o-u” cards for fluency and vocabulary.</li> <li>• Assessment, Sentence Decoding and Fluency</li> <li>• Record student progress using Blending Progress Chart and Class Record</li> <li>• Big Book, Mini-book and Related Activities “Hugo y la urraca”</li> <li>• Activities for Exposure: <ul style="list-style-type: none"> <li>• Introduce the Big Book, teach book awareness concepts, ask comprehension questions</li> <li>• Use sentences to teach capitalization and punctuation skills, work with sentences</li> <li>• Introduce/Review words, generate sentences using the words, read them, play “turnover”</li> <li>• Review all syllables from the big book</li> </ul> </li> <li>• Hands-on activities for Mastery: <ul style="list-style-type: none"> <li>• Use Words to Study at home to build fluency and word recognition</li> <li>• Copy “Palabras para formar oraciones” and have students build their own sentences from the book</li> </ul> </li> <li>• Manipulating the words activity</li> <li>• Give students their own “Mini-book” to illustrate. Ask comprehension questions, partner reading, check fluency and read to an audience</li> </ul>	
<b>Writing Activities</b>	Spelling Dictation Creative Writing Student of the Week	
<b>Materials</b>	Blending con a-e-i-o-u Blackline Masters, Palabras con a-e-i-o-u Cards, Blending Progress Chart and Class Record, Big Book “Hugo y la urraca”, Whole to Part Vocabulary Cards	
<b>Optional Activities</b>	Supplementary Activities, Oraciones Books Supplementary Activities, Big Book, Mini-book and Related Activities	
<b>Homework</b>	Oraciones con a-e-i-o-u para estudiar en la casa Reading Slips Mini-books	

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# TESTIMONIALS

“Considered a *essential part* of their Spanish phonics program.”

“I have witnessed the program implementation for the past twelve years. The kindergarten teachers considered it an essential part of their Spanish phonics program. The majority of the kindergarten students were able to read by the end of the school year because of the structure of the program. The program truly is accelerated because each part builds upon the last and spirals. The visual, auditory and kinesthetic nature of the program tapped into a variety of intelligences and learning modalities and contributed to the majority of the students breaking the code by the end of kinder.”

Linda Hardman Greene, Principal  
Orange County Educational Arts Academy

“Such a *terrific literacy program* for Spanish speakers.”

“Thank you for such a terrific literacy program for Spanish speakers. My students really are extremely excited about learning to read and write using the Estrellita program!”

Brenda Metz  
IL, Prairie Hills 144

“It is a fantastic innovative approach to teaching reading in Spanish. It works like magic. The students self esteem is enhanced when they discover that they can become readers so easily.”

Yolanda Perez  
Texas, El Paso ISD

“*Fantastic innovative* approach to teaching...”

“This program is fun, fun, fun for students. Kids love the chanting and it empowers them!”

Elvira Seezox  
AZ, Sunnyside School District

“This program is *fun, fun, fun* for students”

“My kindergarteners are reading full sentences thanks to the Estrellita Program.”

Bea Jakubec  
Marble Falls ISD

“I taught a 15-year-old who had never been to school, *how to read* in Spanish...”

“Estrellita is a great program. I taught a 15-year-old student who had never been to school in her life. I taught her how to read in Spanish using Estrellita from September to November and she is reading in Spanish at the beginning of 3rd grade level.”

Connie Espinoza Johns  
Arizona, Sunnyside Unified School District

“Estrellita program is a *wonderful and successful* program.”

“Estrellita program is a wonderful and successful program. I have been using it for the last 9 years teaching kinder students then moving up to first grade. I am able to have the majority of my class reading in 8 weeks, some students it will take them a little longer. Thanks for such a great program!”

Connie DeLeon  
Garden City Public Schools

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