As the need to be college and career ready continues to drive districts to look for rigorous elementary literacy solutions in both English and Spanish, the number of states offering dual-language programs to prepare students to compete in a world market continues to grow.

While parallel language programs move students toward English acquisition by providing duplicate materials in Spanish, the Biliteracy Pathway offers a unique instructional delivery that enables students to develop high levels of proficiency in Spanish as well as English.

The benefits of balanced bilingualism allow for creativity and problem solving, greater cross-cultural understanding, and marketability for future college and career goals in a multilingual society.

**PROGRAM AUTHORS**

Olivia Ruiz-Figueroa  
*Educational Consultant  
Co-Author, Literacy Squared® in Action*

Sharon Vaughn, Ph.D.  
*University of Texas at Austin,  
Manuel J. Justiz Endowed Chair in Education  
Co-Author, ReadyGEN*
Contents

Learning Resources ................................................. 2
Instructional Model ................................................. 4
Lesson Walkthrough .............................................. 8
Assessment ............................................................... 12

Literacy Projects and
Cross-Language Connections .............................. 14

Biliteracy Pathway Handbook ................................ 15

Authentic Spanish Texts ........................................ 16

Text Complexity Rubric ........................................ 20

Grade 2, Volume 1 Sample Lesson ....................... 21
Learning Resources

All language knowledge is an asset, not a deficit. Bilingual students acquire language differently than monolinguals, strategically using linguistic resources from both languages. The ReadyGEN Biliteracy Pathway provides a complete set of learning resources to help students develop literacy and linguistic skills in both languages.

Spanish Leveled Text Library
Up to 50 Leveled Texts per grade help students develop self-extending reading and thinking strategies.

- Texts are connected to unit concepts or selection topics.
- Texts cover a wider range of text complexities at each grade level.
- Texts serve as an on-ramp for struggling students or extension activities for students needing more challenge.

Note: Grade K Detective will appear at the back of the Grade K Biliteracy Pathway Teacher’s Guide.

Detective

- A collection of short, high-interest fiction and nonfiction selections used to sharpen students' critical thinking skills.
- 3 two-page selections per unit in Grades K-2 and 4 two-page selections per unit in Grades 3-6.
Biliteracy Pathway Teacher’s Guide
• Two volumes per grade, built upon a Spanish Text Set.
• Offers a rich array of biliteracy strategies and activities including bridging activities and suggestions for extension activities in English.

Biliteracy Pathway Handbook
Detailed information on biliteracy, with support for the strategies and routines incorporated into the lessons.

Online Text Collection
Extend and engage students with additional Spanish-language fiction, nonfiction, and poetry texts.

Authentic Spanish Texts
• One trade book per unit (6 trade books per grade at Grades K–2 and 4 trade books per grade at Grades 3–6)
• Spanish trade books offer a collection of full-length authentic literary and informational texts to engage students in multiple close readings of appropriately complex text.
### Instructional Model

The Biliteracy Pathway respects the unique features of Spanish by providing engaging, authentic text and literacy instruction that reflects the internal structures of Spanish phonology, grammar, syntax, and discourse patterns. When students analyze similarities and differences in two languages, their language and literacy skills can exceed those of monolingual children.

A Biliteracy Pathway Unit consists of a Pathway Module (Module P) paired with an English-language *ReadyGEN* module.

#### The Sequential Approach

The Pathway Module is taught first, followed by the paired English module.

#### The Integrated Approach

Daily instruction is split between the Pathway Module and the paired English module.

*Both approaches are designed to support a 90–120 minute literacy block.*

---

### The Biliteracy Unit: Sequential Approach

The Pathway Module is taught first, followed by the Paired English Module. Each Biliteracy Pathway Module will be paired with an English Module to form a Biliteracy Pathway Unit.

<table>
<thead>
<tr>
<th>Pathway Module (Module P)</th>
<th>Paired English Module (Module A or Module B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literacy Instruction (8 Spanish literacy lessons in K-2)*</td>
<td>English Literacy Instruction English Language Development</td>
</tr>
<tr>
<td>Spanish Language Development</td>
<td>Spanish PBA</td>
</tr>
<tr>
<td>Cross-language Connections (4 lessons)</td>
<td>Biliteracy Unit Wrap-up</td>
</tr>
<tr>
<td>Optional ELA/ELD Instruction: Print and digital resources from <em>ReadyGEN</em></td>
<td>Optional SLA/SLD Instruction: Print and digital resources from the <em>ReadyGEN</em> Biliteracy Pathway and alternative resources</td>
</tr>
</tbody>
</table>

*In Grades 3-6, there are 9 Spanish Literacy lessons and a Literacy Project that is done over 5 lessons.*

---

### The Biliteracy Unit: Integrated Approach

Daily instruction is split between the Pathway Module and the Paired English Module; students receive instruction simultaneously in Spanish literacy and English literacy.

<table>
<thead>
<tr>
<th>Pathway Module (Module P)</th>
<th>Paired English Module (Module A or Module B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literacy Instruction</td>
<td>Spanish Literacy Instruction</td>
</tr>
<tr>
<td>Spanish Language Development</td>
<td>English Literacy Instruction</td>
</tr>
<tr>
<td>Strategically Integrated Cross-language Connections</td>
<td>English Language Development</td>
</tr>
<tr>
<td>Optional ELA/ELD Instruction</td>
<td>Optional ELA/ELD Instruction</td>
</tr>
<tr>
<td>English PBA</td>
<td>Optional SLA/SLD Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway Module (Module P)</th>
<th>Paired English Module (Module A or Module B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literacy Instruction</td>
<td>Spanish Literacy Instruction</td>
</tr>
<tr>
<td>Spanish Language Development</td>
<td>English Literacy Instruction</td>
</tr>
<tr>
<td>Strategically Integrated Cross-language Connections</td>
<td>English Language Development</td>
</tr>
<tr>
<td>Optional ELA/ELD Instruction</td>
<td>Optional ELA/ELD Instruction</td>
</tr>
<tr>
<td>English PBA</td>
<td>Optional SLA/SLD Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway Module (Module P)</th>
<th>Paired English Module (Module A or Module B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Literacy Instruction</td>
<td>Spanish Literacy Instruction</td>
</tr>
<tr>
<td>Spanish Language Development</td>
<td>English Literacy Instruction</td>
</tr>
<tr>
<td>Strategically Integrated Cross-language Connections</td>
<td>English Language Development</td>
</tr>
<tr>
<td>Optional ELA/ELD Instruction</td>
<td>Optional ELA/ELD Instruction</td>
</tr>
<tr>
<td>English PBA</td>
<td>Optional SLA/SLD Instruction</td>
</tr>
</tbody>
</table>
Students read authentic Spanish texts connected to the unit themes addressed in ReadyGEN.

Entender las comunidades
Understanding Communities

MODULE P
Unit Overview .............................................. 2
Vocabulary to Unlock Text ............................... 4
Module Planner ............................................. 6
Spanish Literacy Lessons ................................. 8
Performance-Based Assessment ....................... 72
Biliteracy Pathway Resources ......................... 77
» Cross-Language Connections Lessons ............ 78
» Paired Literacy Support ................................. 82
» Unit Wrap-Up ............................................ 84

OPTIONAL RESOURCE
You may wish to use Palabras a su paso™ to reinforce and expand foundational skills instruction in Spanish. See page 7 for lesson suggestions.

Module P pairs with Module A to form Biliteracy Pathway Unit 1.
The Unit Overview identifies the instructional focus, or what readers, writers, and learners are expected to know and do, in Module P and in the paired English module. These expectations fall in line with the goals for the Performance-Based Assessment.
Cross-Language Connections develop students’ metalinguistic awareness as they compare and contrast language features of Spanish and English.

In Grades 3-6, the Literacy Project builds oracy, literacy, and research skills through extended collaborative learning opportunities.
Biliteracy Pathway lessons were designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers.

Full-length, authentic Spanish literature engages students in multiple close readings of appropriately complex text.
### VOCABULARY ESSENTIAL/BENCHMARK VOCABULARY

<table>
<thead>
<tr>
<th>Spanish Vocabulary</th>
<th>English Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>aguzaron, p. 7</td>
<td>vibrated</td>
</tr>
<tr>
<td>maullido, p. 9</td>
<td>meowed, mewed</td>
</tr>
<tr>
<td>petrificados, p. 9</td>
<td>petrified</td>
</tr>
</tbody>
</table>

- **Have children find and read sentences from the text that contain the Benchmark Vocabulary. Discuss the English cognates, isolated and paired.**

| Use the Ruta de vocabulario esencial: Literal | Benchmark Vocabulary Routine: Library on p. TR11 to teach the meaning of the words. |
| Use the information on pp. 4–6 in the Teacher’s Guide to discuss other words connected to each of the Benchmark Vocabulary. | Benchmark Vocabulary words. |

### PRACTICE
- Have children write sentences using the Benchmark Vocabulary to show contextual understanding of the words.

#### Análisis de la lectura | Reading Analysis

#### CONSIDERAR DESDE EL TEXTO | TEXT TALK

**ILLUSTRATIONS** Discuss with children how illustrations can help readers understand story elements. Provide copies of the T-Chart on p. TR33.

**MODEL:** Vamos a observar el dibujo de las páginas 6 y 7. ¿Qué nos indica el dibujo sobre los personajes y el escenario? Ver como Chato, un gato grande, está escuchando detrás de una cerca de un patio. También ve cinco ratones caminando en el otro lado de la cerca. Voy a escribir: “Chato, un gato grande” en la primera columna. Esto tiene lugar en dos patios vecinos. Hay una cerca entre los patios. Voy a escribir: “dos patios separados por una cerca” en la segunda columna. Entonces veo este dibujo y pienso: “¿Qué muestra el dibujo?” ¡La respuesta es: “Chato, un gato grande” y una familia de cinco ratones!”

**PRACTICE/STEAM** Have children work independently or in small groups to complete the graphic organizer. Use the Ruta de consolidar en grupos pequeños: Small Group Discussion Routine on p. TR11 to have children discuss the words and illustrating from the text that support their ideas. Circulate among children to check their understanding.

### OBJETIVOS
- Use the information gained from the illustrations in a text to understand characters or settings.

| Use information gained from the illustrations in a text to understand characters or settings. Determine the meaning of academic and domain-specific words in a text and use them. |

| Use information gained from the illustrations in a text to understand characters or settings. Determine the meaning of academic and domain-specific words in a text and use them. |

#### STRATEGIC SUPPORT

**UNDERSTAND PUNCTUATION** Point out the paragraph on page 6. Remind children that their class finds the beginning and end of a sentence or phrase are used to signal a character’s spoken words and tell when the spoken begins and when it ends. Have children work in pairs to practice reading the paragraph aloud and speaking in a different voice to distinguish Chato’s words from the other words in the paragraph. Call on one partner to read aloud the paragraph to the class.

**INTRODUCCIÓN** Lectura atenta

| Has children find and read sentences from the text that contain the Benchmark Vocabulary. Discuss the English cognates, isolated and paired. |
| Have children find and read sentences from the text that contain the Benchmark Vocabulary. Discuss the English cognates, isolated and paired. |

| Have children write sentences using the Benchmark Vocabulary to show contextual understanding of the words. |

#### ILLUSTRATIONS

Discuss with children how illustrations can help readers understand story elements. Provide copies of the T-Chart on p. TR33.

**MODEL:** Vamos a observar el dibujo de las páginas 6 y 7. ¿Qué nos indica el dibujo sobre los personajes y el escenario? Ver como Chato, un gato grande, está escuchando detrás de una cerca de un patio. También ve cinco ratones caminando en el otro lado de la cerca. Voy a escribir: “Chato, un gato grande” en la primera columna. Esto tiene lugar en dos patios vecinos. Hay una cerca entre los patios. Voy a escribir: “dos patios separados por una cerca” en la segunda columna. Entonces veo este dibujo y pienso: “¿Qué muestra el dibujo?” ¡La respuesta es: “Chato, un gato grande” y una familia de cinco ratones!”

**PRACTICE/STEAM** Have children work independently or in small groups to complete the graphic organizer. Use the Ruta de consolidar en grupos pequeños: Small Group Discussion Routine on p. TR11 to have children discuss the words and illustrating from the text that support their ideas. Circulate among children to check their understanding.

### Embedded support at point of use allows Spanish learners to successfully participate in and progress through the daily lesson with their peers.

#### Use Keystones to help students make progress toward the Performance-Based Assessment.
Lesson Walkthrough (CONTINUED)

SMALL GROUP TIME

The Biliteracy Pathway provides a clear choice of both independent and teacher-directed options for engaging students during Small Group Time.

Unlock the Text supports a deeper understanding of language and comprehension.
WHOLE GROUP WRITING WORKSHOP

In every lesson, students are taught to carefully analyze, synthesize, write to sources, or defend claims.

**Objetivos**

Escribir una narración | Narrative Writing

Describir personajes | Describe Characters

**SET THE PURPOSE** Say: Los escritores dan detalles sobre qué hacen, qué piensan, cómo se ven o lo que hacen a los lectores a comprender los personajes. ( Writers help readers to understand characters by giving details about what a character does, thinks, and looks. Explain that writers also show a character’s point of view by telling how he or she interacts with other characters in the story. Ask: ¿Cómo describe Chato el ver el gorrion? ¿Y el verıp los ratones? ¿Qué le indica a Chato sobre sus intenciones?)

**TEACH AND MODEL** Have children review pages that they’ve read to identify words with same phonemes but contain the same spelling. When writing or speaking, identify words that contain the same phoneme but different graphemes (c, s, z).

**Práctica de escritura | Writing Practice**

**INDEPENDENT PRACTICE** Have children write about how the mice might respond to Chato’s explanation that he is a nice cat. (“Yo soy un gato chulo y low…”

**COLLABORATIVE PRACTICE** Pair stronger writers with less proficient writers so they can benefit from peer modeling and support.

**SHARE WRITING** Ask volunteers to share their writing with the class.

The **Dictado** is an authentic instructional routine from Latin America that builds knowledge of print concepts, letter-sound correspondences, the written accent, spelling, punctuation, and grammar. The Biliteracy Pathway provides Dictados in Spanish and English for side-by-side comparisons of language knowledge.
Clear objectives for the Performance-Based Assessment are provided at point-of-use in English and Spanish.

For Biliteracy Pathway Module P assessments, see PearsonRealize.com.
Acuéstate de:

- dibujar o describir los personajes y el escenario.
- escribir una secuencia de sucesos corta con un principio, un medio y un final.
- usar palabras que indiquen orden para señalar una secuencia de sucesos.

y ortografía?

¿Revisé mi trabajo para verificar el uso correcto de mayúsculas, puntuación correctamente?

¿Usé sustantivos y pronombres y los verbos correspondientes?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí lo que hicieron y lo que dijeron los personajes?

¿Describí el escenario?

¿Usé datos sobre los personajes de Chato y su cena?

¿Usé palabras y frases que señalan el orden de los sucesos?

¿Organicé la secuencia de sucesos en un orden lógico?

¿Enriquez con un principio sólido e incluy un final claro?

¿Describí el escenario?

¿Describí lo que hicieron y que dijeron los personajes?

¿Incluí detalles que cuentan acerca de los pensamientos de los personajes?

¿Organicó la secuencia de sucesos en un orden lógico?

¿Usó palabras y frases que señalan el orden de los sucesos?

¿Describió el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Usó sustantivos y pronombres y los verbos correspondientes?

¿Describió lo que hicieron y lo que dijeron los personajes?

¿Describió el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?

¿Describí el escenario?

¿Usó datos sobre los personajes de Chato y su cena?

¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?
Literacy Projects and Cross-Language Connections

Making connections across languages supports English learners, Spanish learners, and heritage-language learners in dual-language classrooms.

Four Cross-Language Connections lessons in each unit develop students’ metalinguistic skills through explicit comparisons of language features in Spanish and English.

In Grades 3-6, unit-level Literacy Projects provide students with an extended opportunity to use academic language while working collaboratively on a meaningful task.
A Strategy for Developing Metalinguistic Awareness

The DICTADO in the ReadyGEN Biliteracy Pathway has been adapted from the Literacy Squared® approach. It is administered over the first five lessons of a module through a mini-lesson during whole-group writing time, with an assessment in the fifth mini-lesson. The DICTADO covers three teaching points that relate to previously taught phonics/word analysis skills, grammar skills, and language conventions. A sample mentor text, carefully constructed to relate thematically and reflect the teaching points, is also provided.

Once you are comfortable administering the DICTADO, you may wish to craft your own, based on the analysis of students’ work. Whether you use the suggested DICTADO or develop your own, this strategy will help students:

- internalize spelling rules, grammar, and conventions;
- improve their receptive proficiency, or their listening and reading comprehension of language features in Spanish and English;
- improve their productive proficiency, or their speaking and writing skills.

The DICTADO is followed by an extensive talk-through. During the talk-through, you reconstruct the mentor text word by word, addressing each of the teaching points. Students follow along, checking and correcting their work. As you reconstruct the text, you can also develop students’ metalinguistic awareness by recognizing and comparing features of Spanish and English.

Reconstructing the Mentor Text

Read aloud the mentor text to accurately convey meaning, phrasing, intonation, and expression. Then read the text; pausing after a phrase or sentence to have children echo the words of the text.

Read about the mentor text a third time, pausing to repeat alternate sections or words as needed, as children write their own dictado. Have them revise their writing and use their dictado to complete the Mentor Text on the following day.

The Biliteracy Pathway Handbook includes:

- Implementation support for the ReadyGEN Biliteracy Pathway
- Professional development articles on biliteracy instruction
- Biliteracy strategies, routines, and rubrics
- Leveled text instructional plans
- A contrastive analysis of language features in Spanish and English
- A bilingual glossary and list of selected readings
Authentic Spanish Texts

The trade books for each grade were chosen according to a range of criteria, including:

- Grade-level appropriateness and quality of the literature
- Providing an appropriate mix of fiction and nonfiction
- Providing a balance of male and female protagonists
- Providing representation across Latino cultural groups
- Providing a mix of Performance-Based Assessments (narrative, informative/explanatory, opinion) in proportion to the English Performance-Based Assessments at a grade level
Authentic Spanish Texts (continued)

GRADE 2

GRADE 3
GRADE 4

GRADE 5

GRADE 6
Text Complexity Rubric

The Text Complexity rubric, which is provided for each anchor text and supporting text, is a three-part model for measuring text complexity based on:
1) Quantitative Measures
2) Qualitative Analysis
3) Reader and Task Considerations

<table>
<thead>
<tr>
<th>QUANTITATIVE MEASURES</th>
<th>QUALITATIVE MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>630L</td>
</tr>
<tr>
<td>Page Count</td>
<td>32</td>
</tr>
</tbody>
</table>

| Levels of Meaning     | humorous animal fantasy; figurative language; idioms; accessible concept |
| Structure             | illustrated narrative with clear setting; events happen chronologically |
| Language Convenionality and Clarity | mostly simple and compound sentences; conversational language; colloquialisms; dialogue; some challenging vocabulary (limosina, selvático, cobardemente) |
| Theme and Knowledge Demands | simple theme; text assumes some prior knowledge of animal relationships and behaviors; common experiences |
The following is a sample from Grade 2, Volume 1. All content and images are subject to change.
Entender las comunidades
Understanding Communities

MODULE P
Unit Overview .................. 2
Vocabulary to Unlock Text ........ 4
Module Planner .................. 6
Spanish Literacy Lessons ........ 8
Performance-Based Assessment . 72
Biliteracy Pathway Resources ... 77
› Cross-Language Connections Lessons . 78
› Paired Literacy Support .......... 82
› Unit Wrap-Up .................. 84

OPTIONAL RESOURCE
You may wish to use Palabras a su paso™ to reinforce and expand foundational skills instruction in Spanish. See page 7 for lesson suggestions.
Overview

MÓDULO P
MODULE P
Unidad 1
UNIT 1

Literacy Lessons 1–8
Performance-Based Assessment (Narrative)
Cross-Language Connections Lessons CLC 1–4
English Language Support for Module A

TEXT SET

ANChOR TEXT

Chato y su cena
Lexile 630L
Literary Text

Lexile 630L
Page Count 32

QUALITATIVE MEASURES

Levels of Meaning
humorous animal fantasy; figurative language; idioms; accessible concept

Structure
illustrated narrative with clear setting; events happen chronologically

Language Conventionality and Clarity
mostly simple and compound sentences; conversational language; colloquialisms; dialogue; some challenging vocabulary (limosina, selvático, cobardemente)

Theme and Knowledge Demands
simple theme; text assumes some prior knowledge of animal relationships and behaviors; common experiences

DETECTIVE

“La búsqueda del anillo de Amelia”
Lexile 520L

“Una sorpresa de cumpleaños”
Lexile 480L

“Amistad poco probable”
Lexile 700L

Biblioteca de textos nivelados
Leveled Text Library

COLECCIÓN DE TEXTOS EN LÍNEA
Online Text Collection

OPTIONAL RESOURCE
Palabras a su paso™

COMPRENSIONES DURADERAS |
ENDURING UNDERSTANDINGS

• Los lectores comprenden que los personajes en los cuentos responden a los sucesos de maneras diferentes. Los lectores understand that characters in stories respond to events in different ways.

• Los escritores comprenden que los pensamientos, sentimientos y acciones de un personaje se revelan a través de los detalles. Los escritores understand that a character’s thoughts, feelings, and actions are revealed through details.

• Los alumnos comprenden que las relaciones entre los miembros de una comunidad son importantes. Los alumnos understand that relationships within a community are important.

PREGUNTAS ESENCIALES | ESSENTIAL QUESTIONS

¿Cómo comprenden los lectores a los personajes al leer acerca de sus pensamientos, sentimientos y acciones? | How do readers understand characters through reading about their thoughts, feelings, and actions?

¿Cómo usan los escritores detalles para describir los personajes y sucesos de un cuento? | How do writers use details to describe story characters and events?

METAS DEL MÓDULO | MODULE GOALS

Los lectores usarán diálogo y acciones para identificar lo que piensan, sienten y hacen los personajes de un cuento. Los lectores will use dialogue and actions to identify what story characters think, feel, and do.

Los escritores crearán una narración que incluye detalles sobre los pensamientos, sentimientos y acciones de los personajes. Los escritores will create a narrative that includes details about the thoughts, feelings, and actions of the characters.

EXPLORAR EL CONTENIDO | EXPLORE CONTENT

Los alumnos identificarán las relaciones entre miembros de una comunidad. Los alumnos will identify community relationships.
MODULE A

Literacy Lessons 1–13
Performance-Based Assessment (Narrative)

TEXT SET

ANCHOR TEXT

Trouble at the Sandbox
Lexile 370L
Literary Text

SUPPORTING TEXTS

Snowshoe Hare’s Winter Home
Lexile 530L
Literary Text

SLEUTH

“The Hunt for Amelia’s Ring”
Lexile 500L
“A Birthday Surprise”
Lexile 460L

Leveled Text Library

ENDURING UNDERSTANDINGS

- Readers understand that characters in stories have unique points of view.
- Writers understand that signal words tell the sequence of events in a story.
- Learners understand that relationships within a community are important.

ESSENTIAL QUESTIONS

How do readers understand a character’s point of view?
How do writers create a clear sequence of events in a story?

MODULE GOALS

Readers will use dialogue and actions to identify the points of view of characters in stories.
Writers will create a narrative using a clear sequence of events.

LEARNERS will identify community relationships.

Instructional support for Module A is found in the ReadyGEN Teacher’s Guide for Grade 2, Unit 1.
## UNIDAD 1 • MÓDULO P

### Suggested Pacing

**WHOLE GROUP**

- Desarrollar la oralidad | Develop Oracy
- Desarrollar la comprensión | Build Understanding
- Lectura atenta | Close Read
- Vocabulario esencial | Benchmark Vocabulary
- Análisis del texto | Text Analysis

**SMALL GROUP**

- Opciones para grupos pequeños | Small Group Options

**WRITING WORKSHOP**

- Escritura narrativa | Narrative Writing
- Práctica de escritura | Writing Practice

### LECCIÓN 1

**Teacher’s Guide, pp. 64–71**

**READ**

*Trade Book* pp. 4–9

*Chato y su cena*

**BENCHMARK VOCABULARY**

-aguzaron, vibraron, maullido, petrificados

**READING ANALYSIS**

Usar ilustraciones y palabras para comprender personajes | Use Illustrations and Words to Understand Characters

**WRITING**

Describir personajes | Describe Characters; Dictado

### LECCIÓN 2

**Teacher’s Guide, pp. 56–63**

**READ**

*Trade Book* pp. 10–17

*Chato y su cena*

**BENCHMARK VOCABULARY**

-mordiscos, descendió, destellaban, elegante

**READING ANALYSIS**

Usar ilustraciones para comprender el escenario | Use Illustrations to Understand Setting

**WRITING**

Usar detalles descriptivos | Use Descriptive Details; Dictado

### LECCIÓN 3

**Teacher’s Guide, pp. 40–47**

**READ**

*Trade Book* pp. 18–23

*Chato y su cena*

**BENCHMARK VOCABULARY**

-amasaba, acomodando, alargado, selvático

**READING ANALYSIS**

Identificar las reacciones de los personajes | Identify Characters’ Responses

**WRITING**

Entender el punto de vista | Understand Point of View; Dictado

### LECCIÓN 4

**Teacher’s Guide, pp. 48–55**

**READ**

*Detective* pp. 24–32

*Chato y su cena*

**BENCHMARK VOCABULARY**

-domicilio, balanceando, cauteloso, tamborileo

**READING ANALYSIS**

Describir las reacciones de los personajes | Describe Characters’ Responses

**WRITING**

Usar palabras que indican orden | Use Sequence Words; Dictado

### LECCIÓN 5

**Teacher’s Guide, pp. 40–47**

**READ**

*Detective* pp. 8–9

*“La búsqueda del anillo de Amelia”*

**BENCHMARK VOCABULARY**

-arrastó, vencida

**READING ANALYSIS**

Usar palabras clave para comprender detalles importantes | Use Key Words to Understand Important Details

**WRITING**

Usar palabras y frases clave | Key Words and Phrases; Dictado Assessment

### LECCIÓN 6

**Teacher’s Guide, pp. 48–55**

**READ**

*Detective* pp. 10–11

*“Una sorpresa de cumpleaños”*

**BENCHMARK VOCABULARY**

-golpeó, inclinó, aterrizó

**READING ANALYSIS**

Determinar el mensaje principal | Determine Central Message

**WRITING**

Crear una escena narrativa | Create a Narrative Scene

### LECCIÓN 7

**Teacher’s Guide, pp. 56–63**

**READ**

*Detective* pp. 12–13

*“Amistad poco probable”*

**BENCHMARK VOCABULARY**

-complacida, amorosamente, terciopelo

**LANGUAGE ANALYSIS**

Identificar y describir elementos de la estructura de un cuento | Identify and Describe Elements of Story Structure

**WRITING**

Escribir un borrador | Write a Draft

### LECCIÓN 8

**Teacher’s Guide, pp. 64–71**

**COMPARE**

- Chato y su cena
- “Amistad poco probable”

**BENCHMARK VOCABULARY**

-descendió, balanceando, terciopelo

**READING ANALYSIS**

Usar detalles y ejemplos para conversar sobre textos | Use Details and Examples to Talk About Text

**WRITING**

Editar y publicar una narración | Edit and Publish a Narrative
**CENTER OPTIONS**

During Small Group Time, children can use independent center activities to practice and apply standards while you work with individuals or groups. Options for activities focusing on both concepts and learning objectives for this unit are included here. To hold children accountable and ensure their active participation, refer to the Strategies for Independent Center Activities in the *Biliteracy Pathway Handbook*.

- **READING/Writing CENTER**
  - Have children write a description of a character from an independent reading book. Children should give examples of adjectives, verbs, and dialogue wherever possible. Tell them to note specific words that describe the character’s appearance, thoughts, and actions. Have children share their writing with a partner.

- **VOCABULARY CENTER**
  - Give pairs a list of Benchmark Vocabulary words. Partners should write the word on a note card and clues that tell about the word on the other side. Have partners take turns reading the clue and guessing the word.

- **ORACY CENTER**
  - Have children work in pairs or small groups to discuss who their favorite story characters are and why. Give children sentence frames they can complete to express their opinions and give supporting reasons.

---

**PERFORMANCE-BASED ASSESSMENT**

*Teacher’s Guide, pp. 72–76*

**NARRATIVE TASK: WRITE A NEW STORY**

Children will write a narrative in which they write a new story about the characters Chato and his friend Novio Boy. Children will:

- draw or describe both characters and setting.
- write a short sequence of events with a beginning, middle, and end.
- use temporal words to signal event order.

**LANGUAGE AND FOUNDATIONAL SKILLS LESSONS IN THIS MODULE**

**Language**
- Simple Sentences; Proper Nouns; Singular and Plural Nouns; Irregular Plural Nouns; Pronouns; Adjectives; Written Accent; Adverbs

**Phonics**
- Words with c, s, z; Stressed Syllable Patterns

**OPTIONAL RESOURCE** *Palabras a su paso™*, La ortografía de consonantes, Grupo 12; Prefijos y más sufijos, Grupo 23.

---

**CROSS-LANGUAGE CONNECTIONS LESSONS**

*Teacher’s Guide, pp. 78–81*

These in-depth contrastive analysis lessons develop children’s metalinguistic awareness in Spanish and English and support children’s cross-linguistic transfer of literacy skills covered in the paired module. Depending on your needs, the CLC Lessons may be flexibly integrated over the course of the Biliteracy Pathway Unit.

- **CLC 1.** Punctuating Dialogue
- **CLC 2.** Figurative Language
- **CLC 3.** Past-Tense Verbs
- **CLC 4.** Cognates
Introducción | Introduction

Desarrollar la oralidad | Develop Oracy

BUILD BACKGROUND KNOWLEDGE Tell children: Vamos a leer un cuento que trata de un gato y una familia de ratones. Habla con tu compañero sobre cómo se llevan los gatos y los ratones. | We’re going to read a story about a cat and a family of mice. Talk to your partner about how cats and mice get along. Provide language frames such as these: Cuando un gato ve un ratón, el gato ___. Cuando un ratón ve un gato, el ratón ___. After partners have shared ideas, lead a class discussion about how the cat and the mice in the story might get along.

PRETEACH VOCABULARY The following words will be helpful for children to know before reading the story: deslizándose, agazapado, and espiar. Write each word on the board and introduce it by briefly explaining its meaning, acting it out if possible, and asking a question that uses the word. Encourage children to answer in complete sentences. For example, for deslizándose, say: Cuando un animal va deslizándose, se mueve así. | When an animal glides along, it goes like this. Show a gliding motion with your hand. ¿Qué animales van deslizándose cuando se mueven? (culebras, tigres) | What animals glide as they move? (snakes, tigers)

OBJETIVOS

Oralidad Identifican palabras y frases descriptivas que cuentan acerca de los personajes y sucesos en un cuento.

Enfoque Usan las ilustraciones y palabras en un texto para demostrar comprensión de los personajes y del argumento. Describen cómo los personajes de un cuento responden a sucesos importantes.

OBJECTIVES

Oracy Identify describing words and phrases that tell about story characters and events.

Focus Use illustrations and words in a text to demonstrate understanding of the characters and plot. Describe how the characters in a story respond to major events.

Text Complexity Rubric, p. 2

Destrezas fundamentales | Foundational Skills

Palabras con c, s, z | Words with c, s, z

• Start a word wall with the column headings c, s, z. Write these words: cena, seis, zarpar under c, s, and z, respectively. Have children brainstorm other words they know with the /s/ sound and list them in the appropriate columns.

• After children have completed their first read of the story, say: Vuelvan a mirar las primeras dos páginas del cuento. Busquen palabras que contengan la c de cena. | Look back at the first two pages of the story. Look for words that contain c as in cena. Have children name the words and add them to the word wall. Repeat the activity for the letters s and z. Say: Busquen palabras que contengan la s de seis. Luego busquen palabras que contengan la z de zarpar. | Look for words that contain s as in seis. Then look for words that contain z as in zarpar.

For cross-language support, see the Contrastive Analysis Charts in the Biliteracy Pathway Handbook.
Usar ilustraciones y palabras para comprender los personajes

Use Illustrations and Words to Understand Characters

SET THE PURPOSE  Focus the instruction for the lesson by sharing the following Enduring Understanding: Los lectores comprenden que los personajes en los cuentos responden a los sucesos de maneras diferentes. [Readers understand that characters in stories respond to events in different ways.] Vamos a leer las primeras seis páginas de Chato y su cena para ver lo que podemos aprender al observar los dibujos y leer las palabras. | We are going to read the first six pages of Chato y su cena to see what we can learn about the characters by looking at the pictures and reading the words.

ENGAGE CHILDREN  Tell children they should keep the following Essential Questions in mind as they read and write about the texts in this unit: ¿Cómo comprenden los lectores a los personajes al leer acerca de sus pensamientos, sentimientos y acciones? ¿Cómo usan los escritores detalles para describir los personajes y sucesos de un cuento? | How do readers understand characters through reading about their thoughts, feelings, and actions? How do writers use details to describe story characters and events? Tell children: En esta lección, vamos a usar las palabras y los dibujos de nuestro libro para comprender cómo se sienten los personajes y cómo responden a los sucesos. También aprenderemos cómo los escritores usan detalles para describir lo que piensan, sienten y hacen los personajes. | In this lesson we are going use the words and pictures in our book to understand how characters feel and react to events. We will also learn about how writers use details to describe what characters think, feel, and do.

READ  As you introduce pages 4–9 of this new text, use the appropriate reading routine from pp. TR2–14. In this first reading, children should be reading for an understanding of what the text is mainly about.

TURN AND TALK  After reading, have children turn to a partner and discuss this question using details from the text: ¿Qué palabras y dibujos indican quiénes son algunos de los personajes del cuento? (palabras, pág. 4: gato de seis rayas, gorrión, pág. 6: cinco ratones; dibujos pág. 4: el gorrión, pág. 5: el gato, págs. 6–9: los ratones) | Which words and pictures tell you who some of the story characters are? (words: See answers above.; pictures p. 4: the sparrow, p. 5: the cat, pp. 6–9: the mice) Use the Rutina de razonar en parejas y compartir | Think-Pair-Share Routine on p. TR2.
**OBJETIVOS**
Usan la información obtenida de las ilustraciones en un texto para demostrar la comprensión de los personajes o del escenario. Determinan el significado de palabras académicas y de dominio específico en un texto y las usan.

**OBJECTIVES**
Use information gained from the illustrations in a text to understand characters or setting. Determine the meaning of academic and domain-specific words in a text and use them.

---

**L1 SEGUNDA LECTURA**
**SECOND READ**

**Lectura atenta**
**Close Read**

**CITE TEXT EVIDENCE** Engage the class in a discussion about what they just read. Remind children that readers use information from both words and pictures to understand characters or events in a text. Use these questions to guide the discussion, and ask children to support their answers with evidence.

- ¿Qué palabras cuentan acerca de Chato? (un gato de seis rayas; caminar arrastrado; agazapado) | Which words tell about Chato? (See answers above.)
  - ¿Cómo reacciona Chato al ver el gorrión y los ratones? ¿Qué palabras describen su reacción? (Se entusiasma mucho; pág. 4: “se le aguzaron las orejas; el rabo se le empezó a mover al compás”; págs. 2–9 “los bigotes le vibraron de placer”; “se pasó la lengua por los labios”) | How does Chato react to seeing the sparrow and the mice? Which words describe his reactions? (See answers above.)

- Observen las ilustraciones en las páginas 4–5 y 6–7. ¿Qué muestran? (un gato [Chato] siguiendo a un gorrión; Chato espiando a cinco ratones) | Look at the pictures on pages 4–5 and 6–7. What do they show? (a cat, Chato, following a sparrow; Chato spying on five mice)
  - ¿Cómo muestran las ilustraciones lo que Chato tiene pensado? (Chato se desliza agazapado porque está tratando de atrapar al gorrión; se esconde de los ratones porque quiere atraparlos también) | How do the pictures help tell about Chato’s intentions? Chato hides by crouching because he wants to catch the sparrow; he is hiding from the mice because he also wants to catch them.)

---

**PALABRA CURIOSA | BY-THE-WAY WORD**
During close reading, define the following word involving a known concept that can impede text comprehension.

arrastrado, p. 4: una forma del verbo arrastrar, que significa “halar o mover algo por el suelo” | a form of the verb arrastrar (to drag), which means “to pull or move something across the floor”

---

**SPANISH LANGUAGE DEVELOPMENT**
**VOCABULARY** In addition to defining the Palabra curiosa, you may want to further aid comprehension by preteaching the meanings of the following words and phrases, using TPR or simple synonyms: deslizándose, apoderarse, caderas, salió disparado, retumbar, pertenencias, ronroneando. Check children’s understanding by asking yes/no questions or have them demonstrate meaning using TPR.

---

**STRATEGIC SUPPORT**
**UNDERSTAND PUNCTUATION** Point out the third paragraph of p. 8. Remind children that em-dashes at the beginning and end of a sentence or phrase are used to signal a character’s spoken words and tell when the speech begins and when it ends. Have children work in pairs to practice reading the paragraph aloud and speaking in a different voice to distinguish Chato’s words from the other words in the paragraph. Call on volunteers to read aloud the paragraph to the class.
VOCABULARIO ESENCIAL | BENCHMARK VOCABULARY

<table>
<thead>
<tr>
<th>aguzaron, p. 4</th>
<th>vibraron, p. 7</th>
<th>maullido, p. 9</th>
<th>petrificados, p. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>vibrated</td>
<td></td>
<td></td>
<td>petrified</td>
</tr>
</tbody>
</table>

- Have children find and read sentences from the text that contain the Benchmark Vocabulary. Discuss the English cognates *vibrated* and *petrified*.

- Use the **Rutina de vocabulario esencial: Literario | Benchmark Vocabulary Routine: Literary** on p. TR11 to teach the meaning of the words.

- Use the information on pp. 4–5 in this Teacher’s Guide to discuss other words connected to each of the **Vocabulario esencial | Benchmark Vocabulary** words.

- **PRACTICE** Have children write sentences using the Benchmark Vocabulary to show contextual understanding of the words.

Análisis de la lectura | Reading Analysis

CONVERSAR SOBRE EL TEXTO | TEXT TALK

**ILLUSTRATIONS** Discuss with children how illustrations can help readers understand story elements. Provide copies of the T-Chart on p. TR23.

**MODEL** Vamos a observar el dibujo de las páginas 6 y 7. ¿Qué nos indica el dibujo sobre los personajes y el escenario? Veo que Chato, un gato grande, está escondido detrás de una cerca de un patio. También veo cinco ratones caminando al otro lado de la cerca. Voy a escribir: “Chato, un gato grande” y “una familia de cinco ratones” en la primera columna. Esto tiene lugar en dos patios vecinos. Hay una cerca entre los patios. Voy a escribir: “dos patios vecinos separados por una cerca” en la segunda columna. Let’s look at the picture on pages 6 and 7. What can it tell us about the characters and setting? I can see that Chato, a big cat, is hiding behind a fence. I also see five mice walking on the other side of the fence. I am going to write “Chato, a big cat” and “a family of five mice” in the first column. This takes place in two yards that are side by side with a fence in between. I am going to write “two yards separated by a fence” in the second column.

- **PRACTICE/ APPLY** Have children work independently or in small groups to complete the graphic organizer. Use the **Rutina de comentar en grupos pequeños | Small Group Discussion Routine** on p. TR4 to have children discuss the words and illustrations from the text that support their ideas. Circulate among children to check their understanding.

**Keystones** Reading and Writing Keystones are a quick check to:
- assess children’s understanding of key language, key text structures, and key ideas.
- indicate children’s progress toward the Performance-Based Assessment.
- inform your Small Group Time decisions.
Lectura independiente enfocada
*Focused Independent Reading*

While children are reading independently, use the Small Group Options below or on p. 13.

**BUILD ACCOUNTABILITY** Announce the two focus points that children will apply to their self-selected texts. Guide children in applying the strategies from today’s Reading Analysis lesson to their self-selected texts. Apliquen una de las estrategias que han aprendido para averiguar o adivinar el significado de cada palabra que no conocen. Coloquen una nota adhesiva al lado de cada palabra que averiguaron. Use one of the strategies you have learned to figure out or guess the meaning of each word that you do not know. Place a tab next to each word you figured out.

- **Process Focus: Independence** Children should record the title and author of the book they read and also record whether they found it easy, medium, or difficult to read independently. Then have them write a sentence telling whether they will choose a book that is easier, harder, or at about the same level for their next self-selected text.

- **Strategy Focus: Decoding and Word Recognition** Have children review with you the tabs they placed in their book. Ask them to share the meaning they guessed for each word and explain the strategy they used.

See the *Rutina de lectura independiente | Independent Reading Routine* on pp. TR7–9.

**COLLABORATIVE READING** To help children engage in the shared responsibilities of reading more complex texts than they might read on their own, have them follow the *Collaborative Reading Routine* in the *Biliteracy Pathway Handbook*.

### Opciones para grupos pequeños | *Small Group Options*

**UNLOCK THE TEXT**

**LEVELS OF MEANING** See p. 4 of this Teacher’s Guide for levels of meaning and text purpose.

**STRUCTURE** Present the title of the text and have children look at the pictures on pp. 4–9. Según el título y las ilustraciones, ¿de qué creen que se trata este cuento? ¿Quiénes son algunos de los personajes? Based on the title and the illustrations, what do you think this story is about? Who are some of the characters?

**LANGUAGE CONVENTIONALITY AND CLARITY** Use the *Rutina de vocabulario esencial: Literario | Benchmark Vocabulary Routine: Literary* on p. TR11 to assess children’s understanding of *aguzaron, vibraron, maullido*, and *petrificados*. Also use the list of English cognates on p. 11 of this Teacher’s Guide to guide your English-speaking children as they read.

**THEME AND KNOWLEDGE DEMANDS** Activate children’s background knowledge. Explain that the story is about a cat who gets very excited when he spots a family of mice moving into the house next door. ¿Qué saben acerca de la relación que hay entre los gatos y los ratones en la naturaleza? ¿Por qué creen que Chato se entusiasma tanto al encontrar la familia de ratones? What do you know about the relationship between cats and mice in nature? Why do you think Chato is so excited to come across the family of mice?
READING ANALYSIS SUPPORT

Use this mini-lesson with children who struggle with using illustrations to understand story elements in *Chato y su cena*.

**ILLUSTRATIONS** Use guiding questions to help children make observations about the illustration on pp. 6–7 and use it to understand characters.

- ¿Qué mira Chato tan fijamente? (los ratones) | What is Chato staring at? (the mice)
- ¿Qué hacen los ratones? (Caminan juntos; andan cargando varias cosas.) | What are the mice doing? (They are walking together; they are carrying various items.)
- ¿Qué pistas de la ilustración les indican hacia dónde van los ratones? (La maleta, las cajas y la mochila que cargan los ratones me hacen pensar que se están mudando). | What clues in the picture tell you where the mice are going? (The suitcase, the boxes, and the knapsack they are carrying make me think they are moving.) Use the *Rutina de razonar en parejas y compartir* | Think-Pair-Share Routine on p. TR2. Invite children to note in their T-Charts any details about the setting provided by the illustration.

READING ANALYSIS EXTENSION

Use this mini-lesson with children who can easily use illustrations to understand story elements in *Chato y su cena*.

**ACCURACY** Ask children to reread pp. 4–5. Have them work in pairs to decide what illustration they could draw to help readers understand something about the characters or plot at this point in the story. Have them answer the following:

- ¿Cuáles personajes mostrará el dibujo? | Which characters will the picture show?
- ¿Qué va a hacer cada personaje en el dibujo? | What will each character in the picture be doing?
- ¿Qué parte o partes del escenario mostrará el dibujo? | Which part/s of the setting will the picture show?

Have pairs share their pictures with the class. Children should explain how their illustrations will help readers understand the characters or setting at this point in the story.

**FLOWENCY**

**ACCURACY** Explain that reading with accuracy means reading with few or no mistakes. Reading with accuracy keeps the listener interested and helps the listener understand more clearly. Have children take turns reading aloud from pp. 4–9 of *Chato y su cena* to a partner. Have each partner practice two or three times.

**QUICK CHECK**

**VERIFICAR EL PROGRESO**

**MONITOR PROGRESS**

If . . . children are reading with mistakes, then . . . have them record themselves as they read aloud. Have them listen to see what parts they had trouble with and have them practice reading those parts correctly several times.

If . . . children are reading accurately, but too slowly, then . . . encourage them to listen to a recording of a short poem or story, then practice reading the same piece out loud, with no mistakes, trying to match the pace of the recording.
**Escribir una narración | Narrative Writing**

**Describir personajes | Describe Characters**

**SET THE PURPOSE** Say: Los escritores dan detalles sobre qué hacen, qué piensan y cómo se sienten los personajes para ayudar a los lectores a comprender los personajes. Writers help readers to understand characters by giving details about what a character does, thinks, and feels. Explain that writers also show a character’s point of view by telling how he or she interacts with other characters in the story. Ask: ¿Cómo reacciona Chato al ver el gorrión? ¿Y al ver los ratones? ¿Qué te indica la reacción de Chato sobre sus intenciones? How does Chato react when he sees the sparrow? And the mice? What does Chato’s reaction tell you about Chato?

**TEACH AND MODEL** Have children review pages that they’ve read to identify sentences (including dialogue) and pictures that describe Chato’s actions, thoughts, and feelings, as well as those of the mice. Help them classify the examples in a four-column chart with the column headings Personaje, Acción, Pensamiento, and Sentimiento. (“El rabo se le empezó a mover al compás; El movimiento asustó al gorrión, que salió disparado…; Los bigotes le vibraron de placer; Los ratones se quedaron petrificados”, etc.) Model how to fill in each column using an example: Personaje: Chato; Acción: Se le empezó a mover el rabo.; Pensamiento: “Hay un gorrión en el patio.”; Sentimiento: Se quedó entusiasmado.

**LEAD A SHARED WRITING ACTIVITY**

- **Prepare** Explain that children will write a narrative about Chato and his interactions with other animals in his neighborhood. Have them share ideas about what could happen.

- **Organize** Model starting a narrative about Chato and one of the character’s responses to seeing him. Ask volunteers how to continue the scene.

- **Write** Begin the writing yourself and have children volunteer to direct the writing and choose which details to include. Direct them to the class word wall you started before reading the text. Ask them to express their thoughts as complete sentences.

**Práctica de escritura | Writing Practice**

**INDEPENDENT PRACTICE** Have children write about how the mice might respond to Chato’s explanation that he is a nice cat. (“Yo soy un gato chulo y low rider…Soy OK.”)

**COLLABORATIVE PRACTICE** Pair stronger writers with less proficient writers so they can benefit from peer modeling and support.

**SHARE WRITING** Ask volunteers to share their writing with the class.
Convenciones | Conventions

Oraciones sencillas | Simple Sentences

VOCABULARIO ACADÉMICO | ACADEMIC VOCABULARY

oración sencilla  |  simple sentence  |  sujeto  |  subject  |  predicado  |  predicate  |  sustantivo  |  noun  |  pronombre  |  pronoun

TEACH AND MODEL  Explain that a simple sentence (oración sencilla) expresses a complete thought. It is made up of a subject (sujeto) and predicate (predicado). Start an anchor chart and list the English and Spanish academic terms side by side. Explain that a subject is often a noun (sustantivo) or a pronoun (pronombre) and that it is the person, animal, or thing that performs an action. The predicate completes the sentence and contains a verb (verbo).

El gato regresó a su casa.

Este es un ejemplo de una oración sencilla. Contiene un sujeto (el gato) y un predicado (regresó a su casa). El verbo en el predicado es regresó. | This is an example of a simple sentence. It contains a subject (el gato) and a predicate (regresó a su casa). The verb in the predicate is regresó.

PRACTICE  Model writing a simple sentence and underlining the parts of speech appropriately. Then have children write simple sentences telling what they did in their neighborhood yesterday.

For cross-language support, see the Contrastive Analysis Charts in the Biliteracy Pathway Handbook.

Dictado

PUNTOS A ENSEÑAR | TEACHING POINTS

mayúsculas  |  oraciones enunciativas  |  palabras con c, s, z  
capitalization  |  declarative sentences  |  words with c, s, z

Read aloud the mentor text to accurately convey meaning, phrasing, intonation, and expression. Then reread the text, pausing after a phrase or sentence to have children echo the words of the text.

El sábado pasado almorzamos en casa de mis vecinos. El domingo cenamos en casa de mis primos.

Read aloud the mentor text a third time, pausing to repeat appropriate sections as needed, as children write what you dictate. Have them reread their writing and correct any errors they find. Then reconstruct the mentor text and talk through the Teaching Points while children check and correct their writing.

For more guidance, see p. TR16 and pp. 64–69 in the Biliteracy Pathway Handbook.
Evaluación de rendimiento
*Performance-Based Assessment*

**TAREA DE NARRACIÓN | NARRATIVE TASK**

**ESCRIBIR UN CUENTO NUEVO | WRITE A NEW STORY**

Children will write a narrative in which they write a new story about the characters Chato and his friend Novio Boy.

Children will:
- draw or describe both characters and setting.
- write a short sequence of events with a beginning, middle, and end.
- use temporal words to signal event order.

See p. 74 for reproducible copy in Spanish for distribution to children.

**NOTE** You may administer this assessment over multiple lessons.

**Preparar | Prepare**

**REVIEW** Discuss the Essential Questions: ¿Cómo comprenden los lectores que los personajes de un cuento responden o reaccionan ante sucesos de maneras diferentes? ¿Cómo usan los escritores detalles para describir las acciones, los pensamientos y los sentimientos de los personajes? How do readers understand that story characters respond or react to events in different ways? How do writers use details to describe the actions, thoughts, and feelings of characters?

**REVISIT THE TEXT** Ask children to name all the characters in *Chato y su cena* (Chato, el gorrión, los ratones, Novio Boy, Chorizo). Remind children of the illustrations and sentences that describe the various story characters, including Chato and Novio Boy. Say: Piensen en todas las partes del cuento. ¿Qué acciones y qué palabras cuentan acerca de Chato y Novio Boy? ¿Qué les indican los dibujos y las palabras sobre cómo son Chato y Novio Boy, así como sobre sus acciones, pensamientos y sentimientos? Think about all parts of the story. Which actions and words tell about Chato and Novio Boy? What do the pictures and words tell about what Chato and Novio look like, as well as about their actions, thoughts, and feelings? Remind children how they used descriptive details and special words and phrases to develop a narrative scene in earlier lessons. Then remind them how they planned, drafted, and edited a story about characters and their responses to events. Review the importance of writing a clear beginning, middle, and end; and of drafting and editing before creating a final version. Remind children to follow these steps in the writing process as they work through this task.
Crear | Create

**MATERIALS** notebooks or paper for note taking; pencils; text: *Chato y su cena*; computers; cameras; scanners (optional)

**WRITE** Have children who prefer to work alone work at their desks. Have children who need support meet in small groups for 10 minutes to talk about their story ideas. Provide the Secuencia del cuento: B (Story Sequence B) graphic organizer for children to use in noting details about characters, setting, and events as they brainstorm in a group or as they write individually. Then have children write their narrative.

**DIGITAL OPTION** You may incorporate technology into the Performance-Based Assessment. Have children type their stories using word-processing software. They can add illustrations by printing out the pages and drawing pictures above or below the text.

Apoyo por andamiaje | Scaffolding Support

In order for all children to benefit from the Performance-Based Assessment, additional supports can be provided as necessary.

**CHECKLIST** Provide a checklist, such as the one supplied on p. 74, that details expectations for this project. It will clarify for children what is being assessed.

**GRAPHIC ORGANIZER** Work with small groups to use the Story Sequence B graphic organizer to create a writing plan for their new story, before they begin to write their draft.

**SPANISH LANGUAGE DEVELOPMENT** Have learners of Spanish recall words from the story that describe how characters move, such as *arrastrado*, *temblar*, and *lanzó*. Ask volunteers to imitate the movements of the characters. You may wish to provide a writing model or writing framework for Spanish learners. See the *Biliteracy Pathway Handbook* for additional guidance on providing scaffolded writing support.
ESCRIBIR UN CUENTO NUEVO

Escribe una narración para crear un cuento nuevo usando los personajes Chato y su amigo, Novio Boy.

Acórdete de:
• dibujar o describir los personajes y el escenario.
• escribir una secuencia de sucesos corta con un principio, una mitad y un final.
• usar palabras que indiquen orden para señalar una secuencia de sucesos.

LISTA DE REPASO

☐ ¿Empecé con un principio sólido e incluí una mitad y final claros?
☐ ¿Describí el escenario?
☐ ¿Usé datos sobre los personajes de Chato y su cena?
☐ ¿Describí lo que hicieron y lo que dijeron los personajes?
☐ ¿Incluí detalles que cuentan acerca de los pensamientos y sentimientos de los personajes?
☐ ¿Organicé la secuencia de sucesos en un orden lógico?
☐ ¿Usé palabras y frases que señalan el orden de los sucesos?
☐ ¿Usé sustantivos y pronombres y los verbos correspondientes correctamente?
☐ ¿Revisé mi trabajo para verificar el uso correcto de mayúsculas, puntuación y ortografía?
### Narrative Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus</th>
<th>Organization</th>
<th>Development</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Narrative is clearly focused and developed throughout.</td>
<td>Narrative includes thorough and effective use of details and description.</td>
<td>Narrative includes characters from the selection and has a well-developed, easy-to-follow plot with a strong beginning, middle, and end.</td>
<td>Narrative uses precise, concrete sensory language as well as temporal words.</td>
<td>Narrative has correct grammar, usage, spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>3</td>
<td>Narrative is mostly focused and developed throughout.</td>
<td>Narrative includes characters from the selection, and has a plot, but there may be a lack of clarity, unrelated events, or a weak beginning, middle, and end.</td>
<td>Narrative includes adequate use of details and description.</td>
<td>Narrative uses some sensory language and temporal words.</td>
<td>Narrative has a few errors but is completely understandable.</td>
</tr>
<tr>
<td>2</td>
<td>Narrative is somewhat developed but may occasionally lose focus.</td>
<td>Narrative includes at least one character from the selection, but the plot is difficult to follow, and ideas are not well connected; there is an ending.</td>
<td>Narrative includes only a few details and descriptions.</td>
<td>Language in narrative is not precise or sensory; lacks temporal words.</td>
<td>Narrative has some errors in usage, grammar, spelling, and/or punctuation.</td>
</tr>
<tr>
<td>1</td>
<td>Narrative may be confusing, unfocused, or too short.</td>
<td>Narrative does not contain any characters from the selection, and has little or no apparent plot.</td>
<td>Narrative includes few or no details or description.</td>
<td>Language in narrative is vague, unclear, or confusing.</td>
<td>Narrative is hard to follow because of frequent errors.</td>
</tr>
<tr>
<td>0</td>
<td>Possible characteristics that would warrant a 0:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• child does not write a narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• child does not demonstrate adequate command of narrative writing traits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• response is unintelligible, illegible, or off-topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may wish to conduct a qualitative analysis to evaluate linguistic aspects of your biliterate children’s writing. See p. 85 of this Teacher’s Guide for guidance on how to synthesize children’s scores and assess their progress on a bilingual trajectory.
Presentar | Present

AUTHOR CELEBRATION Children will share their writing with the class. Children have worked hard writing, so now it is time to celebrate! Have children write or type their narratives and get ready for the celebration. Prepare for the presentation by doing the following:

• Organize the classroom: Find one big chair to be the author’s chair. Inform children that they will take turns sitting in the author’s chair when it is their turn to read.

• Remind children that as they read, they need to speak clearly and slowly so that their listeners will understand.

• Tell the class that they can ask the author questions after the presentation.

DIGITAL OPTION If you chose to incorporate technology into the Performance-Based Assessment, have children read their new stories aloud to the class while projecting their work on a screen. Children can email or use a digital sharing tool to share their stories at home.

Reflexionar y responder | Reflect and Respond

LOOKING AHEAD For children who received a score of 0, 1, or 2 on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If . . . children need extra support organizing a story sequence that unfolds naturally,
then . . . provide them with a graphic organizer to help them visualize story structure.

If . . . children need extra support using sequence words,
then . . . make a list of sequence words and post it in the classroom for easy reference to help them when they write narratives in the future.

If . . . children need extra support describing characters’ thoughts, feelings, and actions,
then . . . give them examples of characters from familiar stories that will help them better understand those characters’ thoughts, feelings, and actions.

If . . . children need extra support using a word processing application to draft their writing,
then . . . provide step-by-step instructions for creating, editing, formatting, printing, and saving a document.
CLC 2. Lenguaje figurado  |  *Figurative Language*

**ENGAGE CHILDREN**  Ask children: ¿Qué sabemos sobre el lenguaje figurado? | What do we know about figurative language? Remind children of the differences between literal meaning and figurative language. Then guide a discussion about what they learned about various types of figurative language and refer to any graphic organizers that were created. Then say: Ahora vamos a comparar cómo se usa el lenguaje figurado en español e inglés. | Now we’ll compare how figurative language is used in Spanish and English. Set up a T-chart titled *Lenguaje figurado/*Figurative Language. Label the left and right columns *Lenguaje figurado* and *Figurative Language*, respectively. Remind children that the simile is common type of figurative language in both English and Spanish. Tell them that a símil/simile is a comparison that uses the word *como/*like. Refer children to page 9 of *Chato y su cena* and read aloud the second paragraph. Then say: El autor escribe que los ratones "empezaron a temblar como hojas al viento". | The author writes "the mice trembled like leaves in the wind." Point out that similes are just one type of figurative language. Explain to children that a *metaphor/metáfora* is another type of figurative language. Tell them that a metaphor takes the comparison one step further by omitting the word *like* in the comparison, and identifying a person, animal, or thing as something else. Provide the following example based on the simile above: Los ratones eran hojas al viento. The mice were leaves in the wind.

**CONNECT LANGUAGES**  As a class, discuss the imagery created by the author. Refer to the simile on page 18, then read it in both English and Spanish: "[los ratones] cayeron como frutas grises de su lomo"; [the mice] dropped from his back like gray fruits. Tell children that the imagery created by figurative language is universal. Say: El lenguaje figurado consiste en crear imágenes. | Figurative language is conveyed through images. Then ask: ¿Qué imagen ha creado el autor en esta descripción de los ratones? | What picture has the author painted in this description of the mice? As a class discuss how mice could look like dropping fruits. Point out that the words *como* and *like or as* are used in Spanish and English, respectively. Say that these words allow writers to establish a comparison that creates a vivid mental picture.

**COMPARE AND CONTRAST LANGUAGES**  Distribute the Venn Diagram graphic organizer (p. TR26). Have children label the circles *Español* and *English*. Have them write in the overlapping area the similarities between similes in both languages: both of them use the word *como/*like to establish a comparison; both of them help create a mental picture. Have children of mixed language proficiency levels work in a group to talk about similes they already know or that they have encountered in the English and Spanish texts they have read in the unit.

**PRACTICE**  Have children work in pairs to create their own similes in English or Spanish. Invite children to share their answers with the class. Have children add their similes to their journals.
Launch and Teach Module A

Pair Module P with Module A to complete instruction for Biliteracy Pathway Unit 1.

Make Biliteracy Connections

Consider the following options to support English literacy instruction and help children access all their language resources as they progress through Module A.

CROSS-LANGUAGE CONNECTIONS The Cross-Language Connections lessons (pp. 78–81) build on skills and concepts taught in Module P and prepare children for skills and concepts taught in Module A. See the chart below for more details.

<table>
<thead>
<tr>
<th>Module P</th>
<th>Cross-Language Connections</th>
<th>Module A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds background knowledge about punctuating dialogue for all modules.</td>
<td>CLC.1 Punctuating Dialogue</td>
<td>Lesson 4, p. 49; Lesson 8, p. 88</td>
</tr>
<tr>
<td>Builds background knowledge about figurative language for all modules.</td>
<td>CLC.2 Figurative Language</td>
<td>Builds background knowledge about figurative language for all modules.</td>
</tr>
<tr>
<td>Builds background knowledge about past-tense verbs for all modules.</td>
<td>CLC.3 Past-Tense Verbs</td>
<td>Lesson 6, p. 71; Lesson 8, p. 91; Lesson 9, p. 101; Lesson 10, p. 111</td>
</tr>
<tr>
<td>Benchmark Vocabulary Lessons 1–4, 6, and 8</td>
<td>CLC.4 Cognates</td>
<td>Builds background knowledge about cognates for all modules.</td>
</tr>
</tbody>
</table>

FOUNDATIONAL SKILLS SUPPORT See the Contrastive Analysis Charts in the Biliteracy Pathway Handbook for information regarding the transferability of the specific word-analysis and phonics skills taught in this module and Module A.

ANCHOR CHARTS When introducing academic concepts or vocabulary, refer to any relevant Module P anchor charts that you created with children. You may wish to create new anchor charts to record English academic vocabulary, English language structures, and cognates from the Module A reading selections.
DICTAO Administer a Dictado in English over three to five days, such as the sample provided below, to assess children’s knowledge of the English spelling, grammar, and punctuation skills listed in the Teaching Points. Use children’s written work to assess individual needs for additional support with English conventions or foundational skills. For detailed guidance, see p. TR16 and pp. 64–69 in the Biliteracy Pathway Handbook.

**Dictado**

**TEACHING POINT**
- capitalization
- declarative sentences
- words with g and z

My friend Zeke and I planted flowers in the garden. We used a huge hose to water the roses.

**ENGLISH ORACY DEVELOPMENT** The strategies and routines used in Module P can also be applied to supporting oracy development of English language learners in Module A. See pp. TR22–TR25 for oracy development resources.

**ADDITIONAL SPANISH LITERACY DEVELOPMENT** You may wish to use the following resources:
- Biblioteca de textos nivelados (Leveled Text Library)
- Colección de textos en línea (Online Text Collection)
- Optional Resource: **Palabras a su paso™**

Support for English Language Learners in Module A

**Teacher’s Guide**, Unit 1, Module A, pp. 1–149

**Scaffolded Strategies Handbook**

**Sleuth**

Look for these features:
- Scaffolded Instruction for English Language Learners
- Scaffolded Instruction for Strategic Support

Look for these lessons:
- Unlock the Text, pp. 6–19
- Unlock the Writing, pp. 187–192
- Unlock Language Learning, pp. 396–400

Since children will have read the Detective selections in Spanish, consider these options during Small Group Time in Lessons 3 and 13:
- Challenge students with the Close Reading Extension activity.
- Instead of having children read the Sleuth selections, provide additional support for reading the anchor text and/or supporting texts.
Synthesize Biliterate Learning

After children complete Module P and Module A in Biliteracy Unit 1, help them synthesize the knowledge they have acquired as biliterate learners.

**MÓDULO P COMPRENSIONES DURADERAS | MODULE P ENDURING UNDERSTANDINGS**

Los lectores comprenden que los personajes en los cuentos responden a los sucesos de maneras diferentes. | Readers understand that characters in stories respond to events in different ways.

Los escritores comprenden que los pensamientos, sentimientos y acciones de un personaje se revelan a través de los detalles. | Writers understand that a character’s thoughts, feelings, and actions are revealed through details.

**MODULE A ENDURING UNDERSTANDINGS**

Readers understand that characters in stories have unique points of view. | Los lectores comprenden que los personajes de los cuentos tienen sus propios puntos de vista.

Writers understand that signal words tell the sequence of events in a story. | Los escritores comprenden que hay palabras especiales que indican la secuencia de sucesos en un cuento.

**APPLY THE ENDURING UNDERSTANDINGS** Assign one or more prompts that ask children to apply the Enduring Understandings to *Chato y su cena* and *Trouble at the Sandbox* or other Spanish and English texts from this unit. Choose a prompt from the chart or create your own, providing sentence frames as needed. If you wish, begin by modeling the activity using one of the Enduring Understandings. Then have children work with partners or in small groups to prepare a response to share with the class. To verify how well children understand the concepts, allow them to choose the language of their response. If you wish, follow up with questions in the other language. Note whether children may have grasped the concepts but need support with vocabulary and language structures in one or both languages.

<table>
<thead>
<tr>
<th>Sample Prompt</th>
<th>Scaffolded Frames: Spanish</th>
<th>Scaffolded Frames: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare the points of view of the main characters in <em>Chato y su cena</em> and <em>Trouble at the Sandbox</em>.</td>
<td>El punto de vista de _____ es que _______.</td>
<td>_____’s point of view is that _______.</td>
</tr>
<tr>
<td></td>
<td>Los puntos de vista de _____ y _____ son distintos porque _______.</td>
<td>_____’s and _____’s points of view are different because _______.</td>
</tr>
<tr>
<td></td>
<td>Son parecidos porque _______.</td>
<td>They are similar because _______.</td>
</tr>
<tr>
<td>Give examples of how you revealed the thoughts, feelings, and actions of characters in your narrative writing in Spanish and English.</td>
<td>En mi cuento, revelé los pensamientos, sentimientos y acciones de los personajes con detalles tales como _______.</td>
<td>In my story, I revealed the characters’ thoughts, feelings, and actions with details such as _______.</td>
</tr>
<tr>
<td>Discuss what the characters in these stories learned about being a member of a community.</td>
<td>_____ aprendió que ser miembro de una comunidad significa que _______.</td>
<td>____________ learned that being a member of a community means that ____________.</td>
</tr>
</tbody>
</table>
Assess Progress on the Bilingual Trajectory

At the conclusion of this unit, use formative and summative assessment tools to monitor children’s progress as biliterate learners.

**FORMATIVE ASSESSMENTS** Use your findings from the Reading and Writing Keystones checks built into each module to inform your planning for the next unit of instruction.

**SUMMATIVE ASSESSMENTS**

- **Dictado** Use each child’s final Spanish Dictado from Lesson 5 of Module P and final English Dictado from p. 83 of this Teacher’s Guide to assess mastery of grammar, spelling, punctuation, and vocabulary in each language.

- **Performance-Based Assessments** Use individual scores from the rubric on p. 75 of Module P and p. 147 of Module A to gauge children’s mastery of writing standards.

To monitor children’s progress toward developing narrative competencies in Spanish and English, use the **Rubric for Biliterate Writers** on p. 72 of the Biliteracy Pathway Handbook. Use the results of your analysis to plan future instruction that is targeted at skills needing further reinforcement in Spanish and/or English.

**The Rubric for Biliterate Writers** facilitates a side-by-side comparison of children’s Performance-Based Assessments for Module P and Module A. Use the first chart to gather quantitative data; use the second to gather qualitative data for each child.
THE DICTADO

A Strategy for Developing Metalinguistic Awareness

The word *dictado* is Spanish for “dictation.” The *dictado* has long been recognized by educators throughout Latin America as an effective device for teaching sound/letter correspondences, spelling, grammar, and conventions, adaptable for students of all ages and all levels of language proficiency. The basic format of a *dictado* is the dictation of the same brief text to students over a period of days, followed by instruction that guides students to identify and self-correct their errors as they reconstruct the text with the teacher. The act of decoding words and phrases for sounds, encoding them for meaning, and recoding them as writing fosters students’ thinking about language.

In the United States, the *dictado* methodology has been adopted and customized by biliteracy educators to reinforce language knowledge. The Literacy Squared® research team, led by Dr. Kathy Escamilla, has developed a specific approach called the Dictado, which provides a routine for administering *dictados* in Spanish and English over the course of a school year. The routine includes explicit teacher modeling and instruction that helps students deepen their metalinguistic awareness by recognizing and comparing features of Spanish and English.

The Dictado in the ReadyGEN Biliteracy Pathway

The *Dictado* in the *ReadyGEN* Biliteracy Pathway has been adapted from the Literacy Squared® approach. It is administered over the first five lessons of a module through a mini-lesson during whole-group writing time, with an assessment in the fifth mini-lesson. The *Dictado* covers three teaching points that relate to previously taught phonics/word analysis skills, grammar skills, and language conventions. A sample mentor text, carefully constructed to relate thematically and reflect the teaching points, is also provided.

Once you are comfortable administering the *Dictado*, you may wish to craft your own teaching points and mentor text, based on your analysis of students’ work. Whether you use the suggested *Dictado* or develop your own, this strategy will help students:

- listen for and distinguish the sounds in a word, a phrase, and a sentence;
- improve their receptive proficiency, or their listening and reading comprehension of meaningful text;
- learn to closely read their own writing; and
- internalize spelling rules, grammar, and conventions.

The *ReadyGEN* Biliteracy Pathway also provides recommended teaching points and a sample mentor text for a *Dictado* in English. (See the Paired Literacy Support pages in the *Biliteracy Pathway Teacher’s Guide.* When administered in both languages, the *Dictado* is an effective tool for honing students’ metalinguistic skills and awareness of how they think and learn.)
Dictado

**PUNTOS A ENSEÑAR | TEACHING POINTS**

| mayúsculas | oraciones enunciativas | palabras con c, s, z  
| capitalization | declarative sentences | words with c, s, z

Read aloud the mentor text to accurately convey meaning, phrasing, intonation, and expression. Then reread the text, pausing after a phrase or sentence to have children echo the words of the text.

*El sábado pasado almorzamos en casa de mis vecinos. El domingo cenamos en casa de mis primos.*

Read aloud the mentor text a third time, pausing to repeat appropriate sections as needed, as children write what you dictate. Have them reread their writing and correct any errors they find. Then reconstruct the mentor text and talk through the Teaching Points while children check and correct their writing.

*For more guidance, see p. TR16 and pp. 64–69 in the Biliteracy Pathway Handbook.*

---

**Sample Talk-Through**

Escribamos “El sábado pasado”. Comienzo con una E mayúscula porque es el inicio de la oración. Después escribo la l, para terminar la palabra El. Ahora, sábado. ¿Comienzo la palabra con mayúscula? Sí lo haría si estuviera escribiendo en inglés, porque en inglés los días de la semana se escriben con mayúscula inicial, pero en español no es así. Por lo tanto, escribo una s minúscula. Después a, ba, do. ¿Qué le falta a esta palabra? SA-ba-do. Debo poner tilde a la a para marcar que la primera sílaba está acentuada: sábado. Después, pasado: pa, sa, do. Ahora tenemos “El sábado pasado”. ¿Qué viene a continuación? Let’s write “El sábado pasado.” I begin with a capital E because it’s the beginning of the sentence. Then I write the l, to finish the word El. Now sábado. Do I start with a capital letter? I would in English, because in English the days of the week begin with capital letters. But in Spanish they don’t. So I’ll write a lowercase s. Then a, ba, do. What’s missing from this word? SA-ba-do. I need an accent mark on the a to show that the first syllable is stressed: sábado. Then pasado: pa, sa, do. Now we have “El sábado pasado.” What’s next?