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

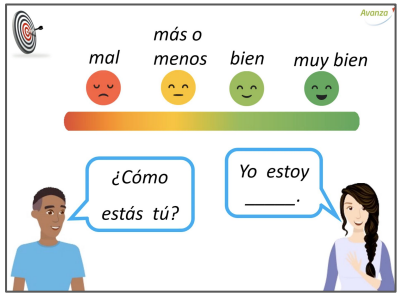
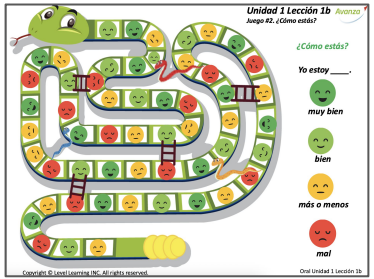
- Each Thematic unit consists of
  - Oral Language Development at Multiple Proficiency Levels
  - Literacy Development
    - Non transferable Foundational Skills
    - Reading Comprehension Development using Thematic Text
    - Personalized Adaptive Learning and Practice

- 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	Explicit Vocabulary Introduction	Interactive Oral Practice	Written Language Bridge
To **prepare for target language** use during authentic reading and writing context.	Video Lessons model pronunciation, grammar, and meaning for key **vocabulary** and **sentence frames**	**Game-based activities** encourage repetition, communication and confidence through structure speaking opportunities	Short written exercises consolidate **new structures** and prepare students for literacy activities
			

Support Literacy with Non-Transferable Foundational Skills

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

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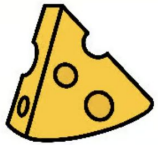
playa

hacha

uña

llave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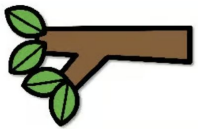
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Non-Transferable Foundational Skills

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

[Non-Transferable Spanish Phonics Scope and Sequence]

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.

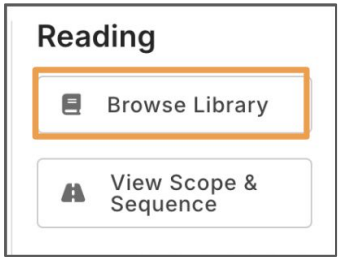
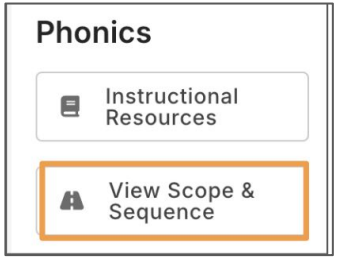
Builds Vocabulary

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	Weeks 4-6	
Language Lessons	**Reading Lessons** *(Read Aloud)*	**Phonics 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 	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. 	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

		Lessons connected to the theme			*Literacy development*		
	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
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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**.

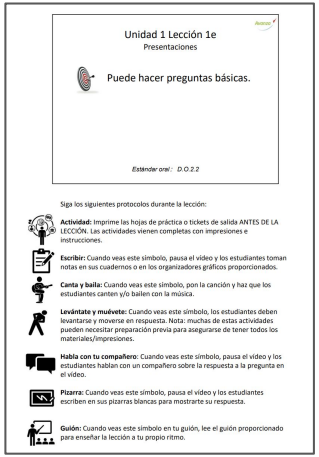
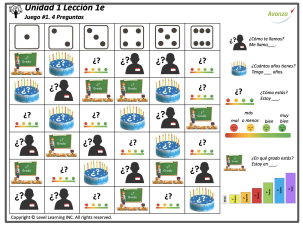
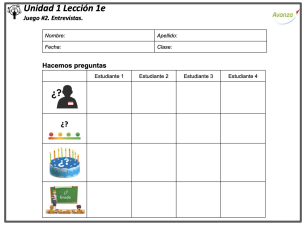
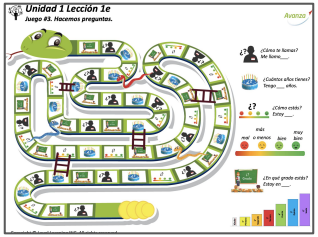
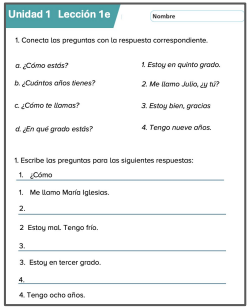
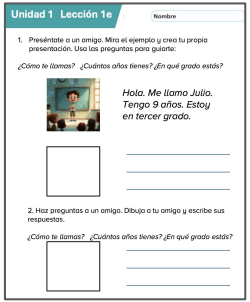
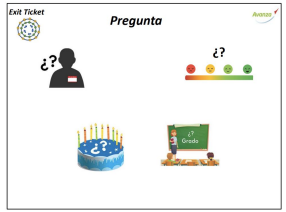
Oral Language Proficiency Levels Per Thematic Unit

Unidad 1
Presentaciones

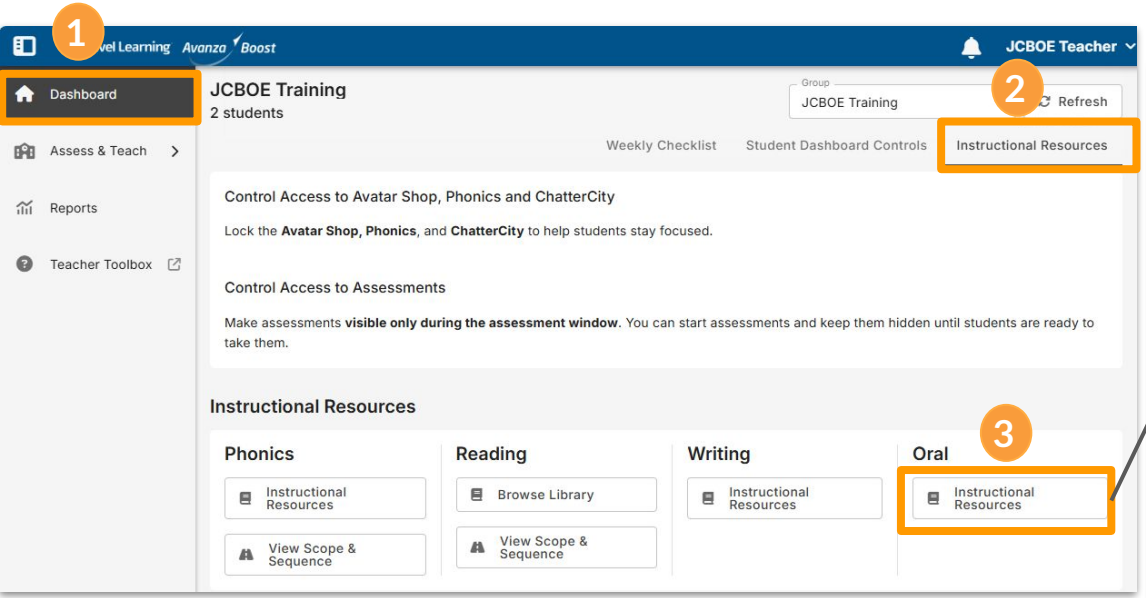
Novice Low	Novice Mid	Novice High
Unit 1 Lesson 1 “Me llamo…”	Unit 1 Lesson 1 Estoy en + grado	Unit 1 Lesson 1 “Mi amigo tiene…”
Unit 1 Lesson 2 “¿Cómo estás?”	Unit 1 Lesson 2 Estoy + sentimientos	Unit 1 Lesson 2 “Mi amigo es de…”
Unit 1 Lesson 3 “Tengo…años”	Unit 1 Lesson 3 “Mi amigo tiene…”	Unit 1 Lesson 3 “Mi amigo canta/juega/habla…”

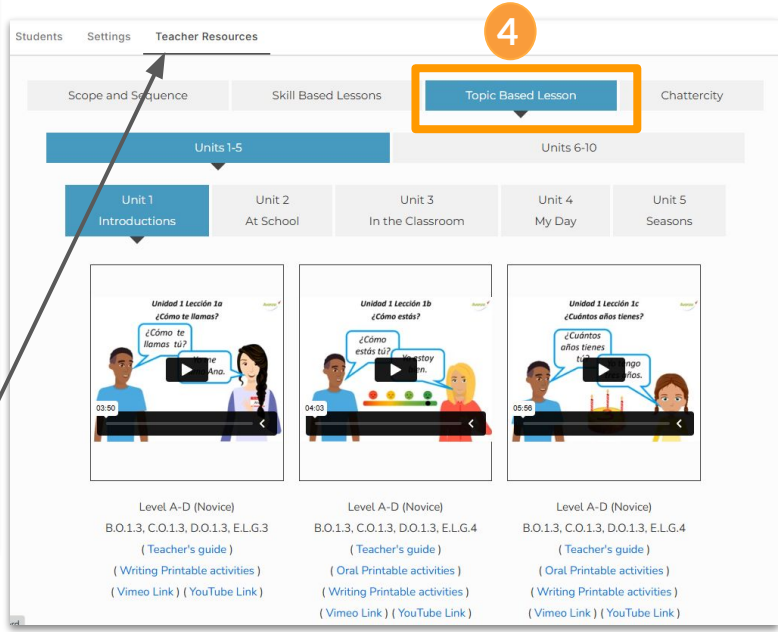
Thematic Oral Language Lesson Components

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)
		  	 	

How to Find Oral Resources





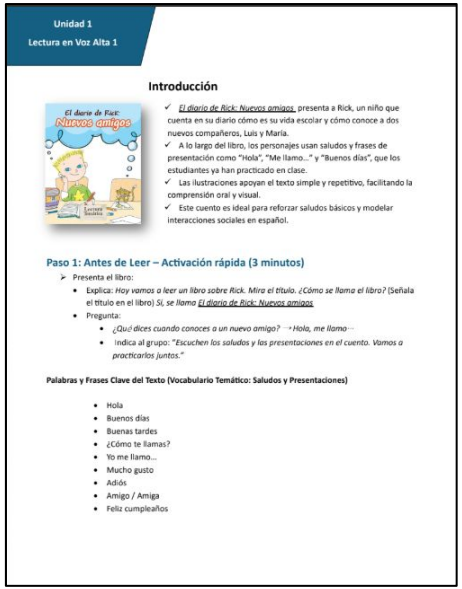
TEACHER'S DASHBOARD

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. Miren el título. ¿Cómo se llama el libro?* (Señala el título en el libro) *Sí, se llama El diario de Rick: Nuevos amigos*
  - Pregunta:
    - *¿Qué dices cuando conoces a un nuevo amigo?* → *Hola, me llamo…*
    - Indica al grupo: *"Escuchen los saludos y las presentaciones en el cuento. Vamos a practicarlos juntos."*

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

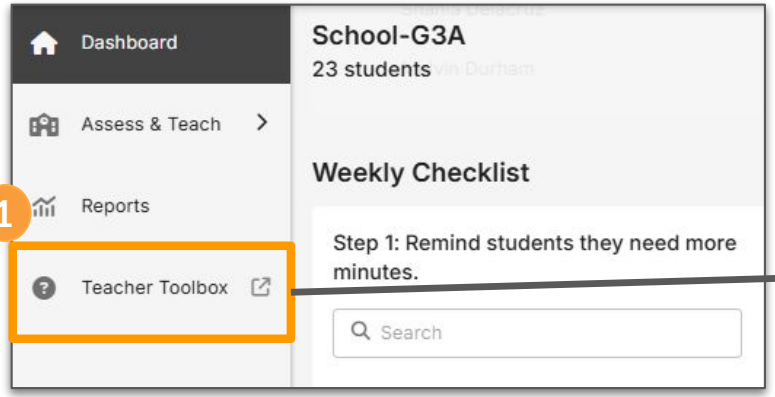
- Hola
- Buenos días
- Buenas tardes
- ¿Cómo te llamas?
- Yo me llamo...
- Mucho gusto
- Adiós
- Amigo / Amiga
- Feliz cumpleaños

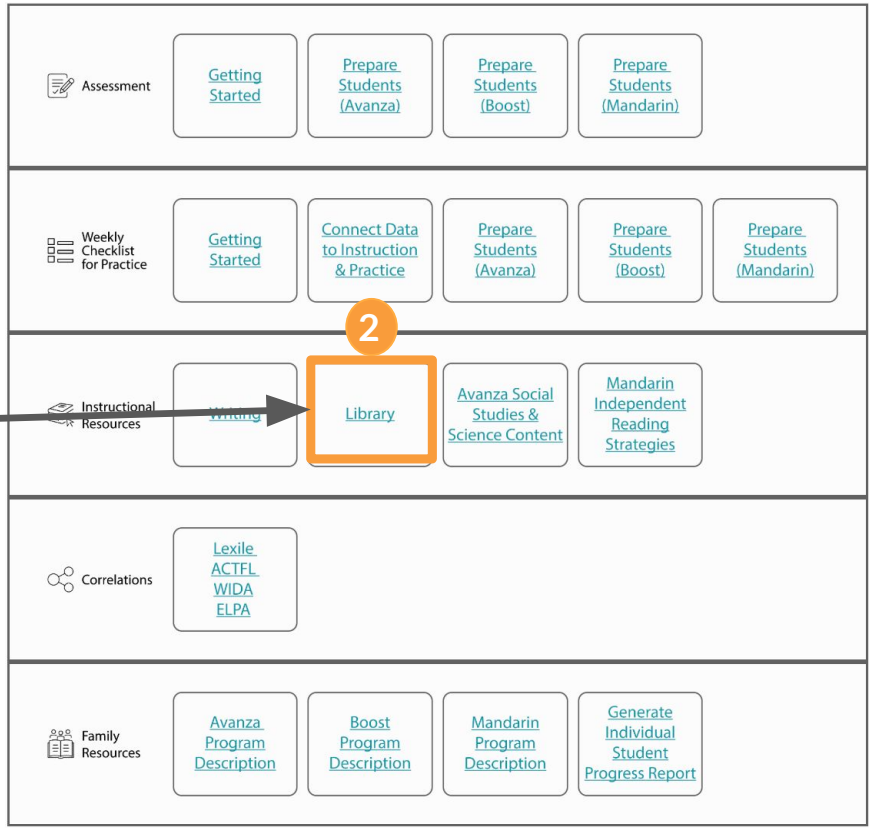
Reading Response Worksheet (found at the end of the teacher guide)

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





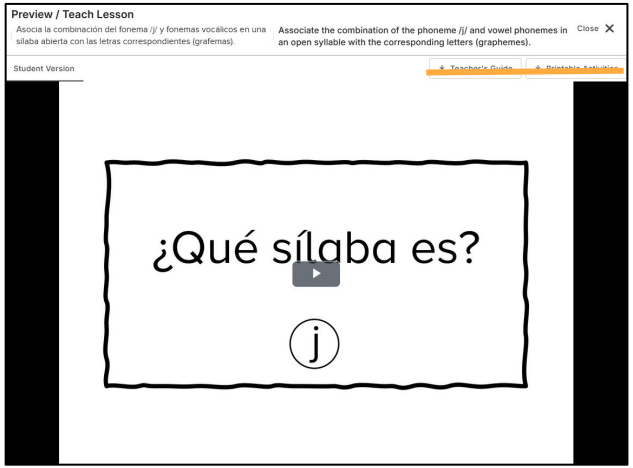
Literacy - Phonics Lesson Components

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

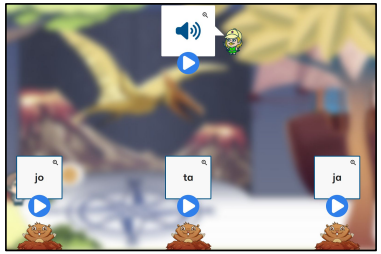
Lesson 20: J + vowel	PhK.3.A.1.j	Asocia la combinación del fonema /j/ y fonemas vocálicos en	Associate the combination of the phoneme /j/
	PhK.3.A.2.j	Asocia las letras (grafemas) en una sílaba abierta con j con	Associate the graphemes of an open syllable with
	PhK.3.E.1.j	Reconoce las dos sílabas CV 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

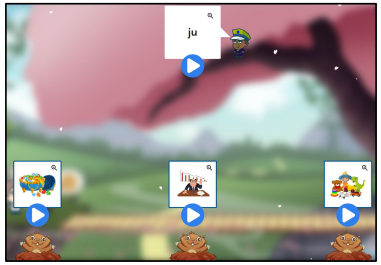
Video Lesson Per Learning Objective

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

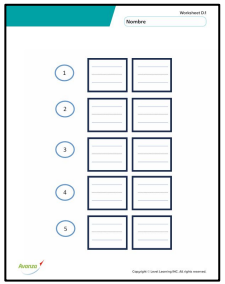


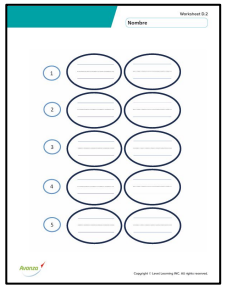
Independent Practice Per Learning Objective





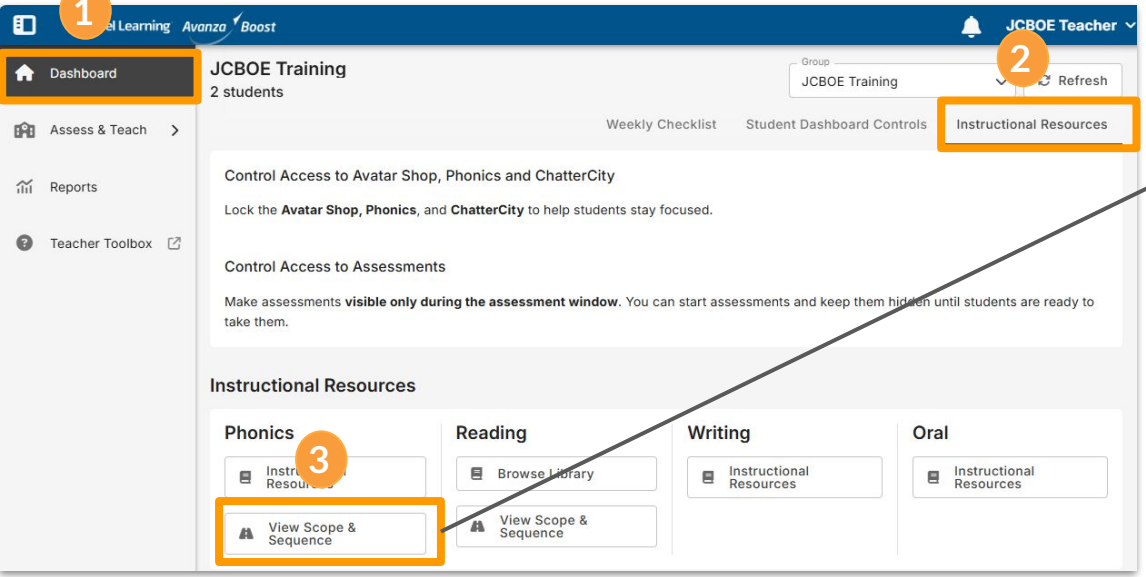
Writing (Dictation) Activity

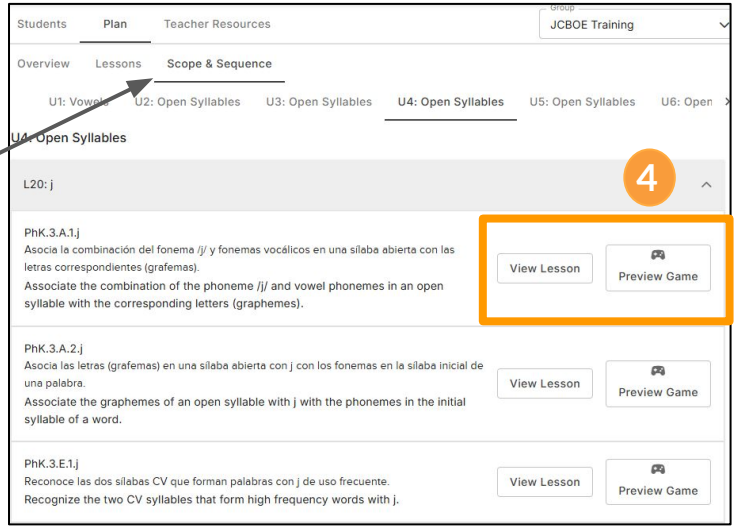




How to Find Phonics Lesson Videos

TEACHER'S DASHBOARD

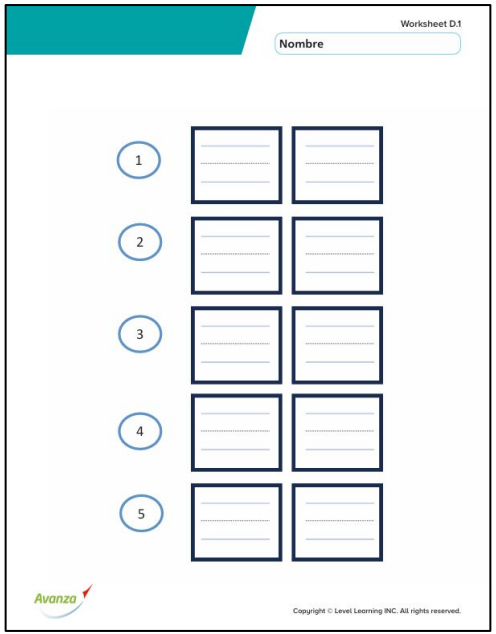


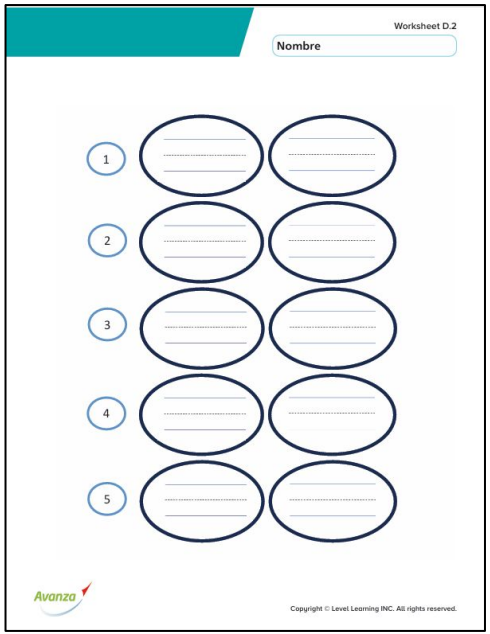


[Non-Transferable Spanish Phonics Scope and Sequence]

Instruction and practice can begin with Unit 4 (Lesson 20)

Phonics Dictation Worksheets





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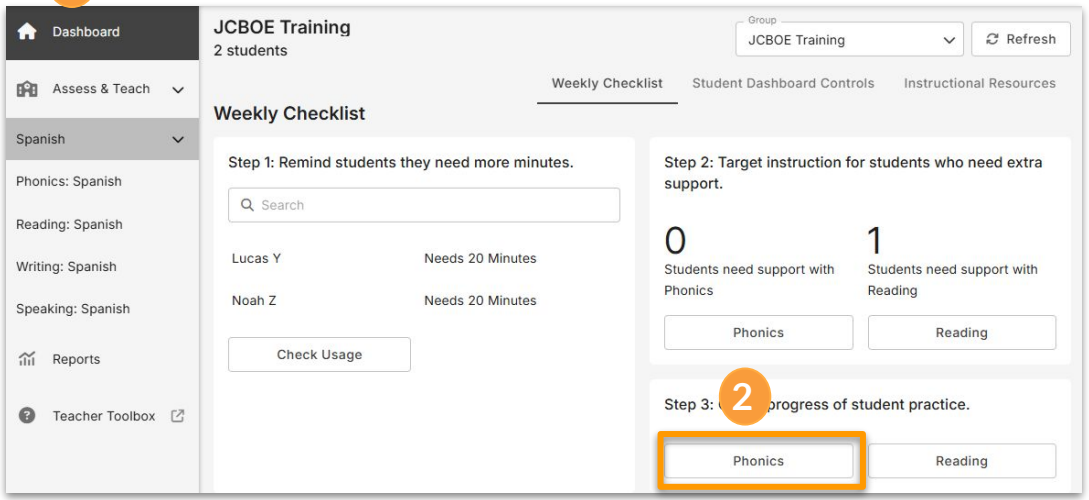
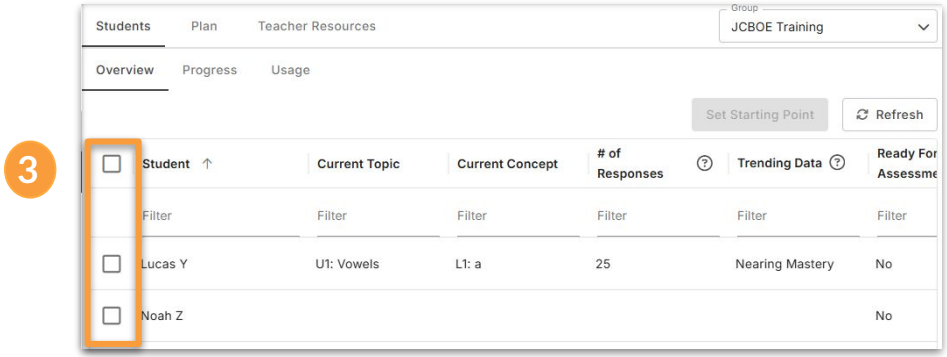
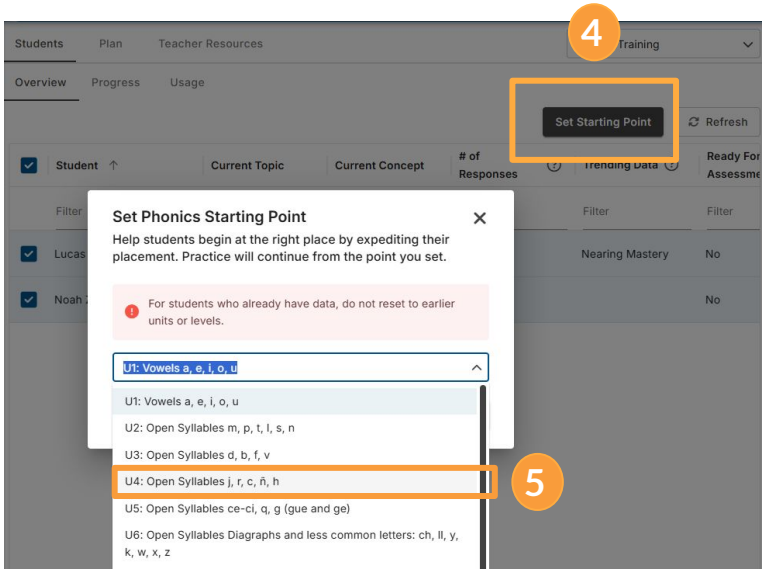
Set Starting Phonics Practice to Unit 4

TEACHER'S DASHBOARD







Unit by Unit Resource Guide