

Syllable awareness emerges before phoneme awareness and is a stronger predictor of reading success. Understanding how to break words into syllable helps students learn to decode.	Syllables	Because it is not a syllabic language, learning to break words into syllables plays a smaller role in learning to decode.
Vowels, because they are regular, are learned before consonants. The 5 vowels make 5 sounds. Beginning in Kindergarten, students can learn to differentiate between strong (a-e-o) and weak (i-u) vowels.	Vowels and Consonants	The building blocks of literacy are the names and sounds of each letter, which are taught very systematically. Consonants, because they are more regular, are learned before vowels. The 5 vowels make up to 15 sounds.
Learning letter names can interfere with initial literacy, because letter names do not directly match letter sounds. Names of letters are learned formally after letter sounds and syllables.	Alphabet and Initial Sound	Knowing initial letter names and sounds are predictors of reading success. This is such an important skill that students are taught and tested over time to see if they have mastered letter names.

Spelling is transparent and regular, and words are highly decodable. High frequency word lists are organized by those specific elements of spelling that are challenging for emergent writers.	Sight Words and Spelling	Spelling is challenging and the spelling of many high frequency words needs to be memorized. High frequency word lists are organized by initial letter (alphabetical order) or by spelling pattern.
Phonological awareness occurs through writing, not through oral language development. If you can say it, you can write it, because of the tight relationship between sound and symbol. The importance of rhyming occurs at the end of the word when studying word families not at the beginning of the word. Word families include words that share a common root.	Rhyming and Word Families	Understanding and developing onset and rime is fundamental in order to be able to decode and to understand the relationship between sound and symbol as it appears at the beginning of the words, and this skill is learned and taught orally. Word families include words with the same endings.
The concept of the accent is very important as it determines word meaning, not only as it relates to writing and spelling (the orthographic accent as in <i>papá</i>) but also the diacritic accent (<i>mí</i> vs. <i>mi</i>). Understanding how vowels and syllables are formed is fundamental to being able to use accents correctly.	Accent and Accent Marks	The accent is pronounced by placing oral emphasis on a sound but is not captured in writing.

Spanish		English
	Syllables	
	Vowels and Consonants	
	Alphabet and Initial Sound	

Spanish		English
	Sight Words and Spelling	
	Rhyming and Word Families	
	Accent and Accent Marks	

Words or phrases used to teach word study and fluency skills TEXT	Skills taught SKILLS	<i>Students learn discrete skills best by using words, sentences, and paragraphs they already understand</i> CONTEXT		
		What is the comprehensible context that makes these words, sentences, or paragraphs meaningful to the students?	How has understanding of these words, sentences or paragraphs been previously established?	How has oracy (listening and speaking) been developed with these words, sentences, or paragraphs, in anticipation of literacy?
Students' names	Syllabification of words; strong and weak vowels	The context is the classroom community. The names of their peers represent meaningful words that are needed in order to carry out classroom activities.	Through interactive "getting to know you activities" in the beginning of the year.	Students have spent several weeks introducing themselves and other students, identifying students, and playing oral name games.





