



Avanza

Spanish World Language Curriculum

Nov. 30, 2025

Overall Curriculum Structure

- 6 Thematic Units supported with authentic texts for development of culture and language:
 - Greetings
 - Family
 - Animals and Pets
 - School
 - Community
 - Weather
- Each Thematic unit consists of
 - Oral Language Development at Multiple Proficiency Levels
 - Literacy Development
 - Non transferable Foundational Skills
 - Reading Comprehension Development using Thematic Text
 - Personalized Adaptive Learning and Practice
- Each “Week” assumes a 45 min lesson.

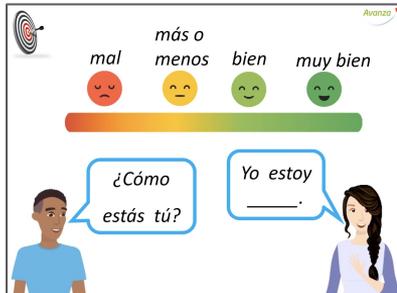
Pacing Over the School Year

	UNIT 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Greetings	Presenting	Video Lesson 1.1	Video Lesson 1.2	Video Lesson 1.3	Read Aloud	Read Aloud	Read Aloud
	Guided Practice	Oral Activities	Oral Activities	Oral Activities	Phonics U4L20	Phonics U4L21-22	Phonics U4L23
	Independent Practice	Written Activities	Written Activities	Written Activities	Phonics Independent Practice	Phonics Independent Practice	Phonics Independent Practice
	UNIT 2	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Family	Presenting	Video Lesson 6.1	Video Lesson 4.1	Read Aloud	Read Aloud-Reading Response	Read Aloud	Read Aloud-Reading Response
	Guided Practice	Oral Activities	Oral Activities	Phonics U4L24	Phonics U4L25	Phonics U4L27	Phonics U4L28
	Independent Practice	Written Activities	Written Activities	Phonics Independent Practice	Phonics Independent Practice	Phonics Independent Practice	Phonics Independent Practice
	UNIT 3	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Animals and Pets	Presenting	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
	Practice	Reading Response	Phonics U5L29	Phonics U5L29	Phonics U6L32	Phonics U6L33	Phonics U6L34
	Independent Practice	Online reading	Online reading	Phonics Independent Practice	Online reading	Online reading	Phonics Independent Practice
	UNIT 4	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
School	Presenting	Video Lesson 2.1	Video Lesson 3.1	Read Aloud	Read Aloud-Reading Response	Read Aloud	Read Aloud-Reading Response
	Practice	Oral Activities	Oral Activities	Phonics U6L36	Phonics U6L37	Phonics U7L39	Phonics U6L41-42
	Independent Practice	Written Activities	Written Activities	Phonics Independent Practice	Online reading	Online reading	Phonics Independent Practice
	UNIT 5	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Community	Presenting	Video Lesson 7.1	Video Lesson 8.1	Video Lesson 9.a	Read Aloud-Reading Response	Read Aloud	Read Aloud
	Practice	Oral Activities	Oral Activities	Oral Activities	Phonics U7L42-43	Phonics U7 L44-45	Phonics U8 L47
	Independent Practice	Written Activities	Written Activities	Written Activities	Online reading	Online reading	Online reading
	UNIT 6	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Weather	Presenting	Video Lesson 5.1	Video Lesson 9.b	Read Aloud	Read Aloud	Read Aloud	Read Aloud
	Practice	Oral Activities	Oral Activities	Reading Response	Online reading	Online reading	Online reading
	Independent Practice	Written Activities	Written Activities	Phonics U8 L48	Phonics U8 L49	Phonics U8 L50	Online reading

Introduce Theme with Oral Language

Frontloading Language

To **prepare for target language** use during authentic reading and writing context.



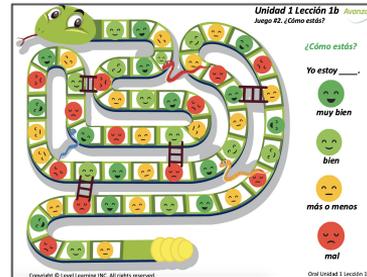
Explicit Vocabulary Introduction

Video Lessons model pronunciation, grammar, and meaning for key **vocabulary** and **sentence frames**



Interactive Oral Practice

Game-based activities encourage repetition, communication and confidence through structure speaking opportunities



Written Language Bridge

Short written exercises consolidate **new structures** and prepare students for literacy activities



Support Literacy with Non-Transferable Foundational Skills

“g” suave

suena como /g/



gato

ga



gorra

go



gusano

gu

“g” fuerte

suena como /j/



gemelos

ge



girasol

gi

Non-Transferables skills are Letter-Sound patterns that don't work the same in a student's first language. These must be explicitly taught because students can't transfer them automatically.



bilingüe



playa



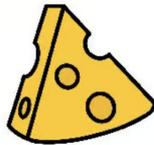
hacha



uña



llave



queso



carro



chicle



jabón



Tierra



rama

Non-Transferable Foundational Skills

Pronunciation Accuracy	Confidence and Fluency	Listening Comprehension	Reading Comprehension
<p>Targeting Spanish sounds that differ from English helps learners produce clearer, more native-like pronunciation and avoid fossilized errors.</p> 	<p>Understanding tricky sounds helps students speak more fluidly with less hesitation.</p> 	<p>Recognizing non-transferable sounds supports accurate perception of spoken Spanish, strengthening listening skills.</p> 	<p>Connecting sound, spelling, and meaning helps students decode words automatically, reducing cognitive load and improving understanding.</p> 

Transition to Reading Comprehension Development

Transition from Foundational Skills to Literature

Once students have been taught enough foundational skills, then we transition to using literature as a means to learn the language:



Literature in WL

Promotes oral and written fluency

Discussing and writing about stories gives students **meaningful reasons to communicate**, increasing confidence and fluency in the target language.

Builds Vocabulary

Reading provides **repeated exposure to words in context**, helping students understand and use new vocabulary naturally and accurately.

Strengthens grammar awareness

Seeing grammatical structures used in authentic sentences helps students **internalize patterns** and apply them in their own speaking and writing.

Finding Lessons According to Language Modality

Weeks 1-3

Language Lessons

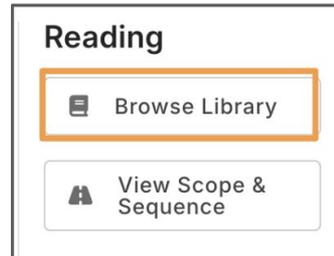
1. Dashboard (la casita)
2. Go to Instructional Resources
3. Go to **Oral Resources** (bottom of the page)
4. Click on **Topic Based Lesson**
5. Find the oral lesson you are going to teach



Weeks 4-6

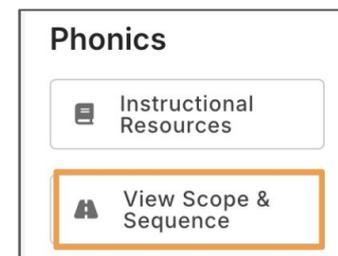
Reading Lessons (Read Aloud)

1. Dashboard (la casita)
2. Go to Instructional Resources
3. Go to **Reading** (bottom of the page)
4. Click on **Browse Library**
5. Type the *Read Aloud* book on the search bar.



Phonics Lessons

1. Dashboard (la casita)
2. Go to Instructional Resources
3. Go to **Phonics** (bottom of the page)
4. Click on **Scope and Sequence**
5. Find the lesson you are going to teach



Unit Design

		<i>Lessons connected to the theme</i>			<i>Literacy development</i>		
UNIT 2		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Family	Presenting	Video Lesson 6.1	Video Lesson 4.1	Read Aloud	Read Aloud-Reading Response	Read Aloud	Read Aloud-Reading Response
	Guided Practice	Oral Activities	Oral Activities	Phonics U4L24	Phonics U4L25	Phonics U4L27	Phonics U4L28
	Independent Practice	Written Activities	Written Activities	Phonics Independent Practice	Phonics Independent Practice	Phonics Independent Practice	Phonics Independent Practice

Front Loading of Oral Language by theme (Vocabulary, Grammar)

Thematic Read-Aloud to provide context, practice and expand language

Phonics/ Foundational Skills to support accuracy, fluency and comprehension

Oral Language Development Levels

Overall Progression (increasing creativity)

Novice Low Level B	Novice Mid Level C	Novice High Level D	Intermediate Low Level F	Intermediate Mid 1 Level I
Can answer questions, with support of images, such as what, where, when, with whom with phrases about familiar topics related to daily life.	Can answer questions, without support of images , such as what, where, when, with whom, with phrases about familiar topics related to daily life.	Can ask and answer questions, such as what, where, when, with whom, each with short complete sentences to express basic needs about familiar topics related to daily life.	Can ask and answer questions each with a complete sentence to state one's needs and wants about familiar topics related to daily life. Questions may involve not only what, when, where, with whom but also how.	Can address situations where one has to react based on the flow of conversation by asking and answering two questions . Topics are familiar and related to daily life. Questions may involve not only what, when, where, with whom how but also why .

Oral Language Proficiency Levels Per Thematic Unit

Unidad 1 Presentaciones

Novice Low

Unit 1 Lesson 1
"Me llamo..."

Unit 1 Lesson 2
"¿Cómo estás?"

Unit 1 Lesson 3
"Tengo...años"

Novice Mid

Unit 1 Lesson 1
Estoy en + grado

Unit 1 Lesson 2
Estoy + sentimientos

Unit 1 Lesson 3
"Mi amigo tiene..."

Novice High

Unit 1 Lesson 1
"Mi amigo tiene..."

Unit 1 Lesson 2
"Mi amigo es de..."

Unit 1 Lesson 3
"Mi amigo
canta/juega/habla..."

Thematic Oral Language Lesson Components

These components are available for each of the 3 proficiency levels.

Video Lesson

Teacher Guide

Oral Printable activities

Writing Activity

Exit Ticket (at the end of the teacher guide)

Unidad 1 Lección 1e
Puedo hacer preguntas.

Unidad 1 Lección 1e
Presentaciones

Puede hacer preguntas básicas.

Estándar oral: D.O.2.2

Siga los siguientes protocolos durante la lección:

- Actividad:** Imprime las hojas de práctica o tickets de salida ANTES DE LA LECCIÓN. Las actividades vienen completas con impresiones e instrucciones.
- Escribir:** Cuando veas este símbolo, pausa el video y los estudiantes toman notas en sus cuadernos o en los organizadores gráficos proporcionados.
- Canta y baila:** Cuando veas este símbolo, pon la canción y haz que los estudiantes canten y/o bailen con la música.
- Levántate y muévete:** Cuando veas este símbolo, los estudiantes deben levantarse y moverse en respuesta. Nota: muchas de estas actividades pueden necesitar preparación previa para asegurarse de tener todos los materiales/instrucciones.
- Habla con tu compañero:** Cuando veas este símbolo, pausa el video y los estudiantes hablan con un compañero sobre la respuesta a la pregunta en el video.
- Pisara:** Cuando veas este símbolo, pausa el video y los estudiantes escriben en sus pizarras blancas para mostrar su respuesta.
- Guía:** Cuando veas este símbolo en tu guía, lee el guión proporcionado para enseñar la lección a tu propio ritmo.

Unidad 1 Lección 1e
Auge #1. Preguntas

Unidad 1 Lección 1e
Auge #2. Entrevistas

Nombre: _____ Apellido: _____
Fecha: _____ Clase: _____

Hacemos preguntas

	Estudiante 1	Estudiante 2	Estudiante 3	Estudiante 4

Unidad 1 Lección 1e
Auge #3. Hacemos preguntas.

Unidad 1 Lección 1e

1. Conecta las preguntas con la respuesta correspondiente.

a. ¿Cómo estás? 1. Estoy en quinto grado.
b. ¿Cuántos años tienes? 2. Me llamo Julia, ¿y tu?
c. ¿Cómo te llamas? 3. Estoy bien, gracias.
d. ¿En qué grado estás? 4. Tengo nueve años.

1. Escribe las preguntas para las siguientes respuestas:

- ¿Cómo _____
- Me llamo María Iglesias.
- Estoy mal. Tengo frío.
- Estoy en tercer grado.
- Tengo ocho años.

Unidad 1 Lección 1e

1. Presentate a un amigo. Mira el ejemplo y crea tu propia presentación. Usa las preguntas para guiar:

¿Cómo te llamas? ¿Cuántos años tienes? ¿En qué grado estás?

Hola. Me llamo Julia. Tengo 9 años. Estoy en tercer grado.

2. Haz preguntas a un amigo. Dibuja a tu amigo y escribe sus respuestas.

¿Cómo te llamas? ¿Cuántos años tienes? ¿En qué grado estás?

¿Qué aprendimos?

Exit Ticket

Pregunta

How to Find Oral Resources

1

Level Learning Avanza Boost

JCBOE Training
2 students

Dashboard

Assess & Teach

Reports

Teacher Toolbox

Group
JCBOE Training Refresh

Weekly Checklist Student Dashboard Controls

Instructional Resources

Control Access to Avatar Shop, Phonics and ChatterCity
Lock the **Avatar Shop**, **Phonics**, and **ChatterCity** to help students stay focused.

Control Access to Assessments
Make assessments **visible only during the assessment window**. You can start assessments and keep them hidden until students are ready to take them.

Instructional Resources

Phonics

Instructional Resources

View Scope & Sequence

Reading

Browse Library

View Scope & Sequence

Writing

Instructional Resources

Oral

Instructional Resources

4

Students Settings Teacher Resources

Scope and Sequence Skill Based Lessons Topic Based Lesson Chattercity

Units 1-5 Units 6-10

Unit 1 Introductions Unit 2 At School Unit 3 In the Classroom Unit 4 My Day Unit 5 Seasons

Unit 1 Lección 1a ¿Cómo te llamas tú?
03:50

Unit 1 Lección 1b ¿Cómo estás?
04:03

Unit 1 Lección 1c ¿Cuántos años tienes?
05:06

Level A-D (Novice)
B.O.1.3, C.O.1.3, D.O.1.3, E.L.G.3
(Teacher's guide)
(Writing Printable activities)
(Vimeo Link) (YouTube Link)

Level A-D (Novice)
B.O.1.3, C.O.1.3, D.O.1.3, E.L.G.4
(Teacher's guide)
(Oral Printable activities)
(Writing Printable activities)
(Vimeo Link) (YouTube Link)

Level A-D (Novice)
B.O.1.3, C.O.1.3, D.O.1.3, E.L.G.4
(Teacher's guide)
(Oral Printable activities)
(Writing Printable activities)
(Vimeo Link) (YouTube Link)

TEACHER'S DASHBOARD

Thematic Reading Aloud Lesson Components

Read Aloud Text
matching the Unit's theme



Audio at different speeds



Page by Page Read-Aloud
Teacher Guide

Unidad 1
Lectura en Voz Alta 1

Introducción

- ✓ *El diario de Rick: Nuevos amigos*, presenta a Rick, un niño que cuenta en su diario cómo es su vida escolar y cómo conoce a dos nuevos compañeros, Luis y María.
- ✓ A lo largo del libro, los personajes usan saludos y frases de presentación como "Hola", "Me llamo..." y "Buenos días", que los estudiantes ya han practicado en clase.
- ✓ Las ilustraciones apoyan el texto simple y repetitivo, facilitando la comprensión oral y visual.
- ✓ Este cuento es ideal para reforzar saludos básicos y modelar interacciones sociales en español.

Paso 1: Antes de Leer – Activación rápida (3 minutos)

Presenta el libro:

- Explica: Hoy vamos a leer un libro sobre Rick. Mira el título. ¿Cómo se llama el libro? (Señala el título en el libro) Si se llama *El diario de Rick: Nuevos amigos*.
- Pregunta:
 - ¿Quiénes cuando conoces a un nuevo amigo? → Hola, me llamo...
 - Indica al grupo: "Escuchen las saludos y las presentaciones en el cuento. Vamos a practicarlos juntos."

Palabras y Frases Clave del Texto (Vocabulario Temático: Saludos y Presentaciones)

- Hola
- Buenos días
- Buenas tardes
- ¿Cómo te llamas?
- Yo me llamo...
- Mucho gusto
- Adós
- Amigo / Amiga
- Feliz cumpleaños

Reading Response Worksheet
(found at the end of the teacher guide)

Un momento en la historia

Nombre _____

Título _____

Personaje ¿Quién es?

¿Qué dice?

¿Dónde está?

¿Qué hace?

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Find the Read-Aloud Text in the Avanza Online Library
Find Teacher guide and Reading Response in the [Unit by Unit Resource Guide](#)

How to Find and Assign Books in Avanza Online Library

Teacher Dashboard

Dashboard

School-G3A
23 students

Weekly Checklist

Step 1: Remind students they need more minutes.

Search

1 Teacher Toolbox

Assessment

- Getting Started
- Prepare Students (Avanza)
- Prepare Students (Boost)
- Prepare Students (Mandarin)

Weekly Checklist for Practice

- Getting Started
- Connect Data to Instruction & Practice
- Prepare Students (Avanza)
- Prepare Students (Boost)
- Prepare Students (Mandarin)

2

Instructional Resources

- Library
- Avanza Social Studies & Science Content
- Mandarin Independent Reading Strategies

Correlations

- Lexile
- ACTFL
- WIDA
- ELPA

Family Resources

- Avanza Program Description
- Boost Program Description
- Mandarin Program Description
- Generate Individual Student Progress Report

Literacy - Phonics Lesson Components

Each lesson has a number of learning objectives. See Example in Lesson 20

Lesson 20: J + vowel	PhK.3.A.1.j	Asocia la combinación del fonema /j/ y fonemas vocálicos en	Associate the combination of the phoneme /j/
	PhK.3.A.2.j	Asocia las letras (grafemas) en una sílaba abierta con j con	Associate the graphemes of an open syllable with
	PhK.3.E.1.j	Reconoce las dos sílabas CV que forman palabras con j de	Recognize the two CV syllables that form high
	PhK.4.1.j	Decodifica y comprende oraciones completas que contienen	Decode and understand complete sentences that

Video Lesson Per Learning Objective

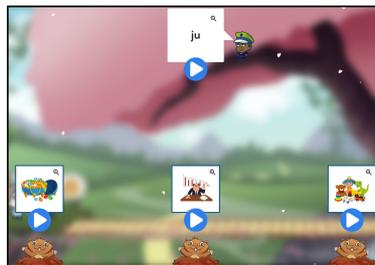
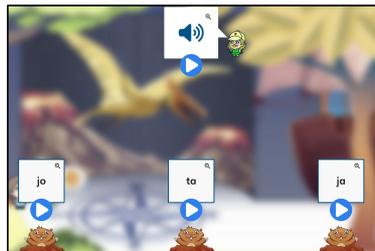
No need to use Teacher Guide and Printables in the lesson (too basic to teach non-transferable letter-sound)

Preview / Teach Lesson
 Asocia la combinación del fonema /j/ y fonemas vocálicos en una sílaba abierta con las letras correspondientes (grafemas). Associate the combination of the phoneme /j/ and vowel phonemes in an open syllable with the corresponding letters (graphemes). Close X

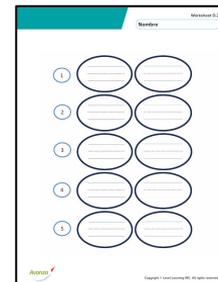
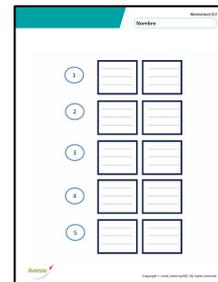
Student Version

¿Qué sílaba es?
 j

Independent Practice Per Learning Objective



Writing (Dictation) Activity



How to Find Phonics Lesson Videos

TEACHER'S DASHBOARD

1. Dashboard

JCBOE Training
2 students

Group: JCBOE Training Refresh

Weekly Checklist Student Dashboard Controls **Instructional Resources**

Control Access to Avatar Shop, Phonics and ChatterCity
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Instructional Resources

Phonics 3. **View Scope & Sequence**

Reading: Browse Library, View Scope & Sequence

Writing: Instructional Resources

Oral: Instructional Resources

Students Plan Teacher Resources
Group: JCBOE Training

Overview Lessons **Scope & Sequence**

U1: Vowels U2: Open Syllables U3: Open Syllables **U4: Open Syllables** U5: Open Syllables U6: Open Syllables

U4: Open Syllables 4

L20: j

PhK.3.A.1.j
Asocia la combinación del fonema /j/ y fonemas vocálicos en una sílaba abierta con las letras correspondientes (grafemas).
Associate the combination of the phoneme /j/ and vowel phonemes in an open syllable with the corresponding letters (graphemes). **View Lesson Preview Game**

PhK.3.A.2.j
Asocia las letras (grafemas) en una sílaba abierta con j con los fonemas en la sílaba inicial de una palabra.
Associate the graphemes of an open syllable with j with the phonemes in the initial syllable of a word. **View Lesson Preview Game**

PhK.3.E.1.j
Reconoce las dos sílabas CV que forman palabras con j de uso frecuente.
Recognize the two CV syllables that form high frequency words with j. **View Lesson Preview Game**

[Non-Transferable Spanish Phonics Scope and Sequence](#)
Instruction and practice can begin with Unit 4 (Lesson 20)

Set Starting Phonics Practice to Unit 4

1

TEACHER'S DASHBOARD

Dashboard

JCBOE Training
2 students

Group: JCBOE Training Refresh

Assess & Teach

Spanish

Phonics: Spanish

Reading: Spanish

Writing: Spanish

Speaking: Spanish

Reports

Teacher Toolbox

Weekly Checklist

Step 1: Remind students they need more minutes.

Search

Lucas Y Needs 20 Minutes

Noah Z Needs 20 Minutes

Check Usage

Step 2: Target instruction for students who need extra support.

0 Students need support with Phonics

1 Students need support with Reading

Phonics Reading

Step 3: Progress of student practice.

Phonics Reading

3

Students Plan Teacher Resources

Group: JCBOE Training

Overview Progress Usage

Set Starting Point Refresh

<input type="checkbox"/>	Student ↑	Current Topic	Current Concept	# of Responses	Trending Data	Ready For Assessment
<input type="checkbox"/>	Lucas Y	U1: Vowels	L1: a	25	Nearing Mastery	No
<input type="checkbox"/>	Noah Z					No

4

Students Plan Teacher Resources

Training

Overview Progress Usage

Set Starting Point Refresh

Student ↑ Current Topic Current Concept # of Responses Trending Data Ready For Assessment

Lucas Y U1: Vowels L1: a 25 Nearing Mastery No

Noah Z

Set Phonics Starting Point

Help students begin at the right place by expediting their placement. Practice will continue from the point you set.

For students who already have data, do not reset to earlier units or levels.

U1: Vowels a, e, i, o, u

U1: Vowels a, e, i, o, u

U2: Open Syllables m, p, t, l, s, n

U3: Open Syllables d, b, f, v

U4: Open Syllables j, r, c, ñ, h

U5: Open Syllables ce-ci, q, g (gue and ge)

U6: Open Syllables Diagraphs and less common letters: ch, ll, y, k, w, x, z

5

Unit by Unit Resource Guide