



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**

Cuentos fonéticos de Scholastic™ Product Overview

Cuentos fonéticos de Scholastic lead children to early reading success through explicit, systematic phonics instruction, the establishment of a print-rich environment, and Spanish language experiences. The program delivers:

- Research-based instructional strategies that focus on the sound-spelling connection, phonemic awareness skills, and fluency
- Engaging, carefully written, sound-controlled stories that motivate young children to read and give them systematic repetition and practice with sounds and words

Instructional Content

The *Cuentos fonéticos de Scholastic* program provides independent reading opportunities in which children apply developing Spanish phonics and word-identification knowledge to connected text.

Phonemic Awareness

- Each lesson contains alliteration, oral blending, or other phonemic awareness activities that progress in difficulty as children move through the program.
- After the teacher pronounces a word, children reproduce the sounds they hear and increase their ability to articulate and discriminate sounds.

Phonics

- In the first lesson, children learn the five Spanish vowels as the basis of the syllable; each subsequent lesson explicitly teaches a particular open syllable and reinforces others previously taught.
- The sequence of letters introduced is systematic, intentional, and gradual.
- After teacher modeling, children blend words and build sentences.
- Teachers use a vowel poster, ABC strips for letter recognition, transparencies, and syllable cards to enhance instruction.
- Children practice encoding through dictation.

Fluency

- While the teacher models fluent reading, students follow along in their books.
- Multiple times throughout the week, children reread the stories chorally, aloud one page at a time by volunteers, or independently with partners.

Vocabulary

- The teacher introduces, and children practice reading the high-frequency words most commonly found in early reading materials in Spanish, including *la*, *de*, and *el*.
- Children learn story-specific words that are not decodable.

Comprehension

- The teacher previews the story and engages children in active and robust instruction of key comprehension skills.
- Each lesson contains after-reading questions for teachers to ask that help children attach meaning to their reading.

Instructional Design

For use with children in Grades K-2, ***Cuentos fonéticos de Scholastic*** can supplement other reading programs or be used as a complete phonics course. The lesson routine is divided into the following sections:

1. **Develop Phonemic Awareness**—Activities begin each lesson and are fast-paced and informal.
2. **Connect Sound-Spelling**—Teachers introduce the letter, syllables, and high-frequency words; students practice story words, blend words, and build sentences.
3. **Develop Reading Fluency**—Each lesson includes instruction for previewing the story, reading the story, and reflection and response.
4. **Develop Writing Skills**—Students write words and sentences that the teacher dictates, and they complete additional activities that allow them to be creative.
5. **Assessment/Intervention**—The Teacher’s Guide provides assessment tools and intervention strategies to help teachers differentiate instruction.

During each week of instruction, the teacher presents two, two-day-long lessons. Children read one ***Cuento fonético*** with each lesson. On the fifth day of the week, children assemble the black-and-white versions of the two books and take them home to share with their families.

Assessments

While using the ***Cuentos fonéticos de Scholastic*** program, teachers have many opportunities to observe and informally assess children’s developing phonemic awareness, phonics, and writing skills. The program also provides three formal assessments to be administered after ***Cuentos fonéticos*** 12, 24, and 36. As a student reads aloud the words and sentences in the assessment, the teacher records his or her attempts, corrections, errors, and passes. Teachers also ask the child to write various words and sentences.

Screening

Teachers administer the assessments in sequence until the child receives less than 80% mastery. The student begins instruction in the corresponding set of ***Cuentos fonéticos***.

Diagnostic

Teachers can also use results from the formal assessments for diagnostic purposes. Anecdotal remarks recorded by the teacher during these assessments provide valuable insights on a student’s potential problem areas. For example, if the child blends *pepé* for *papá*, he or she may need additional work with differentiating vowels. Teachers also take Running Records about once a week. As a child reads a book aloud, the teacher records what is read and analyzes his or her miscues to guide instruction.

Progress Monitoring

Teachers can include results from formal assessments, anecdotal comments, and Running Records in children’s portfolios to monitor gains. In addition, the Teacher’s Guide contains a template for recording the books each child has read.

Motivation and Engagement

Highly-engaging stories, high interest themes, and appealing illustrations support readers. Hidden pictures in each book motivate children to continue reading, while sound-spelling cards, transparencies, and a colorful vowel poster provide visual variety. The program's systematic instruction enables children to read with success, increases their confidence, and helps them become independent readers.

Intervention Strategies

On the basis of formal and informal assessments, teachers determine which children need additional support in building particular skills. The Teacher's Guide contains strategies for sound-spelling intervention, wordplay, blending and segmenting intervention, using manipulatives, high-frequency words intervention, and building sentences. In addition, each lesson provides intervention strategies to strengthen the skills taught in the current lesson or those previously taught.

Home-School Connection

Children bring home the black-and-white version of each ***Cuento fonético***. Each of these take-home booklets contains a parent's letter that explains the booklet's purpose and suggestions for its use. For example, children can make a library out of take-home books, and caregivers can read the books aloud while encouraging their child to identify key words in the story.

The Teacher's Guide contains ideas for parental involvement that teachers can send home throughout the year. They can also send home copies of children's writing and stories the class dictates during the writing extension portion of the lesson.

Professional Development

The ***Cuentos fonéticos de Scholastic*** Teacher's Guide presents specific instructional strategies that teachers can use to help students develop their phonemic awareness skills, connect sounds with symbols, and read high-frequency words. Lessons also provide dictation and writing techniques, reading options, and ideas for writing extension activities.

The Teacher's Guide discusses text comprehension assessment approaches, intervention strategies, and ways to include families in their children's reading development. There is a bibliography for extended learning and English-language translations of each book's content.