



K-8 Literacy *Curricular Resource Proposal*

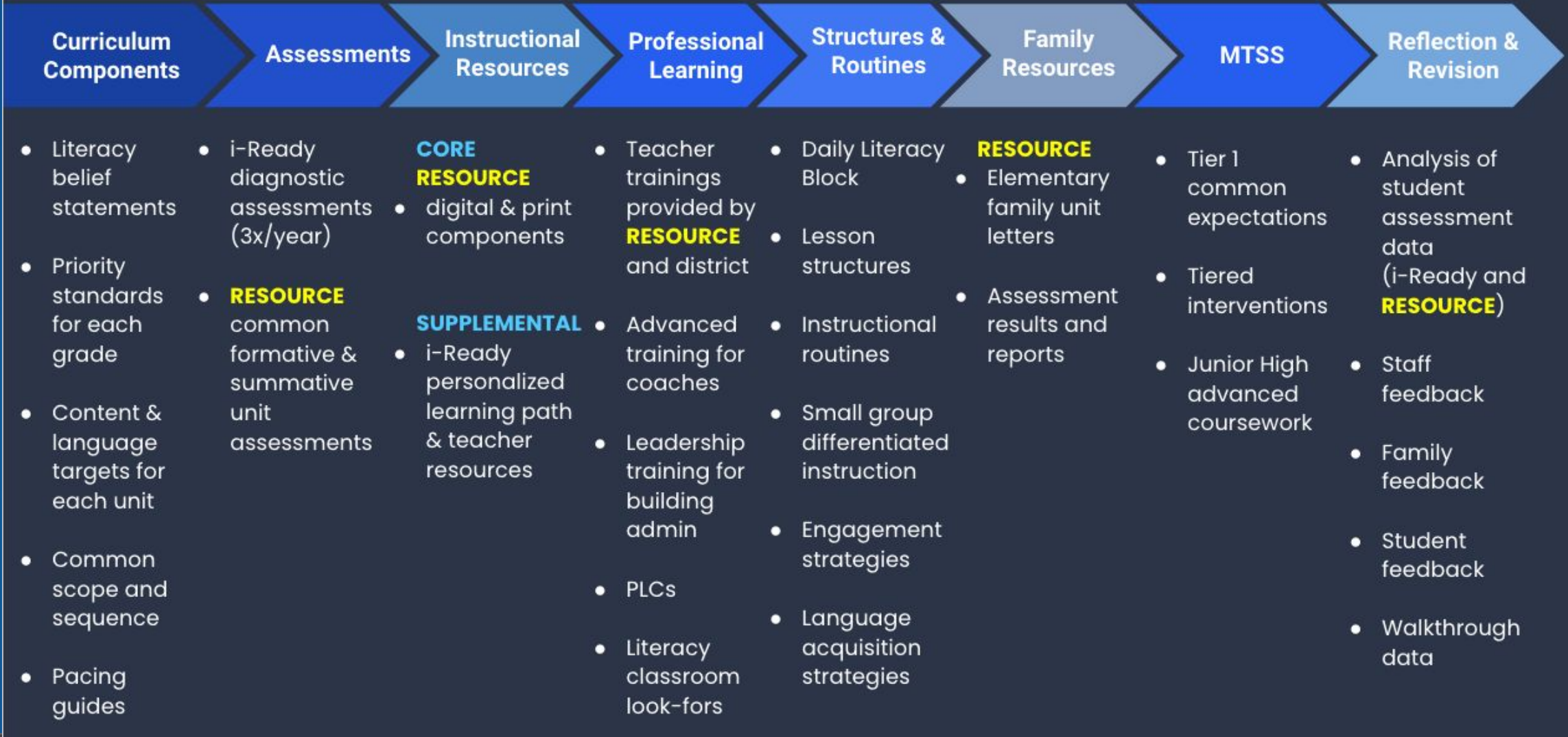
February 13, 2023



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59



159 Literacy: K-8 Curriculum Framework



Junior High		Elementary <i>Spanish</i>		Elementary <i>English</i>	
Amplify	2.8	miVisión	2.6	myView	2.4
StudySync	3.3	Adelante	4.1	Into Reading	4.3



Critical Features

- Standards- aligned with a focus on scaffolding to grade level skills and concepts
- Reading and writing everyday
- Academic vocabulary
- Scope and sequence for grammar and conventions
- K-2 foundational skills & spelling
- Formative and summative assessments embedded with data analysis components




Junior High


6th-8th




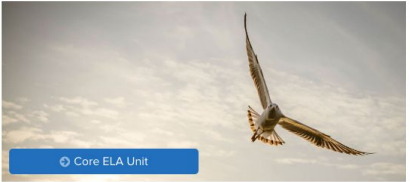
Grade 6

[Program Guide](#) [Grade 6 ELA Overview](#) [Grade 6 ELA Scope and Sequence](#)

Unit 1: Testing Our Limits  Core ELA Unit


Unit 2: You and Me  Core ELA Unit


Unit 3: In the Dark  Core ELA Unit

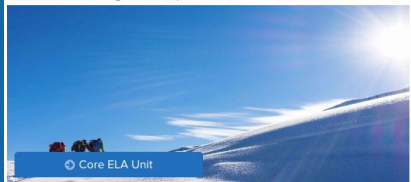
Unit 4: Personal Best  Core ELA Unit


Grade 7

[Program Guide](#) [Grade 7 ELA Overview](#) [Grade 7 ELA Scope and Sequence](#)

Unit 1: Conflicts and Clashes  Core ELA Unit


Unit 2: Highs and Lows  Core ELA Unit


Unit 3: Chasing the Impossible  Core ELA Unit


Unit 4: Moment of Truth  Core ELA Unit


Grade 8

[Program Guide](#) [Grade 8 ELA Overview](#) [Grade 8 ELA Scope and Sequence](#)

Unit 1: Everyone Loves a Mystery  Core ELA Unit

Unit 2: Past and Present  Core ELA Unit


Unit 3: No Risk, No Reward  Core ELA Unit

Unit 4: Hear Me Out  Core ELA Unit

- Annotations
- Think questions after first read
- Focus questions during close read

- Text based words
- Skill based words
- Academic (theme) based words

First Read: Rikki-Tikki-Tavi



1. INTRO 2. READ 3. QUIZ 4. THINK

Think SPLIT SCREEN MODE


Question 2 1 2 3 4 5

What do the descriptions of Nag in paragraph 23 suggest about his character? Cite specific evidence from the text to support your answer.

B / U

0 words, 0 characters

Close Read: Rikki-Tikki-Tavi



1. VOCABULARY 2. READ 3. STUDYSYNCTV 4. WRITE

Vocabulary SPLIT SCREEN MODE

Instructions for Student
Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row and then write a sample sentence in the fourth column.

Definition Options (5 of 5)

- divine protection; destiny
- something that makes someone feel less disappointed or less sad
- prepared and used for growing crops
- to a great or vast extent
- having or showing good judgment and sense

Term	Form	Definition	Sample Sentence
consolation	noun		

Extended Writing Project: spelling & grammar lessons

Grammar Skill: Basic Spelling Rules I

After learning about basic spelling rules and seeing how they are used in text examples, students will practice using basic spelling rules correctly.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Grammar Skill: Main and Subordinate Clauses

After learning about main and subordinate clauses and seeing how they are used in text examples, students will practice using main and subordinate clauses correctly.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Grammar Skill: Simple and Compound Sentences

After learning about simple and compound sentences and seeing how they are used in text examples, students will practice using simple and compound sentences correctly.

Teacher Resources: [Lesson Plan](#)



Assign

Preview

Grade-level appropriate passages and writing prompts to assess student performance against the priority reading, writing, and language standards in each unit



End-of-Unit - Grade 7 - Unit 1



0 of 41 Completed

Question 1

Submit



Read the passage and answer the questions.

Robot Rumble

READER

ANNOTATION

VIEW ALL

NUMBERS

Question 1

BOOKMARK

Which sentences provide the **best** summary of "Robot Rumble"?

- Two friends enter a pair of robots they built into a competition that requires the machines to find their way through a difficult maze. Trouble arises when the two robots start fighting one another because they cannot agree on which direction to move at a decision point.
- Two robots must make difficult choices as they try to navigate a complex maze on their own. The two friends who built the robots are proud of their work, delighted with the crowd's reaction, and thrilled when they win the competition.



Jr. High Dual Language SLA

- Jr. High Dual Language teachers teach half of their literacy time in English and half in Spanish throughout the year
 - English instruction: StudySync
 - Spanish instruction: Current Learning Experiences translated into Spanish
- Jr. High teachers did not wish to pilot the Spanish Language Arts options that are available
- Long term planning around our Jr. High Dual Language program is taking place with jr. high staff



Teacher Testimonials



I think StudySync is the way to go, given the other two curriculums that we have piloted. It has been the most engaging and has the most interesting, relevant texts. I like that the Blasts are continuously updated so that we have access to current events within the curriculum. I also appreciate that they are adding more intervention-type activities (i.e., word study, spelling lists, phonics, etc.) that would be beneficial for students receiving support or students who have an IEP.

My overall impression is that Studysync is far better and more engaging than Amplify. My students have found the reading material more interesting and condensed enough to keep them engaged.



Teacher Testimonials



If asked, I would choose StudySync over Amplify. I think the lessons are easier to follow, the platform is friendlier, and even though the model lessons are dry, it leaves opportunities for me to be creative. I think the predictability of the routines also gives me the opportunity to embed more CLR protocols to keep things interesting.

I appreciated the ease and diversity of instruction within this curriculum.

StudySync offers many opportunities for diverse academic and cultural populations. It provides challenges for accelerated students, is flexible, balanced, authentic. Formative and summative assessments are aligned with the lesson targets.



Elementary

K-5 English



HMH Into Reading Module Themes			
Module	Grade K	Grade 1	Grade 2
1	● New Friends and Experiences	● New Friends and Experiences	● Citizenship
2	● Character Perspectives	● Communities and Culture	● Science Exploration
3	● Community Heroes	● Life Science: How Animals Live	● Relationship Skills
4	● Nutrition and Healthy Habits	● Citizenship	● Lessons and Character
5	● Courage and Hard Work	● Physical Science: Light and Dark	● Leadership Skills
6	● America and Citizenship	● American Holidays and Symbols	● Earth Science: Weather
7	● Science Exploration	● Earth Science: The Natural World	● Important People
8	● Life Science: Plants	● Lessons and Character	● Life Science: Plants
9	● Life Science: Animal Habitats	● Life Science: Plants and Gardens	● Life Science: Animal Habitats
10		● Innovation	● Geography and Culture
11		Genre Study: Nonfiction	Genre Study: Nonfiction
12		Genre Study: Literary Texts	Genre Study: Literary Texts

- Annotations
- Read Aloud or Shared Reading: ‘Apply to Text’ or ‘Engage & Respond’

- Academic (content) based words
- Generative word instruction

Step 2 Apply to Text

In your **Teaching Pal**, pages 64–75, use the **blue READ FOR UNDERSTANDING** prompts to read *Step-by-Step*

Advice from the Animal Kingdom with children as they follow along and annotate in their *myBook*.

Guide children to read the text all the way through. Pause occasionally, using the prompts in your Teaching Pal to gauge children’s understanding and to have them summarize the most important details or ideas about the topic. As children summarize, have them refer back to the Anchor Chart to remember the tips about how to summarize.

Notice & Note Use the **red** prompts in your **Teaching Pal** to support students in using the **Notice & Note Signpost: Contrasts and Contradictions**.

Step 3 Engage and Respond

INDEPENDENT PRACTICE: Writing

- Remind children that the Read Aloud Book *Of Mama Squirrel* tells about Mama Squirrel’s problem, events that happen as she tries to solve the problem, and the resolution, or how she solves the problem.
- Have children use details from the story to complete **Printable: Reading Graphic Organizer 24**. Ask partners to share and compare their graphic organizers. Encourage them to discuss the different events in the plot and how the structure the author uses makes the story more interesting to read.

Introduce Power Words

Use the steps **I Do It**, **We Do It**, **You Do It** with the information in the chart below to teach the Power Words from *Step-by-Step Advice from the Animal Kingdom*.

1 Power Word	2 Meaning	3 Example
prey (n.) (p. 66)	An animal that is hunted by other animals is the prey .	MAKE A CONNECTION Talk about examples of prey. <i>A mouse is a cat’s prey because the cat hunts the mouse.</i>
predators (n.) (p. 66)	Predators are animals that hunt other animals for food.	MAKE A CONNECTION Connect to familiar animals. <i>Lions and sharks are predators because they hunt for food.</i>
school (n.) (p. 72)	A big group of fish that swims together is called a school .	USE A PROP Draw a picture of a school of fish. <i>There can be hundreds of fish in a school.</i>
circling (v) (p. 73)	If you are circling something, you keep moving around it in a circle.	ACT IT OUT Walk i around a chair. <i>I a the chair.</i>

Inflection -ing

I Do It

- Project **Display and Engage: Generative Vocabulary 3.11**. Read aloud the introduction.
- Explain to children that when the ending **-ing** is added to the end of a **verb**, it means that the action is happening now or will happen in the future.
- Discuss the example *circling*. Point out that the word *circle* ends in *e*. Explain that when a word ends in *e*, you drop the *e* before adding **-ing**.

Online
Ed

DISPLAY AND ENGAGE:
Vocabulary Strategy 3.11

Generative Vocabulary 3.11

Inflection -ing

A verb is an action word. The ending **-ing** can be added to a verb to tell when something happens.

Examples	
read + ing	= reading
drink + ing	= drinking
fish + ing	= fishing
jump + ing	= jumping
quack + ing	= quacking

Verb Ending
circle + ing = circling

FOUNDATIONAL SKILLS

High-Frequency Words: *day, every, fly, have, look, made, they, write*

Phonological Awareness

Phonics: Consonants *qu /kw/, x, z;*
Short *e*; Review Short *e, i, o, u*

Fluency: Reading Rate

Spelling: Short *e*

Start Right Readers: *Run, Hens, Run!;*
Run, Rex!; Get Red Hen; Fox in a Fix!

FOUNDATIONAL SKILLS

High-Frequency Words: *all, down, four, from, her, now, saw, went*

Phonological Awareness

Phonics: Double Final Consonants;
Consonants *ck /k/*

Fluency: Expression

Spelling: Double Final Consonants

Start Right Readers: *Big, Big Bus; Jobs, Jobs, Jobs!;*
Vets Get Pets Well; Fun Kid Jobs

FOUNDATIONAL SKILLS

High-Frequency Words: *by, call, could, know, some, there, were, would*

Phonological Awareness

Phonics: Consonant Digraph *sh*;
Review *s* and *sh*

Fluency: Phrasing

Spelling: Consonant Digraph *sh*

Start Right Readers: *Pet Wish; Pet Ducks Quack; Ten Pet Hens; Six Pet Fish*

Writing Workshop: parts of speech, sentence structure, punctuation, and capitalization

- Daily explicit and systematic instruction
- Corrective feedback
- Independent activities, assessments, small group work

TARGETED GRAMMAR SUPPORT

You may want to consult the following grammar minilessons to review key revising topics.

- **1.1.2 Forming Complete Sentences I**, p. W197
- **1.3.1 Statements**, p. W206
- **1.3.3 Writing Statements**, p. W208

LESSON 11 REVISING II: SINGULAR AND PLURAL NOUNS

11

LEARNING OBJECTIVES

- Identify singular nouns.
- Identify plural nouns.
- **Language** Use the correct plural form for irregular nouns.

MATERIALS

Online  [Display and Engage 3.5](#)

TARGETED GRAMMAR SUPPORT

You may want to consult the following grammar minilessons to review key revising topics.

- **2.3.1 Singular and Plural Nouns**, p. W251
- **2.3.2 One and More Than One**, p. W252
- **2.3.3 Special Plural Nouns**, p. W253

Word Work: Nouns

- Draw an apple on the board. Label the drawing *apple*. Draw three apples beside it. Label the drawing *apples*.
- Explain that words that use the term for one person, place, or thing are singular nouns. Point out that more than one person, place, or thing is a plural noun. Tell children that usually they can turn a singular noun into a plural noun by simply adding an *-s* to the end. Point to the *-s* at the end of *apples*.
- Tell the children that some nouns are called irregular nouns. One thing that makes a noun irregular is when you can't make it plural by adding an *-s*. Write *child* and *children* on the board and point out that the plural *children* doesn't end in *-s*. Tell children that a lot of animals are singular nouns that can't be made plural by adding an *-s*.
- Show [Display and Engage 3.5](#).
- Read aloud each word pair. Ask volunteers to identify the words that are regular nouns. Then ask volunteers to name other animals whose names are regular nouns.

Irregular Plural Nouns

- Invite children to identify how the three remaining nouns on the chart become plural nouns.

Online 

DISPLAY AND ENGAGE

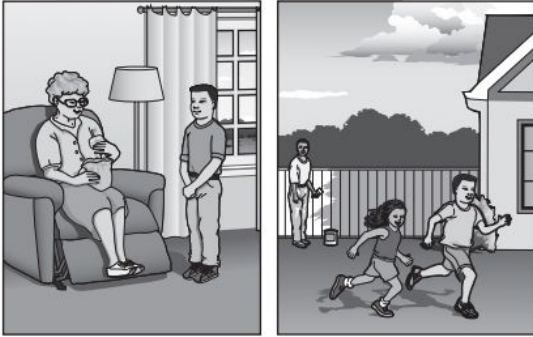
Singular and Plural Nouns

Singular	Plural
Quacks	Quacks
Fox	Foxes
Deer	Deer
Moose	Moose



Grade level appropriate passages and tasks to assess student performance against the priority reading, writing, and language standards in each module.

His kid is Dot.
Don and Dot and I go out.
I run and hop with Dot.
Dot is fun.
Don is happy.
I am happy, too.



1 What is the setting when Sam is helping Nan?

- inside a house
- in a backyard
- at a park

8 Read stanza 2 of the poem.

*The forest has been shaped over millions of years,
the earth shifting and moving around it.
But these trees planted their roots at the beginning of time,
proudly rose up and patiently waited
while the rest of the world pieced itself into place.*

Why is this stanza important to the poem?

- (A) It describes the size of the forest.
- (B) It discusses the history of the forest.
- (C) It explains where the forest is located.
- (D) It tells how the forest protects the land.

Weekly assessments on key skills and text quizzes can guide small group instruction decisions.



Teacher Testimonials



I felt this was much more comprehensive and balanced. I loved that there were multiple decodable texts besides the grade level text and mentor text. I loved that there were visuals for all of the vocabulary for our students.

Easy to use, great materials to enhance learning, and wonderful mentor texts!

I think this program provides a wide range of opportunities for all students to access the content. As with any resource, we will need to take a close look at all components and tweak things to fit our student and priority standard needs, but I think this program offers the most alignment with what we are looking for as a district.



Teacher Testimonials



I loved the format, the skills, the text and so did my students.

I think the curriculum is user friendly for teachers and pretty easy to follow. The students were engaged and interested in the stories and themes of the unit. I felt it made me as a teacher better at explicitly teaching vocabulary, grammar, and comprehension skills that I often overlook or am not as consistent with due to the way our current curriculum is set up.

I think Into Reading has many of the things we are looking for. The Foundational Skills were present in kindergarten and we NEED those. The children really enjoyed all of the books we read and I liked how they were exposed to many different genre in one unit. The way they tied it all together was really good.



Elementary

K-5 Spanish



Grado 1 • Unidad 1 • Las plantas y los animales crecen y cambian

Pregunta esencial: ¿Por qué cambian los seres vivos?

Conocimientos duraderos:

- Todos los seres vivos tienen un ciclo de vida durante el que crecen y cambian.
- Muchas historias incluyen animales que crecen y cambian.

Banco de palabras para desarrollar conocimientos: *cambiar, crecer, ciclo de vida, seres vivos*

Proyecto final de investigación y análisis: Ciclos de vida de plantas y animales



	Lecturas de la semana			Estrategias y destrezas de la semana				
	Lecturas compartidas (Shared Readings)	Textos decodificables (Decodable Readings)	Lecturas guiadas en voz alta (Short and Extended Read-Alouds)	Conceptos de lo impreso (Concepts About Print)	Conciencia fonológica (Phonological Awareness)	Fonética (Phonics)	Palabras de uso frecuente (High Frequency Words)	Palabras de ortografía (Spelling Words)
Semana 1	"Regalo de tierra" "Los cinco renacuajos" "Las ballenas de mi estanque"	Yo leo: "¡Tierra, agua, sol!" Lectura decodificable: Isabel ayuda	Lecturas guiadas en voz alta: "El asombroso ciclo de vida de una rana" "La chorla gritona"	Relacionar la palabra hablada con la palabra escrita Direccionalidad: continuar leyendo al principio del siguiente renglón	Identificar vocales iniciales y finales Combinar sílabas Separar sílabas	Destreza primaria: El abecedario; Las vocales Destreza secundaria: Sonido /s/ de las letras Ss, Zz, Cc	<i>a</i> <i>un</i> <i>una</i> <i>él</i> <i>ella</i>	<i>asa</i> <i>uno</i> <i>iba</i> <i>eso</i> <i>ave</i> <i>ola</i> <i>piso</i> <i>gota</i> <i>casi</i>

Grado 4 • Unidad 3 • El gobierno en acción

Pregunta esencial: ¿Cómo influye el gobierno en nuestra manera de vivir?

Conocimientos duraderos:

- Los gobiernos locales, estatales y federal tienen y comparten diferentes poderes y responsabilidades.
- Todos los niveles de gobierno brindan servicios que promueven el bienestar de la sociedad, como la educación, el transporte y la salud y la seguridad de las personas.
- Los representantes electos, los funcionarios gubernamentales y los voluntarios trabajan juntos en todos los niveles de gobierno para resolver problemas en tiempos de crisis.
- Podemos aprender sobre el poder y el papel del gobierno no solo a través de la no ficción, sino también a través de la ficción y los escenarios ficticios.

Banco de palabras para desarrollar conocimientos: *funcionar, niveles, poderes, resolver, comparten, sociedad*

Proyecto final de investigación y análisis: Investiga sobre un servicio gubernamental

	Lecturas de la semana			Estrategias y destrezas de la semana			
	Textos decodificables (Decodable Readings)	Lecturas cortas y largas (Short and Extended Reads)	Textos para practicar el vocabulario (Vocabulary Practice Texts)*	Estudio de palabras (Word Study)	Vocabulario de Estudio de palabras (Word Study Vocabulary)	Patrones de ortografía (Spelling Words)	Estrategia de fluidez (Fluency Skill)
Semana 1	Texto interactivo: "Carta para apoyar proyecto gubernamental" Texto al alcance: "Salvar Yellowstone" Lectura de estudio de palabras: "Salvar Yellowstone"	Lectura corta 1: "Resolver problemas" Lectura corta 2: "La primera reunión del pueblo"	"Poco a poco"	Diptongos con i: ia, ie, io, iu	<i>tendencia</i> <i>dio</i> <i>refugio</i> <i>gobierno</i> <i>miembros</i> <i>diurno</i> <i>triunfar</i> <i>decisiones</i> <i>ciudadanos</i> <i>inundación</i> <i>vientos</i> <i>agencia</i> <i>perdieron</i> <i>idioma</i> <i>hierro</i>	<i>anciano</i> <i>hacia</i> <i>caricia</i> <i>inicio</i> <i>violín</i> <i>tiembla</i> <i>apio</i> <i>ciencia</i> <i>diente</i> <i>pensamiento</i>	Leer con inflexión/entonación: tono



La libélula Lulú

Ernesto Rodríguez y Pepa Aurora

La libélula Lulú fue a la luna luna, luna, luna, lu.

No quiere comer ni cantar.

Solo quiere pasear por la luna luna, luna, luna, lu.

- Texts are authentic to Spanish language
- Annotations can be made right in the unit booklets

Demostrar (3-4 min)

Elabore una tabla de comparar y contrastar con los encabezados *ratón*, *ambos* y *tortuga*. Explique que, en la columna del medio, pondrá las formas en que los dos personajes se parecen. En las columnas de los lados, hará una lista de formas en que los dos personajes se diferencian.

Demuestre cómo comparar y contrastar los personajes, por la forma en que lucen, por sus acciones y por sus rasgos.

Primero, piensen en qué se parecen las aventuras del ratón y la tortuga. Ambos viven en la naturaleza. Ambos prueban que pueden hacer cosas que nadie cree que son capaces de hacer. Escribiré estas semejanzas en medio de la tabla bajo el encabezado "Ambos".

Ahora pensaré en qué se diferencian el ratón y la tortuga. El ratón tiene el cuerpo cubierto de pelo y una cola larga. La tortuga tiene un caparazón y una cola corta. Escribiré esto en las columnas exteriores.

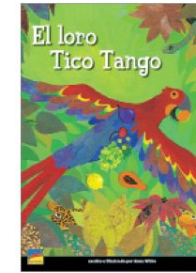
Práctica guiada (5 min) AE

Guíe a las parejas mientras comparan y contrastan al ratón y a la tortuga. Agregue sus respuestas a la tabla. Mientras los estudiantes participan, recuérdelos que sigan las reglas de conversación, como escuchar a los demás, esperar su turno para hablar y aportar a las ideas de los demás.

Ratón	Ambos	Tortuga
<ul style="list-style-type: none"> • Tiene pelo y cola larga. • Es pequeño. • <u>Tiembla de miedo</u> al inicio. 	<ul style="list-style-type: none"> • Viven en la naturaleza. • Prueban que pueden hacer cosas que nadie cree que 	<ul style="list-style-type: none"> • Tiene un caparazón y una cola pequeña. • Es grande.

- Vocabulary instruction consists of preteaching, scaffolded introductions, and practice activities
- Includes general academic and content specific words

Ampliar el vocabulario: Hacer y responder preguntas sobre palabras desconocidas (15 min)



El loro Tico Tango

Promover la reflexión (1 min)

Muestre *El loro Tico Tango*. Establezca un propósito para la lección. Por ejemplo:

Cuando leemos un cuento, es posible que leamos palabras que no conocemos y por lo tanto no entendemos. Cuando escuchamos o leemos palabras nuevas, hacemos y respondemos preguntas para ayudarnos a determinar su significado. Aprender el significado de palabras nuevas en esta lección nos puede ayudar a desarrollar los conocimientos sobre los personajes y sus perspectivas.

Demostrar (3-4 min)

Lea en voz alta la página 10 y señale la palabra **hurtó**. Use la estrategia de pensar en voz alta para demostrar cómo hacer y responder preguntas puede ayudar a un lector a entender una palabra desconocida.

*A veces, hacer preguntas ayuda a entender palabras nuevas. Por ejemplo, la palabra **hurtó** podría no estar clara. Pienso que esta palabra está describiendo una acción que hizo Tico Tango. Me hago la pregunta: "¿Qué hizo Tico Tango con la papaya?". Puedo ver la imagen para buscar claves.*

*También puedo mirar el texto para encontrar claves que ayuden a explicar el significado de la palabra **hurtó**. Primero la jaguar Soraya tiene una papaya, y después ya no la tiene, pues Tico Tango se la quitó, es decir "se la hurtó" o se la robó. Hacer preguntas me ayuda a encontrar el significado de esta nueva palabra.*

Objetivos de aprendizaje

- Hacer y responder preguntas sobre palabras desconocidas en un texto.
- Usar palabras del vocabulario nuevas para desarrollar los conocimientos sobre las perspectivas de los personajes.



- Daily explicit and systematic instruction
- Corrective feedback
- Resource book and anchor charts

- Weekly grammar and language skills
- Located in reading or writing lessons

Practicar: aro, amor, echar, está, iglú, inflar, oso, ola, uno, único

Diga cada palabra. Pida a los estudiantes que repitan el sonido inicial de cada palabra y que escriban la letra en un papel o en la lámina de trabajo.

Gramática y lenguaje	Frasas preposicionales
	Reconocer y corregir los fragmentos inadecuados
	Ordenar los adjetivos en una oración

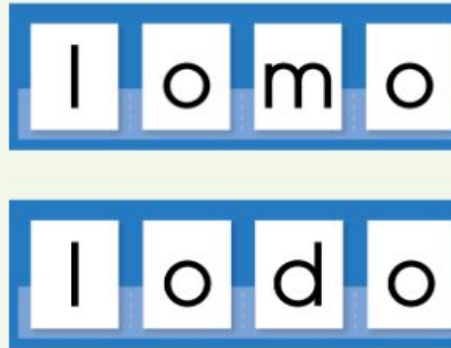
Combinar y sustituir fonemas (2–3 min)

Demostrar: lomo, lodo, loto

Muestre las tarjetas de letras de la palabra **lomo**. Combine los fonemas.

Vamos a combinar los sonidos y leer la palabra: /llloooooo/, **lomo**. ¿Cuántas sílabas hay en **lomo**? (dos) ¿Cuáles son? (lo-mo) Si cambiamos la /m/ por /d/ tenemos una palabra nueva. Combinemos los sonidos para leerla: /llloooooo/, **lodo**. Si cambiamos la /d/ por /t/, ¿tenemos otra palabra? Si combinamos los sonidos, ¿qué palabra tenemos? /llloooooo/, **loto**.

e-Pocket Chart



Gramática: usar palabras interrogativas (5–7 min)

Demostrar

Repase las palabras interrogativas en la tabla básica de hacer preguntas. Haga preguntas sobre el cuento. Por ejemplo:

¿Quiénes son los personajes del cuento?

Señale *Quién* en la tabla básica. Pídales que digan la palabra interrogativa.

Esta pregunta nos pide los nombres de los personajes. Los personajes son Alex, mamá, papá, abuela Juanita, tía Celia, Beto y los primos Yoli, Yanier y Yudier.

Práctica guiada

Repita la actividad haciendo otras preguntas sobre el cuento. Pida a las parejas identificar la palabra interrogativa y responder la pregunta. Por ejemplo:

¿Qué hacen los primos? (juegan)

¿Dónde están viviendo todos? (en la casa de Alex)

Grade level appropriate passages and tasks to assess student performance against the priority reading, writing, and language standards in each unit.

Weekly assessments on priority skills can guide small group instruction decisions.

Lee el pasaje y responde las preguntas siguientes.

No era un pez cualquiera

- 1 Un día, Jerome se fue a pescar al lago y atrapó un pez. Sin embargo, pronto descubrió que este no era un pez cualquiera cuando el pez comenzó a hablar!
- 2 —Si me sueltas te concederé un deseo —le dijo el pez. Jerome se sorprendió tanto que dejó caer la caña de pescar. El pez se soltó del anzuelo.
- 3 —Gracias —le dijo el pez—. Tal como te lo prometí, puedes pedirme algo que desees cambiar de ti. Regresa mañana y me dices qué decidiste.

2. Esta pregunta tiene dos partes. Primero responde la Parte A y luego la Parte B.

Parte A

¿Qué oración describe **mejor** a Jerome?

- A. Es infeliz porque no se lleva bien con su hermano.
- B. Sueña despierto todo el tiempo y se deja llevar por su imaginación.
- C. Es un escritor ingenioso, que con frecuencia no se da cuenta de eso.
- D. Le gusta estar afuera, pero no le gusta hacer las tareas.

Parte B

¿Qué oración del pasaje apoya **mejor** la respuesta de la parte A?

- A. "Jerome se sorprendió tanto que dejó caer la caña de pescar".
- B. "Jerome sabía exactamente lo que quería cambiar".
- C. "Últimamente, había empezado a escribir en un cuaderno que tenía junto a la cama".
- D. "Muchas veces, Jerome no se daba cuenta de lo divertidos que eran sus cuentos hasta que se los leía a Lucas".

Comprensión



Vocabulario



Gramática



Fonética y reconocimiento de palabras



Fluidez



Teacher Testimonials



I think Adelante provides more authentic Spanish instruction to students and is more on students' level and meets their needs compared to MiVisión. If I had to choose one curricular resource over the other, I would confidently choose Adelante due to its greater teacher-friendliness, more authentic lessons and instruction, and meeting the needs of my students (phonics, writing practice, etc.)

I really enjoyed teaching "Adelante". The resources were teacher and student friendly and appropriate for my class. Students had a high level of engagement and were looking forward to participate in the learning activities.

I really enjoyed this program. It was a very authentic experience for students that kept them engaged. I liked that the program provided great structure to follow while leaving room for me to make lessons my own. The program seemed more manageable and has great online resources.



Teacher Testimonials



Adelante provides engaging content with various reading strategies that help support the standards. Adelante could provide some more supports for our DL students to help with differentiation, CLR and hands on strategies.

I really love the Adelante program. I think it is perfect for our students. The Spanish grammar lessons were exactly what our students need. The only thing that I worry about is if the program has enough Phonics activities for the students. They had some but it was not as strong in English as the Phonics to Reading program that we have now. My recommendation is that we use both the English and Spanish programs from Adelante along with the Reading to Phonics program.

