

Welcome to Calle de la Lectura

Introduction

This guide discusses features specific to Calle de la Lectura. This includes the areas in which Calle de la Lectura is instructionally equitable to Reading Street, the areas in which Reading Street and Calle de la Lectura differ, and how Calle de la Lectura is respectful of Spanish language and culture.

Instructional Design

The main instructional pages in the Calle de la Lectura Teacher's Edition are in Spanish, and the sidebars provide the English translation.

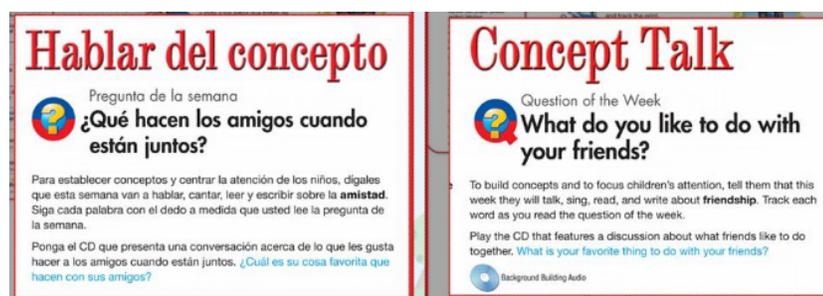
This instructional design is beneficial because there may be an unfamiliar word or phrase in Spanish. Having the translation at point of use minimizes interruptions in the flow of instruction.

All student materials are in Spanish only. This allows students to learn to read in Spanish and then transfer their reading skills and knowledge to English.

Instructional Equity

The transition from teaching Reading Street to teaching Calle de la Lectura will be easy. Watch the Teaching Reading Street tutorials available on this Web site for more information.

The Calle de la Lectura content is parallel to the Reading Street content. Each unit in Calle de la Lectura focuses on the same concept, Big Question, skill, and strategy as Reading Street, and instruction is built around the concept and Big Ideas.



Calle de la Lectura provides appropriate linguistic accommodations that honor the Spanish language. Spanish is a syllabic language. The focus of Spanish phonetic instruction is on teaching the vowels so that students can then begin to make syllables for decoding.

In addition, there are many opportunities to teach about transfer. Calle de la Lectura provides highly systematic and explicit transfer notes that help students begin to make connections to English. Transfer is an important concept for students who are learning to read

in Spanish. What students learn in Spanish is important. This is the message to students: Learn to read well in Spanish so you can apply these learnings when you transition to reading in English. A variety of materials including transfer notes, posters, readers, practice workbook pages, and retelling cards are provided to explicitly teach Spanish and support transfer.



CONEXIONES LINGÜÍSTICAS

Comprensión auditiva Algunos estudiantes se beneficiarán del apoyo visual adicional para comprender los términos clave en el mapa conceptual. Use las ilustraciones de las pp. 256–257 para estructurar la comprensión. Mencione que *Transporte* y *Mascotas* tienen cognados en inglés: *transportation* y *mascots*. Pídale que identifiquen las imágenes que representan *transportation* y *mascots* en las pp. 256–257.

LANGUAGE CONNECTIONS

Listening Comprehension Some students may benefit from additional visual support to understand the key terms in the concept map. Use the pictures on pp. 256–257 to scaffold understanding. Mention that *Transporte* and *Mascotas* have cognates in English: *transportation* and *mascots*. Ask students to identify the images that represent *transportation* and *mascots* on pp. 256–257.

Calle de la Lectura builds a bridge between learning Spanish and connecting it to English. The scope and sequence, instructional plans, content areas, and resources align to Reading Street.

Linguistic Accommodation

Calle de la Lectura parallels Reading Street where it should but is different where it needs to be. In Calle de la Lectura, the phonetic sequence is authentic to the Spanish language. Teach vowels and add consonants to make open syllables and closed syllables. Closed syllables are introduced sooner in Calle de la Lectura. This is done within the context of the open syllable.



Calle de la Lectura introduces two phonics skills per week in first grade. Present open syllables with l—la, le, li, lo, lu—as the first skill. The second skill of that week would be closed syllables with l—al, el, il, ol, ul. This pattern is only done with letters that have open and closed syllables that appear regularly and frequently in common Spanish words. Using this method, students are able to make more words and decode more words right away. They can read and make ten syllables instead of five using the same consonant.

Accommodations for grammar instruction in Spanish are made where there are differences as well. Two obvious examples are punctuation and accents. Teach the unique punctuation of Spanish and accents explicitly and at the appropriate time.

Correcciones diarias

5. Tengo un págaro azul en casa
Tengo un pájaro azul en casa.

6. ¿dio la tarea la maestra?
¿Dio la tarea la maestra?

Comente las correcciones de Correcciones diarias con los niños. Repase el uso de mayúsculas y de la puntuación, y la ortografía de las palabras con *j* y *s*.

Respectful of Language & Culture

Calle de la Lectura respects the language and cultures of the Spanish-speaking world. Stories written by Latino writers throughout the Spanish-speaking world are included in our Authentic Spanish Literature strand. This strand also includes Spanish pieces written by Latino authors in the United States. Students read stories from their countries of origin but also by authors living in the United States. The selection of literature provides a balance of authentic Spanish titles and high-quality translations of English titles.

Review

This guide discussed the features specific to Calle de la Lectura, the parallel Spanish program to Reading Street. It discussed where Calle de la Lectura differs from Reading Street and how it is respectful of the language and culture of Spanish speakers. To learn more about teaching with Reading Street and Calle de la Lectura, visit the other tutorials on this Web site.