

Accelerated Spanish Reading Curriculum

for Struggling
Second Graders





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**for Struggling
Second Graders**



Educated Solutions

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Overview

Accelerated Spanish Reading Curriculum for Struggling Second Graders

Accelerated Spanish Reading Curriculum (ASRC) for Struggling Second Graders is a complete 30-day intervention curriculum designed to accelerate Spanish reading for second-grade students identified as having early reading difficulties. The instructional components in this curriculum reflect current research on effective reading instruction for the beginning reader. All lessons contain teaching strategies that will scaffold students who need a high level of support.

The ASRC intervention curriculum is a **Tier II** small-group reading intervention, designed to supplement the regular Spanish reading/language arts core curriculum. It employs Pearson and Gallagher's "gradual release of responsibility" model (1983). The model is used to shape early reading behaviors into efficient processes that promote fluency behaviors and text connections. The use of explicit instruction, teacher modeling, guided practice, independent practice, and progress monitoring, along with prompting techniques to increase strategic reading, involves students in an accelerated and fast-paced curriculum, boosting confidence and building independence in reading. The teacher-ready lessons use six beginner chapter books and a variety of multisensory literacy activities to increase student engagement.

Balanced reading instruction is delivered through engaging auditory and visual word discovery tasks, structured and explicit instruction in structural analysis, and **dialogic literacy interactions**. During dialogic literacy interactions, the teacher and students have conversations about text; these interactions develop fluency, vocabulary, and comprehension. Students are actively involved in the reading process throughout the lessons. Checkpoint Assessments are used to monitor student progress and provide valuable information that guides individualized instruction. The assessments give the teacher insight on the early readers' developing skills and reading behaviors critical to reading success.

Decoding Skills:

- ▶ Rapid letter/sound identification
- ▶ Recognition of different syllable types
- ▶ High-frequency word recognition

Connected Text Reading Behaviors:

- ▶ Use of decoding skills at the point of difficulty
- ▶ Use of context to self-monitor and self-correct
- ▶ Reading with natural expression and appropriate rate
- ▶ Reading with accuracy
- ▶ Making connections before, during, and after reading
- ▶ Building new vocabulary while reading



Why is there a need for ASRC for Struggling Second Graders?

The struggle to acquire beginning reading skills can affect many other aspects of a student's academic achievement and may establish persistent patterns throughout schooling (Stanovich, 1986). Students who have difficulty with foundation-building literacy tasks such as phonemic awareness, learning the alphabet, and decoding are often considered **at-risk** for future reading difficulties, including dyslexia. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent the escalation of their reading difficulties (Snow, Burns, & Griffin, 1998).

Second-grade students who are identified on early reading assessments as being at-risk are entitled to an intervention that addresses reading deficiencies. *Accelerated Spanish Reading Curriculum for Struggling Second Graders* provides research-based early intervention aimed at addressing the needs of struggling beginning readers.

The ASRC intervention curriculum addresses the five core areas of effective reading instruction as identified in the Report of the National Reading Panel (National Institute of Child Health and Human Development [NICHD], 2000). Current research findings on phonemic awareness, phonics, fluency, comprehension, and vocabulary development are incorporated into intervention lessons designed for targeted small-group instruction. Additionally, findings on current research on Spanish reading and Spanish reading intervention are also incorporated into ASRC lessons.

How is ASRC for Struggling Second Graders effective?

This intervention curriculum provides balanced reading instruction that gradually releases the responsibility for reading and comprehending text to the student. The early lessons provide high teacher support and explicit modeling. As the lessons progress, the instruction builds upon the student's growing bank of positive literacy experiences, allowing the student to eventually assume the responsibility for reading.

Effective Instruction

Explicit Instruction

All skills and concepts to be learned are defined. Whatever is implicit in the task is made explicit through explanation, demonstration, and discussion.

Teacher Modeling

Using the curriculum design, the teacher models the use of the skills and concepts through a **think-aloud** process. In addition to telling students what to do, the teacher demonstrates how to do so. While reading out loud, the teacher thinks aloud questions about the text and models how the answers can provide meaning to what is read.

Guided Practice

The ultimate goal is for the student to use reading skills and comprehension processes independently to comprehend text. However, before independent practice, time must be provided for students to practice the strategy with the appropriate level of teacher support. During the guided practice, effective questioning to help students master skills and concepts is key.

Independent Practice

Learning is a cyclical process; students must continually be provided opportunities for independent practice to use and review skills and concepts learned. Through independent practice, students have many opportunities to apply the newly learned skills and processes on their own.

Monitoring Progress

The teacher monitors student progress through close observation and analyses of data from the Checkpoint Assessments. The teacher evaluates student mastery and adjusts the time devoted to lesson components accordingly.

Adapted from Region 4 Education Service Center. (2003). *Comprehension instruction*. Houston, TX: Author.

The Accelerated Spanish Reading Curriculum lessons are designed for a small-group setting and typically take 30-45 minutes. However, the teacher may choose to split some lessons based on students' needs, size of group, or the need to reteach. This may vary from teacher to teacher. Teachers base their instructional decisions on data from early reading inventories and observation. The data are then analyzed in order to form groups and design instruction. Students' progress is monitored through close observation and analyses of data from the Checkpoint Assessments. The amount of time devoted to each component may vary according to the students' needs.

Lesson Components

Warm-Up

Research indicates that “teaching children to manipulate the sounds in language helps them learn to read” (NICHD, 2000, pp. 2-5). The Warm-Up is a three to five minute multisensory discovery activity that focuses on the marriage between **phonemic awareness** and **structural analysis**. During this time, the teacher directs students’ attention to a predetermined list of words with specific features. Students make auditory and visual discoveries of the word features. This active construction of word concepts serves as a solid foundation for the explicit instruction that follows in the Word Study portion of the lesson.

Word Study

During the Word Study component, students work on activities that develop automaticity in letter identification, letter-sound correspondences, structural analysis, and phonogram recognition. Instruction begins with the daily review of the *Tarjetas de letras*, which builds rapid and effortless recognition of letters and sounds.

Following the review of the *Tarjetas de letras*, students learn or review a word study concept. Initially, students learn how to build Spanish syllables using the open and closed syllable types. Then, students will learn six additional **syllables types** that represent orthography difficulties. Syllable type learning assists students in making generalizations about words that they may encounter in text. Multisensory activities engage students as they learn the word study concepts. When students have developed proficiency with the targeted word study concepts, the words are added to the ***Tarjetas de estudio de palabras***. The daily review of the *Tarjetas de estudio de palabras* builds students’ automaticity and word-reading flexibility.

In addition to the isolated letter and word practice mentioned above, students have opportunities to apply the newly learned decoding skills during other components of the lesson, including the Fluency and New Reading components. This additional practice involves reading meaningful and developmentally appropriate beginner chapter books that incorporate the decoding skills being taught. This instruction is in line with the Report of the National Reading Panel, which reinforces this practice in its statement: “Systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program” (NICHD, 2000, pp. 2-136).

Fluency

Students’ fluency is supported in three ways. It is developed through rapid **high-frequency word recognition**, explicit and modeled instruction in **phrased fluency**, and ample opportunities to reread **familiar text**.

The rapid recognition of high-frequency words is critical to fluency development. Daily review of the ***Tarjetas de rapidez*** provides practice necessary for students to develop rapid recognition of high-frequency words. Students learn to recognize 50 high-frequency words in the Spanish language. These 50 high-frequency words are part of the 100 highest-frequency words taken from the largest Spanish word corpus (100 million words) currently available (Davies, 2006).

“Fluency can be developed by modeled fluent reading” (National Institute for Learning, 2001, p. 31). Phrased fluency—reading connected text in meaningful phrases rather than word for word—is explicitly taught and modeled in the first half of the curriculum. This instruction occurs in the New Reading portion of the lesson. The books introduced in the New Reading component are added to the *Caja de libros* (Book Box). Daily rereading of familiar text from the *Caja de libros* allows students to practice fluent reading in a variety of ways (Fountas & Pinnell, 1996). Students read these books independently, with a partner, and/or chorally.

New Reading

The New Reading component of the ASRC lesson provides students the opportunity to apply decoding skills and comprehension strategies as they read unfamiliar connected text. The ASRC book collection of six high-interest beginner chapter books contains three fiction and three nonfiction titles. The first chapter in each of the books is designed to be a teacher **read-aloud**. This introductory chapter exposes students to the text structure and vocabulary of the book, which ensures student success in the lessons to follow.

The teacher uses the *Tarjetas de presentación del libro* to engage students in dialogic literacy interactions about the new text. The discussions build students' comprehension and promote reading independence. In the first half of the ASRC intervention curriculum, the teacher follows the book introduction with a read-aloud. This is followed by a supported **shared reading** of the new chapter. Students read the chapters chorally, with a partner, and independently. As the lessons build upon learned concepts, students apply new skills and strategies to more challenging texts. They are encouraged to problem solve by searching for **meaning**, identifying **textual language structure**, and **applying learned decoding skills** in the text (Clay, 1993). The responsibility for problem solving gradually shifts to the student as the modeled read-aloud transforms into a **scaffolded reading** of new texts.

Comprehension and Vocabulary Development

A variety of research-based instructional methods are utilized to develop students' comprehension and vocabulary development before, during, and after reading (NICHD, 2000, pp. 4-27). Before reading, the book Introduction promotes students' vocabulary development through authentic conversations about text. During the conversations, students establish the purpose for reading and are encouraged to relate the book topic to their background knowledge.

During reading, students are taught to use context clues to clarify word meaning as they acquire the vocabulary necessary to comprehend the text (Texas Education Agency, 1998). Additionally, students are taught to search within text resources such as embedded bold-faced terms, the glossary, and the index. These resources support vocabulary learning and overall text comprehension.

After reading, Comprehension Extension activities provide opportunities for students to engage in meaningful conversations with the teacher and each other as they respond to the text. Students are encouraged to locate the textual evidence that supports

their contributions to the discussion. *Tarjetas de comprensión* and *Ayudas del maestro* are provided to guide quality teacher-student interactions.

Conclusion

Second-grade students identified on early reading assessments as being at-risk can benefit from the Accelerated Spanish Reading Curriculum (ASRC). The intervention curriculum is a balanced reading program delivered through engaging auditory and visual word discovery tasks, structured and explicit instruction in structural analysis, and **dialogic literacy interactions**.

Students are actively involved in the reading process throughout the lessons, which are designed to support the acquisition of critical skills and reading strategies that accelerate students' reading. Research indicates that the timely delivery of targeted intervention can address the instructional needs of at-risk students and prevent escalation of their reading difficulties (Snow, Burns, & Griffin, 1998). It is recommended that the ASRC intervention curriculum be implemented promptly, once a student is identified as at-risk for reading difficulties.

All skills, strategies, and concepts are cumulative.

5 Components	Lessons 1-5	Lessons 6-10	Lessons 11-15
Warm-Up <ul style="list-style-type: none"> Auditory and visual discovery of word parts 	Vocales fuertes y débiles Consonantes sonoras y sordas Dígrafos ch y ll Grupos consonánticos	Sílabas abiertas Sílabas cerradas con n, r, l, s, m	Sílabas con: c/q/k j/g rr/r Grupos consonánticos con r
Word Study <ul style="list-style-type: none"> Daily letter/sound identification Syllable types 	Tarjetas de letras Identificar vocales fuertes (A, E, O) y débiles (I, U). Identificar consonantes sonoras y sordas Grupos consonánticos y dígrafos	Tarjetas de letras Sílabas abiertas: terminan en vocal Sílabas cerradas: terminan en consonantes (n, r, l, s, m)	Tarjetas de letras Sílabas con: c/q/k j/g rr/r Grupos consonánticos con r
Fluency <ul style="list-style-type: none"> Daily Oral Reading Automaticity with letter/sound identification Fluent word reading Word Study Deck & Speed Deck 	Fluidez en frases Tarjetas de rapidez: <i>25 primeras palabras de alta frecuencia</i>	Fluidez en frases Tarjetas de estudio de palabras: Sílabas abiertas Sílabas cerradas Tarjetas de rapidez: <i>en, ya, pero, para, hasta</i>	Fluidez en frases Tarjetas de estudio de palabras: Sonido /k/-Sílabas con c/q/k Sonido /j/-Sílabas con j/g Sonidos /rr/, /r/-Sílabas con rr/r Tarjetas de rapidez: <i>tan, su, por, estar, entonces</i>
Comprehension <ul style="list-style-type: none"> Purpose for reading Fiction/nonfiction Story elements Predictions Mental images Text connections Inference Main idea/detail Problem/solution Cause/effect Compare/contrast 	Tarjetas de presentación del libro 1-4: Propósito para la lectura Ficción/no ficción Tarjetas de comprensión 1-4: Predicciones Imágenes mentales Conexiones con el texto	Tarjetas de presentación del libro 1-4: Propósito para la lectura Ficción/no ficción Tarjetas de comprensión 1-5, 9-14: Elementos de la historia Predicciones Imágenes mentales Conexiones con el texto Problema/solución	Tarjetas de presentación del libro 1-4: Propósito para la lectura Ficción/no ficción Tarjetas de comprensión 1-4, 6, 9-14: Elementos de la historia Predicciones Imágenes mentales Causa/efecto Conexiones con el texto
Vocabulary <ul style="list-style-type: none"> Dialogic literacy interactions Context clarifies word meaning Text resources 	Tarjetas de presentación del libro 1-4: Diálogo literario El contenido aclara el significado de la palabra Recursos en el libro: glosario e índice	Tarjetas de presentación del libro 1-4: Diálogo literario El contenido aclara el significado de la palabra	Tarjetas de presentación del libro 1-4: Diálogo literario El contenido aclara el significado de la palabra

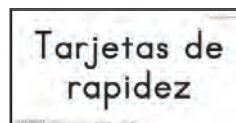
Lesson Seventeen

Materials:

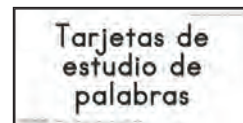
- ▶ Tarjetas de letras 1-32
- ▶ Tarjetas de rapidez 1-39
- ▶ Tarjetas de estudio de palabras 1-35
- ▶ Tarjetas de presentación del libro 1-4
- ▶ Tarjetas de presentación del libro - student set, page A-15 through A-18 (1 set per student)
- ▶ Caja de libros
- ▶ Ayudas del maestro, page A-10 (1 for teacher)
- ▶ Book: *El oso negro americano y el oso pardo*
- ▶ Gráfico SQA, page A-29 (1 for teacher)



Tarjetas de letras



Tarjetas de rapidez



Tarjetas de estudio de palabras



El oso negro americano y el oso pardo



Tarjetas de presentación del libro

Note to Teacher

The daily reading of familiar books from the *Caja de libros* encourages the students' independence and improves fluency with connected text. The daily review of the *Tarjetas de letras*, *Tarjetas de estudio de palabras*, and *Tarjetas de rapidez* promotes students' fluency and automaticity at the letter and word level.

Warm-Up

Remind the students that during the Warm-Up portion of the lesson they will listen to and look at words and word parts in search of special features and patterns. Quickly review the signals that will be used to cue them to respond. This task is teacher directed; however, students should be actively engaged at all times.

Today the students will discover that the sound /g/ is produced by the following syllables: ga, go, gu, gue, gui, güe, güi. Students will read words and identify those syllables. This will prepare them for the explicit syllable type instruction that follows in the Word Study portion of the lesson.

Sílabas con g/gu/gü

Direct students to pay close attention. Write the word *garras* for all to see.

Hoy estudiaremos las letras que producen el sonido /g/. Presten mucha atención porque una de las palabras que estudiaremos aparece en el Capítulo dos del libro *El oso negro americano y el oso pardo*.

Miren, escuchen y repitan.
Digan “garras”. *Monitor as students repeat.*

Mi boca se abrió dos veces. La palabra “garras” tiene dos sonidos de vocales y dos sílabas. Ahora, diré de nuevo la palabra y aplaudiré cada vez que diga una sílaba.

ga•rras. *Clap once as you say each syllable.*

Ahora les toca a ustedes. Miren, escuchen y repitan.
Digan “garras”. *Monitor as students repeat.*

¿Cuántas sílabas tiene la palabra? (2)

Miren la primera sílaba, “ga”. Escribiré una V debajo de la vocal y una C debajo de la consonante de esa sílaba.

Write a small V directly under the vowel and a small C under the consonant.

ga rras
CV

¿Qué sonido hace la letra G en la sílaba “ga”? (/g/)

¡Muy bien! La letra G hace el sonido /g/ cuando la siguen las vocales A, O y U.
Se dice: GA, GO, GU.

Word Study

Tarjetas de letras

Review the *Tarjetas de letras*. Show one card at a time. Display the card and say the letter name, keyword, and sound. Have students repeat. Begin with *Tarjeta de letra I* and then proceed with the remainder of the deck.

Sílabas con g/gu/gü

Direct students' attention to the previously written and coded words.

Estamos estudiando la letra G que hace el sonido /g/ cuando la siguen las vocales A, O, U. Se dice: GA, GO, GU. Para el sonido /gue/ se escribe G-U-E y para el sonido /gui/ se escribe G-U-I. La letra U es muda, no hace ningún sonido. Para que la U suene, se le escriben dos puntitos arriba llamados diéresis. Repitan, diéresis. La sílaba GÜE con la diéresis sobre la U suena /güe/. La sílaba GÜI con la diéresis sobre la U suena /güi/. Veamos las siguientes palabras.

Miren, escuchen y repitan.
Digan “hormiguero”. *Monitor as students repeat.*

Mi boca se abrió cuatro veces. La palabra “hormiguero” tiene cuatro sonidos de vocales y cuatro sílabas. Ahora, diré de nuevo la palabra y aplaudiré cada vez que diga una sílaba.

hor•mi•gue•ro. *Clap once as you say each syllable.*

Ahora les toca a ustedes. Miren, escuchen y repitan.
Digan “hormiguero”. *Monitor as students repeat.*

¿Cuántas sílabas tiene la palabra? (4)

Miren la penúltima sílaba, “gue”. Escribiré una V debajo de las vocales y una C debajo de la consonante de esa sílaba.

Write a small V directly under the vowels and a small C under the consonant.

hor mi gue ro
 CVV

¿Qué sonido hace la letra G en la sílaba “gue”? (/g/)

¿Qué sonido hace la letra U en la sílaba “gue”? (/ / no hace sonido; es muda)

¡Muy bien! El sonido /gue/ se escribe G-U-E y el sonido /gui/ se escribe G-U-I. La letra U es muda, no hace ningún sonido. Para que la U suene, se le escriben dos puntitos arriba llamados diéresis.

Miren, escuchen y repitan.

Digan “pingüino”. *Monitor as students repeat.*

Mi boca se abrió tres veces. La palabra “pingüino” tiene tres sonidos de vocales y tres sílabas. Ahora, diré de nuevo la palabra y aplaudiré cada vez que diga una sílaba.

Ahora les toca a ustedes. Miren, escuchen y repitan.

Digan “pingüino”. *Monitor as students repeat.*

¿Cuántas sílabas tiene la palabra? (3)

Miren la segunda sílaba, “güi”. Escribiré una V debajo de las vocales y una C debajo de la consonante de esa sílaba.

Write a small V directly under the vowels and a small C under the consonant.

pin güi no
 CVV

¿Qué sonido hace la letra G en la sílaba “güi”? (/g/)

¿Qué sonido hace la letra Ü con diéresis en la sílaba “güi”? (/u/)

¡Muy bien! Para que la U suene, se le escriben dos puntitos arriba llamados diéresis. Repitan, diéresis. La sílaba GÜE con la diéresis sobre la U suena /güe/. La sílaba GÜI con la diéresis sobre la U suena /güi/.

Tarjetas de estudio de palabras

Review *Tarjetas de estudio de palabras* 1-31. Show one card at a time. Display the card and say the word. Have students repeat. Begin with *Tarjeta de estudio de palabras* 1 and then proceed with the remainder of the deck.

Show the front of Tarjeta de estudio de palabras 32.

Digan “Sonido /g/ - Sílabas con g/gu/gü”. Monitor as students repeat.

Read the back of the card.

La G suena /g/ como en GA, GO, GU. Para que suene /gue/ se escribe G-U-E. Para que suene /gui/ se escribe G-U-I. Para que suene /güe/ o /güi/ se pone la diéresis sobre la Ü.

Introduce *Tarjetas de estudio de palabras* 33-35. Show one card at a time. Display the card and say the word. Have students repeat. Praise the students for paying close attention.

Miren, escuchen y repitan. La primera palabra aparece en el Capítulo dos del libro *El oso negro americano y el oso pardo*. Monitor as students repeat.
garras hormiguero pingüino

Fluency

Caja de libros

Tell students that the group will select books from the *Caja de libros* daily. Explain that sometimes the students will listen to a chapter read aloud, read the chapter with a buddy, or read the chapter independently. In this lesson, students will read any chapter from one of the previously read books in the *Caja de libros* independently or with a buddy. If there is an odd number of students in the group, make a group of three. Provide support as needed. See the *Ayudas del maestro*.

Remind students to:

- ▶ use their finger to point under the word when they need help
- ▶ sound like they are talking when they read
- ▶ check the pictures to help themselves
- ▶ reread when something does not make sense or sound right
- ▶ make pictures in their head as they read
- ▶ make predictions as they read
- ▶ make connections as they read

Tarjetas de rapidez

Review *Tarjetas de rapidez* 1-38. Show one card at a time. Display the card and say the word. Have students repeat. Begin with *Tarjeta de rapidez 1* and then proceed with the remainder of the deck.

Introduce *Tarjeta de rapidez* 39. Display the card and say the word. Have students repeat. Praise the students for paying close attention.

Miren, escuchen y repitan. Monitor as students repeat.
llegar

Esta palabra aparece en el nuevo capítulo que leeremos hoy. Denle un vistazo al Capítulo dos a ver si la encuentran. *This should be a brief search; do not take more than a minute or two for this.* **Cuando la vean, ya sabrán cómo leerla rápidamente.**

New Reading

Students need a set of the *Tarjetas de presentación del libro* and a copy of *El oso negro americano y el oso pardo*. Have students turn to the table of contents and locate the page number for *Capítulo dos*. Provide students time to locate *Capítulo dos* in the book. Read the title and have students repeat. Direct students to look inside and imagine what will happen in this book. Encourage discussion.

¿Cuáles son las cosas importantes que los buenos lectores hacen cada vez que leen un libro o un capítulo nuevo por primera vez? *Provide support as necessary. Encourage students to use their Tarjetas de presentación del libro.*

Los buenos lectores primero leen el título, luego ven el texto y los dibujos en la historia y, finalmente, antes de comenzar a leer, piensan sobre lo que trata el libro. Repasemos las tarjetas de presentación del libro las cuales nos recuerdan lo que necesitamos hacer. Esto nos ayudará a comprender mejor lo que leemos. *Show Tarjetas de presentación del libro one at a time and provide students time to locate the matching Tarjetas de presentación del libro. Read the back of each card and encourage discussion.*

Tarjeta de presentación del libro 1: Título

Read the title of the chapter.

¿Qué te dice el título sobre el capítulo? *Praise students' approximations. Remind them that although the book will compare and contrast the two named species of bears, this particular chapter is solely about American black bears.*

Tarjeta de presentación del libro 2: Dibujos, gráficos, ilustraciones

¿Qué te dicen los dibujos, los gráficos y las ilustraciones sobre el capítulo?

Invite students to comment on the pictures and other visuals. Encourage them to discuss what they observe in the photographs, illustrations, and maps. Seize opportunities to expose the group to words and phrases that are found in the story: reflejos, pelaje, garras, etc.

Tarjeta de presentación del libro 3: Texto

¿Crees que este libro es de ficción o no? *Encourage discussion. Praise students if they point out features of the text that make it appear to be nonfiction, such as embedded boldfaced terms, glossary, informative diagrams, etc.*

Sabemos que este libro no es de ficción porque en el Capítulo uno nos dimos cuenta que el libro nos informará sobre el oso negro americano y el oso pardo.

¿Qué características tiene el texto? *Tell the students to look at the text and layout of the book. Encourage discussion. Praise students if they point out the*

table of contents, bold-faced terms, glossary, informative diagrams, etc. Point out noteworthy features of the text layout as necessary.

¿Ves alguna palabra o parte de una de ellas que ya sepas? Encourage students to locate familiar words or word parts.

Tarjeta de presentación del libro 4: Lo que sé

¿Qué es lo que ya sabes sobre los oso negros americanos? Encourage the students to link the information they have gathered about the book with their own life experiences or another book they have read.

Escuchen con atención mientras les leo el primer capítulo de este libro.

SQA

Introduce the Gráfico SQA. Display the chart for all to see.

Ya hemos usado anteriormente el Gráfico SQA. Lo usaremos de nuevo en esta lección para organizar nuestras ideas y así entender mejor el capítulo. Escribiremos lo que ya sabemos en la columna S. ¿Quién recuerda lo que significa la S? (La S significa lo que sabemos.)

Escribiré en la columna S lo que ya saben sobre el oso negro americano. Write a short list of what students know about American black bears based on the Tarjetas de presentación del libro 4 discussion.

Escribiremos lo que queremos aprender sobre el oso negro americano en la columna Q. ¿Quién recuerda lo que significa la Q? (La Q significa lo que queremos aprender.)

Nombren lo que desean aprender sobre el oso negro americano. Lo escribiremos en la columna Q. Write a short list of what students want to know about American black bears based on student contributions. Provide support as necessary.

Luego que hayamos leído sobre el oso negro americano, escribiremos en la columna A lo que aprendimos sobre esos osos. ¿Quién recuerda lo que significa la A? (La A significa lo que hemos aprendido.)

Read-Aloud

Read *Capítulo dos* aloud at a steady pace. Model good phrasing and expression but make sure that the pace is slow enough for students to follow along in their copy. Use a natural voice so the reading sounds like speech.

Scaffolded Reread

Have the students read *Capítulo dos*. Monitor closely and provide support as needed. Remind them that good readers sound like they are talking when they read. The students may read the chapter together two or three times if time permits.

¿Qué aprendieron sobre el oso negro americano en este capítulo? Lo escribiremos en la columna A. *Write a short list of what students learned about American black bears based on student contributions. Provide support as necessary.*

Nuestro Gráfico SQA aún no está finalizado. Mañana leeremos y aprenderemos más sobre el oso negro americano. Luego que leamos, agregaremos más información en la columna A.

SAMPLE

If there is extra time:

Reread books
from Caja de libros

Practice Tarjetas de letras

Practice Tarjetas de rapidez

Practice Tarjetas de estudio de
palabras

Play Formando palabras

Play Bingo de Tarjetas
de rapidez

Checkpoint Assessment Administration Chart

	Assessments needed	When to administer
Checkpoint Assessment One	<ul style="list-style-type: none"> • Checkpoint Assessment Tool • Individual Letter/Sound Identification Checklist • High-Frequency Words/Speed Deck Checklist • Word Concepts/Word Study Deck Checklist • Checkpoint Assessment Book: One • Reading Performance Assessment: One • Reading Behaviors Assessment • Reading Performance Record 	Before Lesson One
Checkpoint Assessment Two	<ul style="list-style-type: none"> • Checkpoint Assessment Tool • Individual Letter/Sound Identification Checklist • High-Frequency Words/Speed Deck Checklist • Word Concepts/Word Study Deck Checklist • Checkpoint Assessment Book: Two • Reading Performance Assessment: Two • Reading Behaviors Assessment • Reading Performance Record 	At the completion of Lesson Fifteen
Checkpoint Assessment Three	<ul style="list-style-type: none"> • Checkpoint Assessment Tool • Individual Letter/Sound Identification Checklist • High-Frequency Words/Speed Deck Checklist • Word Concepts/Word Study Deck Checklist • Checkpoint Assessment Book: Three • Reading Performance Assessment: Three • Reading Behaviors Assessment • Reading Performance Record 	At the completion of Lesson Thirty