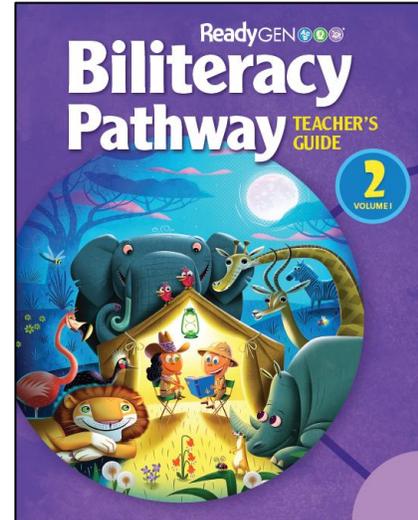


Biliteracy Pathway Foundational Skills Instruction

The ReadyGEN Biliteracy Pathway uses the Spanish College and Career Readiness Standards to assure coverage of traditional phonics, phonemic awareness, spelling, and word-study skills. The scope and sequence reflects a traditional progression of foundational skills instruction.



Foundational Skills Mini-Lessons

The frequency, sequence, and focus of the Foundational Skills and Conventions Mini-Lessons in Pathway modules (Module P) reinforce the goal that the Biliteracy Pathway supports biliteracy instructional models where students are learning English and Spanish.

Foundational Skills Mini-Lessons appear in Lessons 1–4 of every Module P in every grade.

In **Kindergarten**, concepts are reviewed to reinforce phonics and phonemic awareness skills at the emergent and early-alphabetic stages. Lessons focus on print awareness, letter recognition, and beginning vowels and consonants.

In **Grades 1–2**, each mini-lesson focuses on a different skill. Students begin with open- and closed-syllable instruction in Grade 1 and then progress to skills like word endings, spelling rules, and diphthongs in Grade 2.

In **Grades 3–5**, students learn more complex skills such as word-study categories of compound words, affixes, accent marks, and word origins.

Grade 6 mini-lessons are titled *Word Study Mini-Lessons*, and they exclusively focus on structural analysis.

MINI-LESSON

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.

Dictado Mini-Lessons

Dictado Mini-Lessons appear in Lessons 1–5 of every Module P in every grade. These lessons help students build knowledge of spelling, grammar, and language conventions.

MINI-LESSON **Dictado**

PUNTOS A ENSEÑAR | TEACHING POINTS

mayúsculas capitalization	oraciones enunciativas declarative sentences	palabras con c, s, z words with c, s, z
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Read aloud the following Dictado at a normal rate and have children listen for the number of words and sentences in the Dictado.

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

Read aloud the Dictado a second time and have children write the words and sentences. Then write the Dictado and address the grammar, punctuation, and spelling Teaching Points as you talk through the writing with children.

For more guidance, see p. TR21 and pp. 12–13 in the Biliteracy Pathway Handbook.

The Teaching Points review previously taught foundational skills or convention skills, or preview spelling, grammar, and/or punctuation rules that students will be exposed to in the unit.

The mentor texts are embedded with exemplars that teachers can use to reinforce phonics and spelling skills, including written-accent rules.

In Grade K, the *pre-Dictado* mini-lessons focus on preparing students to read and write regularly spelled monosyllabic words or high-frequency words before introducing them to the next developmental stage of spelling.

Conventions Mini-Lessons

Conventions Mini-Lessons authentically and explicitly teach the structures and features of Spanish.

One mini-lesson in every Module P focuses exclusively on an aspect of written-accent rules, because many Spanish spelling rules depend on a firm grasp of the rules of syllable stress.

Lessons were designed to completely cover the Written Accent substring in the College and Career Readiness standards and build on students' knowledge of sound-spelling rules and how they relate to stressed syllables.

MINI-LESSON **Convenciones | Conventions**

Plurales irregulares | Irregular Plural Nouns

VOCABULARIO ACADÉMICO | ACADEMIC VOCABULARY

plural	irregular	sustantivo
plural	irregular	noun

TEACH AND MODEL Remind children that plural nouns name more than one person, place, or thing. Some plural nouns do not end with -s, but instead have different spellings, and some don't change their spelling at all. Offer these examples: *luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes*. Point to and discuss all relevant spelling changes, such as changing z to c, or omitting an accent to conform with correct stressed-syllable patterns.

PRACTICE Have children write a list of any irregular plural nouns that they can think of. Alternately, have them work in pairs to find examples of irregular plurals in *Chato y su cena*. Then have them volunteer to share their lists with the class, and have children add to one another's lists. Then have them write their own sentences in their journals, using irregular plural nouns.

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