

Vertical Alignment of Spanish Reading Phonics

Grades K–5

Spanish

PEARSON

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KINDERGARTEN

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

K Reading/Beginning Reading Skills/PHONICS. Students use the relationships between letters and sounds and morphological analysis to decode written Spanish. Students are expected to:

- (A) decode the five vowel sounds;
- (B) decode syllables;
- (C) use phonological knowledge to match sounds to individual letters and syllables, including hard and soft consonants such as “r,” “c,” and “g”;
- (D) decode the written “y” when used as a conjunction, as in “mamá y papá”;
- (E) become familiar with the concept that “h” is silent;
- (F) become familiar with the digraphs /ch/, /rr/;
- (G) become familiar with the concept that “ll” and “y” have the same sound (e.g., llave, ya);
- (H) use knowledge of consonant/vowel sound relationships to decode syllables and words in text and independent of content (e.g., CV, VC, CVC, CVCV words); and
- (I) recognize that new words are created when syllables are changed, added, or deleted.

English Language Proficiency Standards — ELPS

ELPS (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- (F) use accessible language and learn new and essential language in the process;
- (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

GRADE 1

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

- 1 Reading/Beginning Reading Skills/PHONICS. Students understand, make inferences and Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**
- (A) decode the five vowel sounds;
 - (B) decode syllables;
 - (C) use phonological knowledge to match sounds to individual letters and syllables including hard and soft consonants such as “r,” “c,” and “g”;
 - (D) decode the written “y” when used as a conjunction (e.g., “mamá y papá”);
 - (E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including:
 - (i) open syllable (e.g., CV, la; VCV, ala; CVCV, toma);
 - (ii) closed syllable (e.g., VC, un; CVC, mes);
 - (iii) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and
 - (iv) consonant digraphs (e.g., ch/chí-le; ll/lla-ve; rr/pe-rrro);
 - (F) decode words with the silent “h”;
 - (G) decode words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;
 - (H) decode words that have the same sounds represented by different letters (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);
 - (I) identify the stressed syllable (sílabo tónica);
 - (J) decode words with an orthographic accent (e.g., “papá,” “mamá”); and
 - (K) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelata, salvavida).

English Language Proficiency Standards — ELPs

- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:
- (A) use prior knowledge and experiences to understand meanings in English;
 - (B) monitor oral and written language production and employ self-corrective techniques or other resources;
 - (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
 - (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

GRADE 2

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

2 Reading/Beginning Reading Skills/PHONICS. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different syllabic structures, including:
 - (i) open syllable (CV) (e.g., la/la-ta; to/to-ma);
 - (ii) closed syllable (CVC) (e.g., mes, sol);
 - (iii) diphthongs (e.g., viernes, pie, fui);
 - (iv) hiatus (e.g., fideo, poeta);
 - (v) consonant blends (e.g., bra/bra-zo; glo/glo-bo); and
 - (vi) consonant digraphs (e.g., ch/chi-le; ll/lla-ve; rr/pe-rra);
- (B) use orthographic rules to segment and combine syllables including vowel diphthongs (e.g., pue-de, sien-te, va-ca);
- (C) decode words with silent “h” with increasing accuracy;
- (D) become familiar with words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;
- (E) decode words that have same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);
- (F) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);
- (G) identify and read abbreviations (e.g., Sr., Dra.);
- (H) identify the stressed syllable (sílabla tónica);
- (I) decode words with an orthographic accent (e.g., papá, avión); and
- (J) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, sobrecama).

English Language Proficiency Standards — ELPs

- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:
- (A) use prior knowledge and experiences to understand meanings in English;
 - (B) monitor oral and written language production and employ self-corrective techniques or other resources;
 - (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
 - (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

GRADE 3

Proclamation 2010 English Language Arts/Reading K–1, Reading 2–5

3 Reading/Beginning Reading Skills/PHONICS. Students use the relationships between letters and sounds and spelling based on orthographic rules to decode written Spanish. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- (A) use orthographic rules to segment and combine syllables including diphthongs (e.g., na-die, ra-dio);
- (B) decode words with silent “h” with increasing accuracy;
- (C) decode words that use the syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in pingüino and agüita;
- (D) develop automatic recognition of words that have the same sounds represented by different letters with increased accuracy (e.g., “r” and “rr,” as in ratón and perro; “ll” and “y,” as in llave and yate; “g” and “j,” as in gigante and jirafa; “c,” “k,” and “q,” as in casa, kilo, and quince; “c,” “s,” and “z,” as in cereal, semilla, and zapato; “j” and “x,” as in cojín and México; “i” and “y,” as in imán and doy; “b” and “v,” as in burro and vela);
- (E) read words with common prefixes (e.g., in-, des-) and suffixes (e.g., -mente, -dad, -oso);
- (F) identify the syllable that is stressed (sílabla tónica);
- (G) decode words with an orthographic accent (e.g., día, también, después);
- (H) use knowledge of the meaning of base words to identify and read common compound words (e.g., sacapuntas, abrelatas, salvavidas); and
- (I) monitor accuracy in decoding words that have the same sound represented by different letters.

English Language Proficiency Standards — ELPS

- ELPS (1) Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:
- (A) use prior knowledge and experiences to understand meanings in English;
 - (B) monitor oral and written language production and employ self-corrective techniques or other resources;
 - (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
 - (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
 - (F) use accessible language and learn new and essential language in the process;
 - (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
 - (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.