

**Participate dual language
Spanish curriculum map
K-1
First Grade entry point**

Participate offers partner schools the resources, strategies, support and expertise to implement successful immersion programs in schools. The Participate curriculum map is a tool to help students develop the language skills necessary to attain literacy in all areas of literacy: reading, writing, listening/speaking. It also addresses the cultural context appropriate to interact effectively in the foreign language in different areas through content based instruction in science, and social studies.

This curriculum map gathers the Kindergarten and first grades map to be covered in one school year.

To ensure that partnering schools hosting dual language programs fulfill the same requirements mandated by the North Carolina Department of Public Instruction, we have drawn clear references to the Common Core as well as North Carolina Essential Standards in social studies, science and language arts. The document presents the cross references to standards based on the topics and skills presented to students each week.

In an effort to help teachers manage content over the course of the school year and through elementary grades, Participate has created this guide which includes:

- An easy to use format to support teachers in their planning process.
- Inclusion of 'main standards' to drive content under science and social studies.
- A thematic focus to create background and offer students a context to develop the skills and knowledge pieces.
- A measured approach to the development of vocabulary under themes and content to foster comprehension and mastery of knowledge and skills.
- The social studies and science Common Core standards that serve as references to ensure knowledge and concept mastery.
- The language arts Common Core standards under the strands of foundational skills, reading, writing, speaking and listening to ensure practice and mastery.

What additional resources are there for Participate teachers?

This document is divided into two parts. The first part includes high frequency words, letter of the week with its vocabulary as well as learning targets for reading and writing and ACTFL standards.

The second part includes several additional resources to support teachers in their planning process. It is divided by weekly themes with a list of theme and concept-specific vocabulary along with suggested activities for morning meeting, whole group discussion and literacy rotations per grade level. There is also a summarized view of the skills and concepts that are explored in each grade level under the main standards and a general view of themes studied across the elementary grades.

Additional information and resources will be made available to Participate partner districts that host Participate dual language programs and its teachers under Participate collections and will include links to important body of research and articles and training modules on best practices in immersion education.

Fundamental areas supported by this curriculum map

Build academic vocabulary: The Common Core acknowledges the immense power of words. Indeed, research indicates that giving students access to academic vocabulary produces dramatic increases in reading comprehension and builds students' background knowledge, giving them access to increasingly complex text. Teachers need to make frequent and consistent use of [common general academic vocabulary](#), ensuring that students know what it means to “generate a hypothesis” or “identify assumptions in two writers' arguments” before they sit down to write an essay on a high-stakes test. This is a shift that calls for teachers of all subjects to consciously and consistently use academic vocabulary rather than simpler words to convey the same ideas.

This shift also calls upon teachers to choose text that exposes students to rich vocabulary and consistently provide students with access to powerfully useful, frequently occurring vocabulary.

Additionally, students need to gain access to the subtle distinctions between words that can only come through an awareness of not only denotation and synonyms, but also the connotative differences between apparent synonyms. This calls upon teachers to use the web of words around a given word to expand students' vocabulary and understanding.

Adapted from Critical Thinking Works: March, 2012

Participate dual language Grade 1 letters and vocabulary

This section includes high frequency words, letter of the week with its vocabulary as well as learning targets for reading and writing and ACTFL standards.

How to use each section

HFW

Teach these in the order suggested for students to **read them by memory**. Use these to write sentences where students copy from your high frequency word wall. Also, students should be able to read simple sentences using these words in combination with vocabulary words. By this grade students should already reading by decoding the words using syllable chunks. **NOTE:** *if your school follows a literacy program (Pearson, Senderos, etc.), follow the HFW lists for each unit and lesson instead of our suggestions. If you don't have access to such a program, follow the order we're suggesting.*

Example:

Student read and writes: *Me gusta la abeja*. The student reads by memory the words “me” and “gusta” and decodes using his knowledge of syllable chunks the word “a-be-ja.”

Letters

Teachers must follow the order in which the letters and blends are presented. Use the letter along with pictures of the vocabulary during guided reading, word study and whole group. These words must be posted on the word wall so students can refer back to them when writing independently. Continue to add words weekly as you discover new vocabulary along with your students. Make sure to always teach vocabulary words with its own article. The objective is for students to **recognize vocabulary as each letter is introduced and not necessarily read these words**. Teach and review these words during the word study center.

Grammar

This is a suggested list of grammar topics to teach in context during reading and writing.

Learning targets

Introduce these skills during the quarter and continue to reinforce them throughout the school year. There is also a section for the ACTFL standards. Students are required to master these standards at the end of each quarter.

1 QUARTER

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
HFW	yo, veo, el, la, es, tengo, me, gusta, azul	si, no, rojo, soy, amarillo, el niño, la niña, café	anaranjado, blanco, negro, verde	los, las, mi, son, un, de, y tú, eres, puedo	un, una, blanco en, voy, quiero	Review colors: amarillo, verde, rojo, anaranjado, café, azul, negro, morado	aquí, el/al amigo (a), día, este, esta, leer, en, que, por	pero, ayudar, está, tiene, él, ella, usted	del, al, con, bueno, mira, algunos, bien, porque, vamos
Letter	vowels (a-e)	vowels (i-o)	vowels (u) Review all vowels	Mm, Pp	Ss (include ce, ci sounds), Tt	Cc, Gg	Nn, Bb	Ll, Ff	Review of all letters and syllable chunks
Grammar	Capital letters at the beginning of sentences and a period at the end. Capitalize dates and names of people.		Review syllables and words with m, p, l and s.		The sentence: subject and predicate.	Review syllables and words with b, v, d and t.	Proper and common nouns.	The use of feminine masculine.	Review.
Vocabulary: Letter-of-the-Week Words	abeja, árbol, amigo, avión, araña, elefante, espejo, estrella, escuela, estudiante	iguana, iglú, isla, iglesia, oso, oveja, ola, ojo, oreja	unicornio, uno, uña, uvas, urraca	mamá, mapa, mesa, mora, mujer, mano, mono mango, melón, papá, pato, pelo, papa, pera, pico, papel, piso, pelota	sopa, sapo, sol, serpiente, sandía, sala, suma, semana, sofá, silla, toro, tapa, tiza, tijeras, tina, taza, taro, tortuga, topo, teléfono, tarro	casa, cama, cara, conejo, cocina, cuna, cielo, cuchara, cero, gato, gota, goma, gorra, gusano, ganso, gris, gente, gelatina, geranio, gitana	no, nariz, nudo, nieve, naranja, negro, nido, novillo, nube, nuez, niña, baño, bañera, barco, beso, basura, boca, banana, bate, ballena, birro, bicicleta	lana, luz, león, lápiz, lobo, lago, lupa, leche, limón, lata, luna, letra, foca, foco, feliz, fiesta, fuente, flor, fuego, faro, familia, foto, feria	All vocabulary and add new vocabulary to the Word Wall. Review words on Word Wall; replace pictures with writing.
Learning Targets for Reading	<p style="text-align: center;">Demonstrate understanding of the organization and basic features of print. Know and apply grade level phonics and word analysis skills in decoding words. With prompting and support, identifies characters in a story. Distinguishes an individual word within a sentence. Recognizes single syllable words with the same ending sound.</p>								
ACTFL	Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.								

Standards for Reading	<p>Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.</p> <p>Able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>
Learning Targets for Writing	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a questions.</p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>
ACTFL Standards for Writing	<p>Can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.</p> <p>Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</p>

2 QUARTER

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
HFW	dijo, con, dice, el, muy, feliz, bien, casi, pero, siente, tiene, mismo	este, frío, hoy, idea, juntos, luego, lluvia, más, nos, otra, pero, que	esa, ese, mío, mía, el tío, la tía, el abuelo, la abuela, feliz, gracias, eran	ayudar, hablar, lindo, pequeño, hablar, lindo, frío, caliente, contento	romper, saber, tengo, usa, vivir, vio, ayuda, aquella, bonito, escuela, gente, jaula	adentro, buscar, cerca, charco, de, esta, otro, pues, reloj, saltó, también, valioso	adiós, bella, desde, encontrar, gracioso, hasta, ahora, nadie, océano, quien, sentir, hacia	gustar, tarde, cada, chisme, debajo, durante, arroyo, mejor, hizo, encima, contento, largo	Review
Letter	Rr, Dd	Jj, (review ge, gi sounds)	Hh	Yy, Ll, ll	Ch, ch, Ññ	Kk, Q(u), q(u)	Ww Xx & Zz	Vv	Review
Grammar	Review the use of feminine and masculine.	The adjective	El aumentative (Ex. libro - librote, casa - casota)	El diminutivo (Ex. casa - casita, libro - librito)	The verb	Verb and subject agreement (Ex. "Ustedes limpian," "Tú limpias")	Presente simple (Ex. "Maria come manzanas")	Pasado simple (Ex. "Maria jugó en el parque")	Review
Vocabulary: Letter-of-the-Week Words	remo, roca, rojo, rosa, rosado, risa, rábano, rombo, ropa, rama, rata, dedo, dedal, dinosaurio, dado, durazno, diamante, diente, dentista, doctor, duende	juego, jugo, jirafa, jazmín, juguete, jaula, jarrón, jalea, japonés, jefe	hola, huevo, hierba, hielo, hilo, hueco, hocico, hoy, hiena, hilera	yo, yoyo, yeso, yema, yak, yate, llama (animal and flame), lluvia, llave, llanta, llanto, llorar, llamar	charro, chicharrón, chupete, chaleco, chaperón, ñandú, ñame, ñu	kilo, kiosco, karaoke, karate, kayak, kimono, kilómetro, kiwi, kunfú, queso, quesadilla, quince, quetzal, quema, quirófano	Spanish lacks 'w' words, but students can practice proper names: Walter, William, Wendy, Wilbert, Warner. Names, such as Xiomara, Xinia, Xavier; xilófono (medial x sound -taxi, maxi, etc); zorro, zapato, zancudo, zapote, zarigüeya	viejo, vaca, vaso, verde, viernes, vacuna, ventilador, viento, verano, vestido, velocípedo, vagón	Review

Learning Targets for Reading	<p>Identify the reasons an author gives to support points in a text.</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Recognizes and name all uppercase and lowercase letters in the alphabet in context.</p> <p>Understands one-to-one correspondence between spoken and written word.</p>
ACTFL Standards for Reading	<p>Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.</p> <p>Able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>
Learning Targets for Writing	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event.</p> <p>Writes narratives with two or more appropriately sequenced events, include some details regarding what happened</p> <p>Able to create some sentences with conjugated verbs. Other grammatical inaccuracies are present.</p>
ACTFL Standards for Writing	<p>Can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.</p> <p>Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</p>

*closed/open syllables:

3 QUARTER

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
HFW	conoció, pronto, temperatura, viejo, lento, juguetón, algo, hermosa, decir, era, indice, lugar	conoció, pronto, temperatura, viejo, lento, juguetón, algo, hermosa, decir, era, indice, lugar	parece, regalo, ninguna, nuevo, mientras, apagar, ambos, brincar, despertó, fueron, gran, grupo	parece, regalo, ninguna, nuevo, mientras, apagar, ambos, brincar, despertó, fueron, gran, grupo	reinar, salida, quito, popular, pobre, duerme, carro/coche, comida, canasta/ cesta, demasiado, encontró	reinar, salida, quito, popular, pobre, duerme, carro/coche, comida, canasta/ cesta, demasiado, encontró	gigante, después, línea, vaso, punta, muestra, porque, por qué, recoger, sacudir, sueña, alguien	gigante, después, línea, vaso, punta, muestra, porque, por qué, recoger, sacudir, sueña, alguien	
Letter	Cc (ca, co, cu)	Beginning r and rr (hard sound)	Gg (ga, go, gu)	Medial r (soft sound)	Cc, Gg (ce, ci, ge, gi)	Qq, Gg (que, qui, gue, gui)	gü (güe, güi)	silabas cerradas l, m, n, r, z	sílabas cerradas con b, d, c, s, x
Grammar	El pasado simple		El futuro simple	Los pronombres		Sinonimos y antonimos		La oración interrogativa	Review
Vocabulary: Letter-of-the-Week Words	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	pero, maravilla, etc.	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds
Learning Targets for Reading	<p style="text-align: center;">Read with sufficient accuracy and fluency to support comprehension. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Identify basic similarities in a differences between two texts on the same topic. Identifies stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits). Practices making predictions.</p>								
ACTFL Standards for Reading	<p style="text-align: center;">Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>								
Learning Targets for	<p style="text-align: center;">Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Participate in shared research and writing projects.</p>								

Writing	<p>With guidance and support from adults, identifies information for use in shared writing, objects, or events that relate to own experiences</p> <p>Participates in shared writing about:</p> <ul style="list-style-type: none"> a. familiar topics b. topics introduced through books and other classroom activities c. unit, field trip or shared experience
ACTFL Standards for Writing	<p>Can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.</p> <p>Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language</p>

4 QUARTER

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
HFW	aquel, bueno, dentro, inglés, nunca, papel, deportes, calle, antes, aunque, trabajo, hablar	aquel, bueno, dentro, inglés, nunca, papel, deportes, calle, antes, aunque, trabajo, hablar	abajo, arriba, detrás, adelante, sobre, diez, veinte, treinta, cuarenta, cincuenta	abajo, arriba, detrás, adelante, sobre, diez, veinte, treinta, cuarenta, cincuenta	sesenta, setenta, ochenta, noventa, cien, hermano (a), madre, padre, abuelo (a), familia	sesenta, setenta, ochenta, noventa, cien, hermano (a), madre, padre, abuelo (a), familia	luego, ahora, después, ayer, mañana, antes, también, porque, acerca, finalmente	luego, ahora, después, ayer, mañana, antes, también, porque, acerca, finalmente	
Letter	silabas con r antes de la consonante/ n antes de v/ m antes de b y p	silabas trabadas con l (bl, cl, fl, gl, pl)	silabas trabadas con r (cr, pr, tr, br, gr, dr, fr)	Diptongos: ae, ea, ee, eo, oe, oa	Diptongos: ia, ua, ue, üe	Diptongos: io, iu, ie	Diptongos: ai, ay, au, oi, oy	Diptongos: ei, ey, ui, uy, üi	Review
Grammar	La oración interrogativa	La oración exclamativa	La coma	La silaba tónica	La tilde; proposiciones comunes (de, durante, hacia)	Conjunciones (y, pero, o, porque)	Positional words	Contracciones "al" y "del" por "a + el"	Review
Vocabulary: Letter-of-the-Week Words	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Teacher can pick words with these sounds	Review
Learning Targets for Reading	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Matches illustrations or pictures with information provided in a text.</p> <p>Asks and answers questions about key details in a story.</p>								
ACTFL Standards for Reading	<p>Can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.</p> <p>Able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>								
Learning Targets for	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Can select a topic and use drawing, dictating, or writing to state an opinion about it.</p>								

Writing	
ACTFL Standards for Writing	Can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Exhibits a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language