

Key Features

- Develops phonemic awareness, phonics, fluency, and writing skills
- Follows the sequence of Spanish phonological awareness and phonics skills
- Sequential and systematic—students learn to identify and produce letter sounds, blend and segment syllables, form syllables with letters, form words with syllables, and read words and sentences
- 20-30 minutes daily
- Differentiated instruction for small groups
- Dual use—supplemental language arts program or reading intervention program
- Compatible with Dual Language or Bilingual programs
- Aligned to Common Core en Español and TEKS
- Research-based



SPANISH EARLY READING CURRICULUM



“El camino al éxito has moved us forward with our Spanish literacy kids. So much so that I can say it is one of the things that was instrumental in Metzger receiving the “Closing the Achievement Gap” award three times in the state of Oregon.”

Karen Twain, former principal of Metzger Elementary and formerly leader of the Oregon Governor's Reading Initiative.

Developed and tested at Metzger Elementary School in Tigard-Tualatin School District in Oregon

ABOUT EL CAMINO AL ÉXITO

El camino al éxito offers structured, systematic instruction for students learning to read in Spanish. Easy to follow and ready to go, El camino can be adapted for use as **beginning reading instruction** or **early reading intervention**. The program develops **phonological awareness** and phonics skills so that students can decode and read syllables and words. Used as an intervention program, it has been highly effective in increasing the number of students in kindergarten who meet benchmark reading levels in Spanish at the end of kindergarten, using the IDEL assessment measures developed by the University of Oregon.



Why is early phonemic awareness instruction so important?

- Researchers have been divided about whether the phoneme or the syllable is the optimal spelling-sound unit to teach beginners to read.
- Sargiani, Ehri, & Maluf (2019) studied Brazilian first grade readers:
 - Students were taught to read 40 CV words using 10 consonants and 5 vowels.
 - » One group was taught to sound and blend phonemes in the CVs.
 - » The other group was taught the CVs as whole syllables.
 - Results indicated that the phoneme group read and spelled more accurately than the syllable group.

Sequence of Instruction

Volume 1: Name and identify the sound of 5 vowels and 3 consonants (m, p, s); identify the beginning sound of a word; and blend and segment syllables into words.

Volume 2: Name and identify the sound of t, d, n, l, r, b; blend and segment sounds into syllables; read and count syllables.

Volume 3: Name and identify the sound of c (fuerte), ñ, v, g (fuerte), j, f, z, y; read syllables with automaticity; combine syllables to form and read words.

Volume 4: Name and identify the sound of h, ll, ch, q, c (suave), g (suave); read words with open syllables.

Volume 5: Name and identify the sound of k, w; read and write words with closed syllables and diphthongs; read sentences.

Each daily lesson includes four to seven activities. Depending on the setting, the lessons range from 20-30 minutes in length. Preceding each lesson is a summary page that lists the lesson objectives along with the day's activities, required materials, and suggested duration.

Instructional Strategies: Many instructional strategies are incorporated into the curriculum to provide sheltered instruction, making it accessible to all students learning to read in Spanish.

- Explicit teaching routines
- Predictable activities
- Lessons with clear content and language objectives
- Use of instructional cues, such as signaling when students are to think and when they are to respond
- Scaffolded content to constantly build background knowledge
- Use of visuals to build vocabulary and to contribute to sheltered instruction
- Use of manipulatives to reinforce skills



EL CAMINO AL ÉXITO COMPONENTS

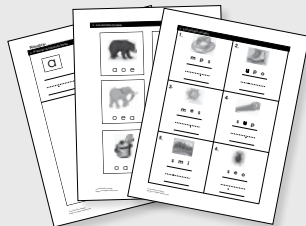
5 Teacher's Manuals



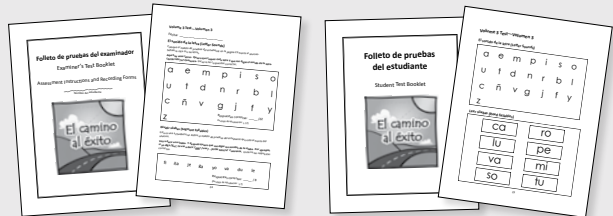
5 Companion Manuals with support materials



Daily practice sheets



Placement and Benchmark Assessments (30 student copies)



Key letters, game sheets, and syllable-square strips in a convenient binder



4 Syllable and Word booklets (30 copies of each)



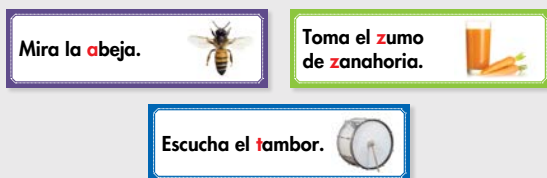
Syllable cards binder



Picture cards, student letter cards, and word cards in handy storage boxes



Grounding Sentences for each target sound, syllable, or pattern



Letter tiles, cups, game pieces, and counters



Flash drive with printable materials



Also available in digital format.



Instructional Support Posters

Beginning Sounds and Alphabet Poster



front



back

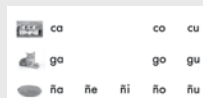
Syllable Posters with and without picture support



Volume 1



Volume 2



Volume 3



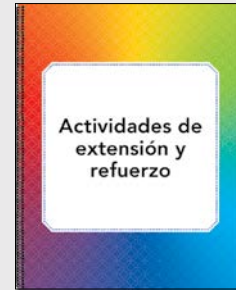
Volume 4



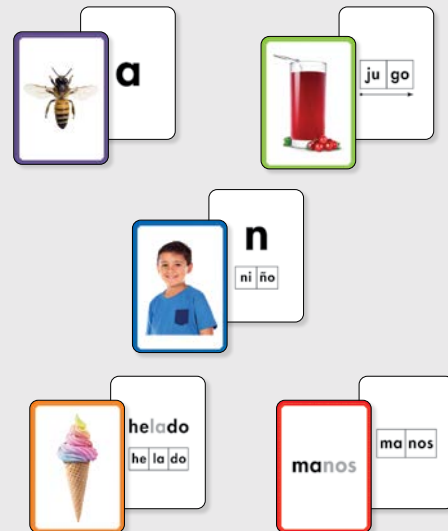
Volume 5

Extension and Reinforcement Activities

Resource Guide with instructions and materials to set up learning centers



Game Cards for each volume



Game Boards



Award certificate and reward stickers



Volume 1 focus: The name and sound of letters and phonemic awareness activities

- 24 daily lessons
- Every 3 days, students are taught a new letter from a set that includes the 5 vowels and m, p, and s.
- Lessons include targeted, repetitive tasks:
 - » Learn the name and sound of the new letter in isolation and in context
 - » Identify the beginning sound of words
 - » Blend and segment words into syllables
 - » Read a page of letters that include the new letter and review letters
 - » Complete practice sheets, a game, or a center activity

A typical lesson is shown below.

LECCIÓN 11

RESUMEN

Objetivos

Los estudiantes podrán:

- ✓ Aprender el nombre y el sonido de la **g**
- ✓ Escuchar el sonido inicial

○

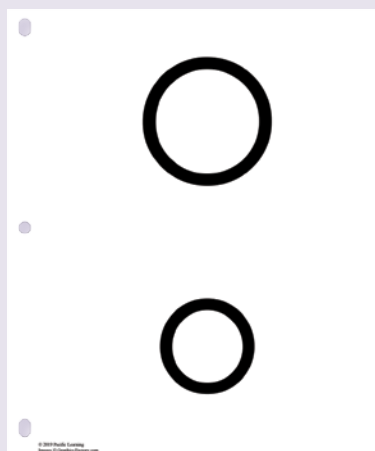
Actividades	Materiales	Tiempo
1. Escuchar el sonido inicial	Figura 11-1	2 minutos
2. El nombre y el sonido de la letra	Tarjeta clave: g Tarjeta de letras: g (una para cada alumno)	2 minutos
3. Buscar el dibujo	Tarjeta clave: g Figuras 11-2 y 11-3	5 minutos
4. Unir y dividir sílabas en palabras	Tira de sílabas 1	3 minutos
5. Repasar la letra y Leer letras *	Tarjeta clave: g Figura 11-4	5 minutos
6. Actividad de escritura	Hoja 11 (una para cada alumno y para la maestra)	8 minutos
7. Juego: El juego de los nombres *	Tablero 11 Tarjetas de letras: g, e, i, o Una figura para usar como marcador para cada alumno	5 minutos

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Each lesson begins with a summary page that lists the required and optional activities, suggested time-frames, and necessary materials.

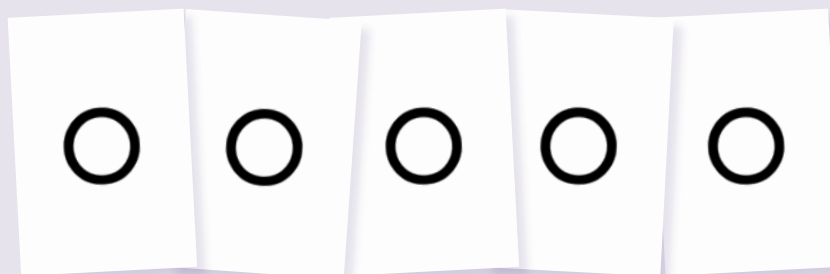
ACTIVITY 1

Students are asked to produce the beginning sound of each picture.



ACTIVITY 2

Students are taught the name and the sound of the new letter. Each child traces the target letter three times.



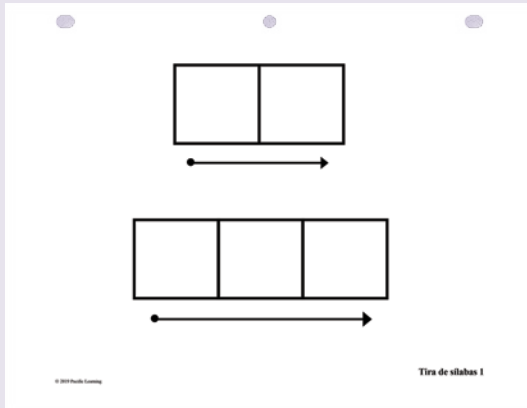
ACTIVITY 3

Students are asked to say the sound of the new letter. Then for each box, they select the picture that begins with the new sound.



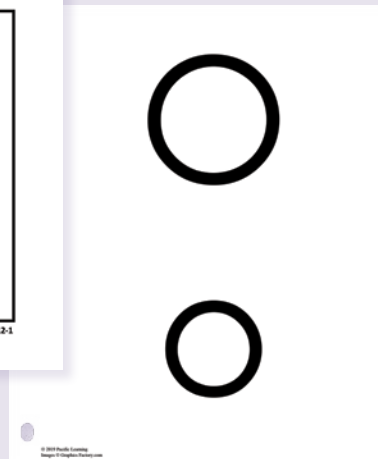
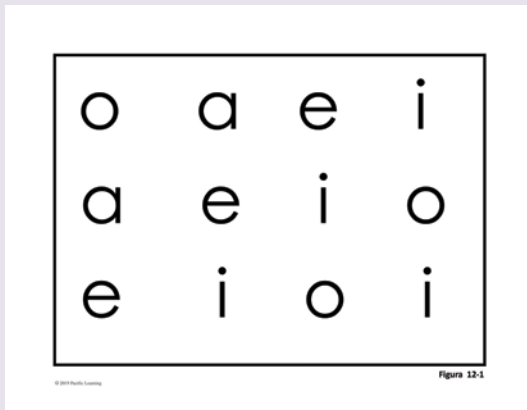
ACTIVITY 4

Students begin with a **blending** activity. The instructor touches a box as she says each syllable of a word. When the instructor slides her finger over the arrow, the students say the complete word. This is followed by a **segmenting** activity, whereby the instructor says a word; the instructor then lifts a finger as the students say each syllable.



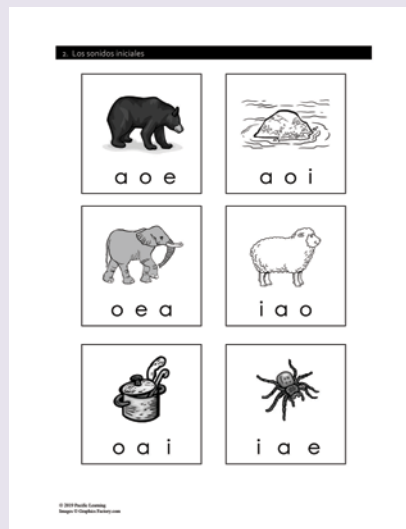
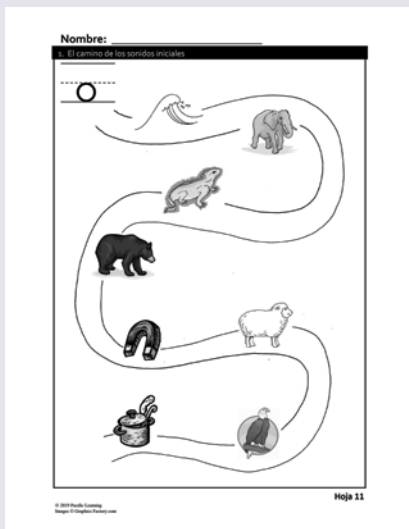
ACTIVITY 5

Students review the name and the sound of the new letter. Then together they read a page of letters.



ACTIVITY 6

Students complete practice sheets.



EXTENSION & REINFORCEMENT ACTIVITIES

Students complete activities to reinforce learning.



Nombre _____

1. Escribe las letras a, e, u.

Nombre la imagen. Identifica y encierra en un círculo su sonido inicial. Escribe la letra en la línea de abajo.

 o u a _____ _____	 a u o _____ _____
 u a o _____ _____	 o a u _____ _____

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Las vocales



Sílabas con m, p y s



Volume 2 focus: Learning to read syllables

- 24 daily lessons
- Every 4 days, students are taught a new letter (t, d, n, l, r, b)
- Each day, students continue to participate in activities from Volume 1:
 - » Learn the name and sound of the new letter in isolation and in context
 - » Identify the beginning sound of words
 - » Read a page of letters that include the new letter and review letters
 - » Complete practice sheets, a game, or a center activity
- Students participate in new activities:
 - » Segment and blend sounds into syllables
 - » Learn to read syllables
 - » Use letter tiles to form the first syllable of a word

A typical lesson is shown below.

LECCIÓN 41

RESUMEN

r

Objetivos

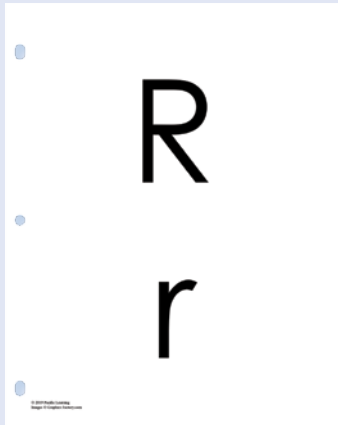
Los estudiantes podrán:

- ✓ Aprender el nombre y el sonido de la r
- ✓ Escuchar el sonido inicial
- ✓ Dividir y unir sílabas
- ✓ Leer sílabas

Actividades	Materiales	Tiempo
1. El nombre y el sonido de la letra	Tarjeta clave: r Tarjeta de letras: r (una para cada alumno)	2 minutos
2. El juego de dos dibujos	Tarjeta clave: r Tarjetas de dibujos: ojo, pollo, radio, rana, regla, ruta, sirena y tenedor	4 minutos
3. Dividir y unir sílabas y Leer sílabas*	Figura 41-1	4 minutos
4. Tocar las cajas y formar la primera sílaba	Tira de sílabas 3, Tablitas de letras: l, p, a, o, i, u y tazas de plástico (una para cada alumno y para la maestra) Figura 41-2	7 minutos
5. Repasar la letra y Leer letras *	Tarjeta clave: r Figura 41-3	5 minutos
6. Actividad de escritura	Hoja 41 (una para cada alumno y para la maestra)	8 minutos
7. Juego: El juego de las sílabas *	Tablero 1 Tarjetas de sílabas: una de cada sílaba de la l y la p Una figura para usar como marcador para cada alumno Un dado	Opcional

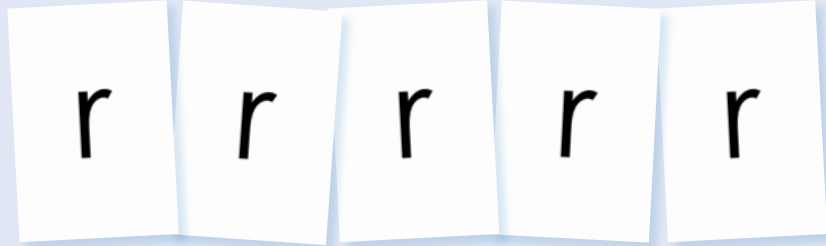
163

Each lesson begins with a summary page that lists the required and optional activities, suggested time-frames, and necessary materials.



ACTIVITY 1

Students are taught the name and the sound of the new letter. Each child traces the target letter three times.



ACTIVITY 2

Students are asked to say the sound of the new letter. Then for each box, they select the picture that begins with the new sound.



Figure 42-1



Figure 42-2

R
r

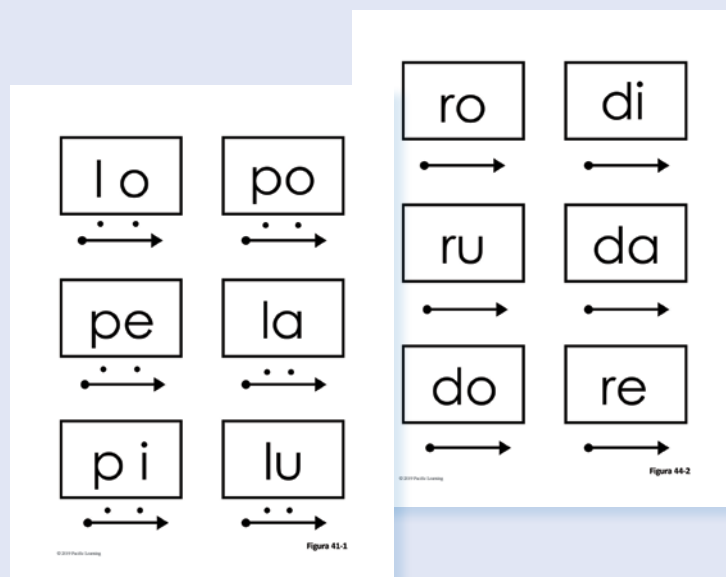


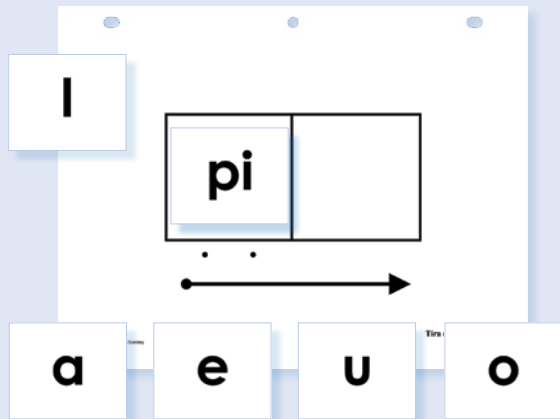
Figure 43-1

Figure 44-2

ACTIVITY 3

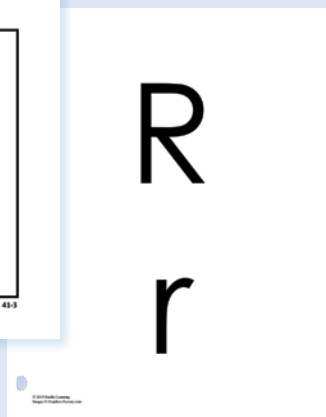
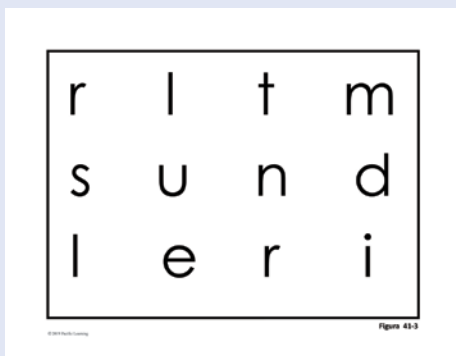
Students segment syllables into sounds and then blend the sounds to say the syllable again. Students then read a page of syllables together.

Scaffolded Instruction: Students are first taught to read the sounds of the letters and then to blend the sounds to read the syllable. Later, students read syllables by elongating individual sounds.



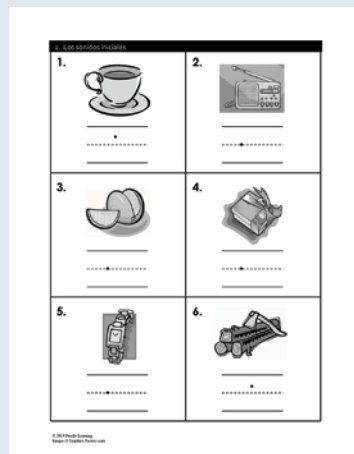
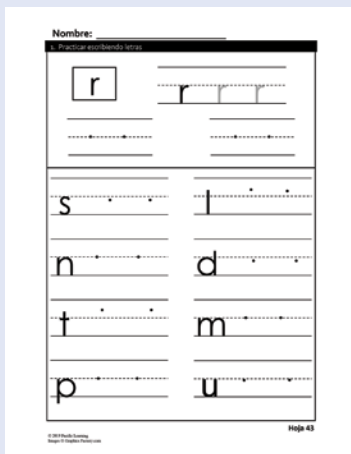
ACTIVITY 4

The students are shown a picture card. They say the name of the picture, touching each box of the Syllable-Square Strip as they say each syllable. Then they use letter tiles to form the first syllable of the word.



ACTIVITY 5

Students review the name and the sound of the new letter. Then together they read a page of letters.



ACTIVITY 6

Students complete practice sheets.

EXTENSION & REINFORCEMENT ACTIVITIES

Students complete activities to reinforce learning.



Sílabas con t, d, n, l, r y b

ta 	te 	ti 	to 	tu 
da 	de 	di 	do 12	du 
na 	ne 	ni 	no 	nu 
la 	le 	li 	lo 	lu 
ra 	re 	ri 	ro 	ru 
ba 	be 	bi 	bo 	bu 

Volume 3 focus: Combine syllables to form words

- 24 daily lessons
- Every 3 days, students are taught a new letter (c [fuerte], ñ, v, g [fuerte], j, f, z, y)
- Each day, students participate in activities from earlier volumes:
 - » Learn the name and sound of the new letter in isolation and in context
 - » Identify the beginning sound of words
 - » Read a page of letters that include the new letter and review letters
 - » Complete practice sheets, a game, or a center activity
- Students participate in new activities:
 - » Read syllables with automaticity
 - » Use syllable cards to form words

A typical lesson is shown below.

LECCIÓN 55

RESUMEN

V

Objetivos

Los estudiantes podrán:

- ✓ Aprender el nombre y el sonido de la v
- ✓ Escuchar el sonido inicial
- ✓ Leer sílabas
- ✓ Unir sílabas para formar palabras

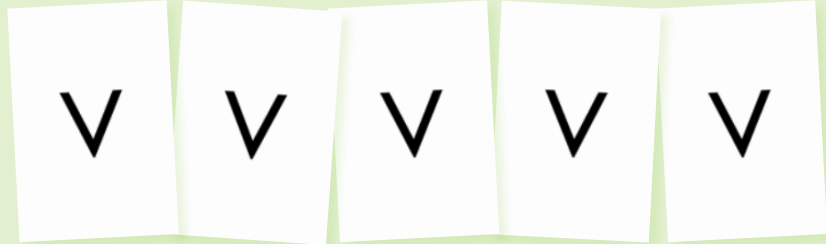
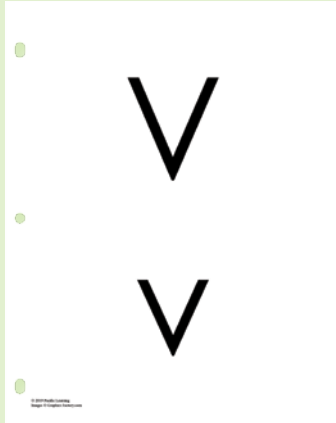
Actividades	Materiales	Tiempo
1. El nombre y el sonido de la letra	Tarjeta clave: <u>v</u> Tarjeta de letras: <u>v</u> (una para cada alumno)	2 minutos
2. El juego de dos dibujos	Tarjeta clave: <u>v</u> Tarjetas de dibujos: camisa, doce, lápiz, teléfono, vaca, vela, velero y venado	4 minutos
3. Dividir y unir sílabas y Leer sílabas	Figura 55-1	4 minutos
4. Tocar las cajas y formar palabras	Tira de sílabas 2 (una para cada alumno y para la maestra) Tarjetas de sílabas: <u>ca</u> , <u>la</u> , <u>so</u> , <u>va</u> y <u>ve</u>	7 minutos
5. Repasar la letra y Leer letras *	Tarjeta clave: <u>v</u> Figura 55-2	5 minutos
6. Actividad de escritura	Hoja 55 (una para cada alumno y para la maestra)	8 minutos
7. Juego: El juego de los amigos con sílabas *	Tarjetas de sílabas: <u>la</u> , <u>le</u> , <u>li</u> , <u>vi</u> , <u>vo</u> y <u>vu</u> (un grupo de tarjetas para cada pareja de alumnos)	Opcional

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Each lesson begins with a summary page that lists the required and optional activities, suggested time-frames, and necessary materials.

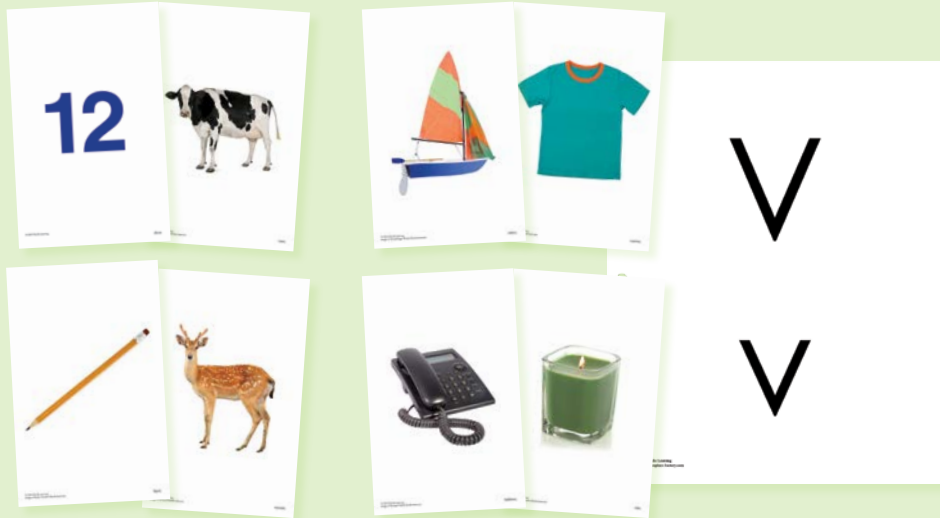
ACTIVITY 1

Students are taught the name and the sound of the new letter. Each child traces the target letter three times.



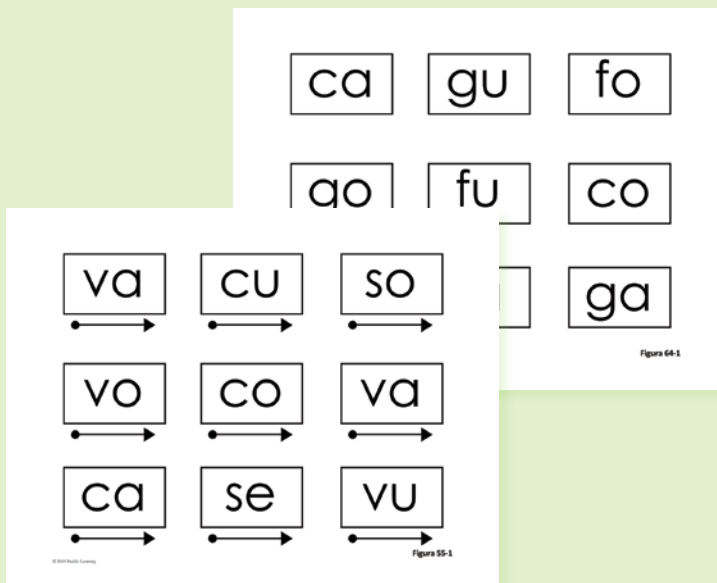
ACTIVITY 2

Students are shown the new letter and are asked to say the sound of the letter. The instructor then holds up a pair of pictures, and the students are asked which picture begins with the new sound.

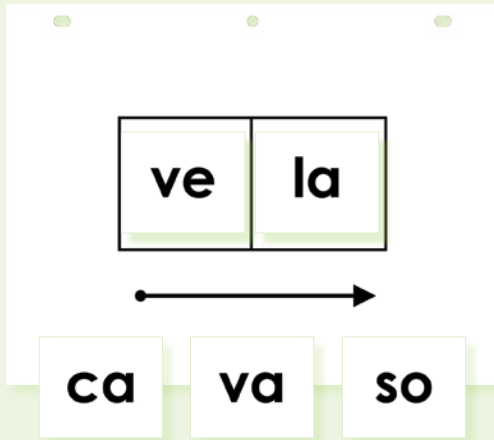


ACTIVITY 3

Students segment syllables into sounds and then blend the sounds to say the syllable again. Students then read a page of syllables together.

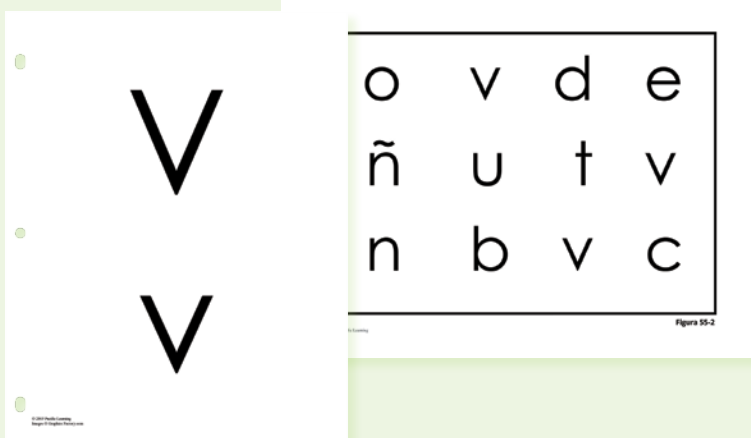


Scaffolded Instruction: Students are first taught to read the sounds of the letters and then to blend the sounds to read the syllable. Later, students read syllables by elongating individual sounds.



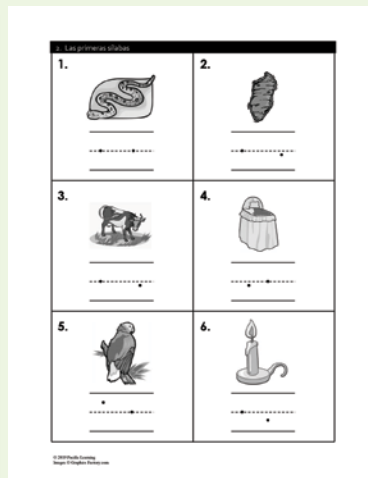
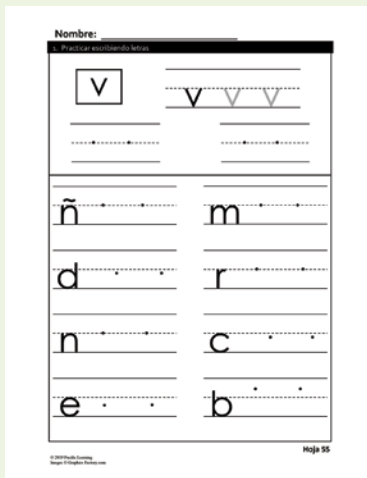
ACTIVITY 4

Students will use syllable cards to form words. Then they will read the words together.



ACTIVITY 5

Students review the name and the sound of the new letter. Then together they read a page of letters.



ACTIVITY 6

Students complete practice sheets.

EXTENSION & REINFORCEMENT ACTIVITIES

Students complete activities to reinforce learning.



Nombre _____

Nombra la imagen. Identifica y encierra en un círculo su sílaba inicial. Escribe la sílaba inicial en la línea correspondiente.

1  ca co cu _____	2  va ve vi _____	3  ca co cu _____
4  va ve vi _____	5  ca co cu _____	6  va ve vi _____

3 Escribe sílabas nuevas

17



Sílabas con c, g, ñ, v, j, f, z y y

ca 	co 	cu 
ga 	go 	gu 
ña 	ñe 	ñi 
va 	ve 	vi 
ja 	je 	ji 
fa 	fe 	fi 
za 	ze 	zo 
ya 	ye 	yi 
		yo 
		yu 

Volume 4 focus: Read words

- 24 daily lessons
- Every 3 days, students are taught a new letter (h, ll, ch, q, c [suave], g [suave], rr, x)
- Each day, students participate in activities from earlier volumes:
 - » Learn the name and sound of the new letter
 - » Identify the beginning sound of words
 - » Complete practice sheets, a game, or a center activity
 - » Segment and blend sounds into syllables
- Students use booklets to read letters, syllables, and words with open syllables.

A typical lesson is shown below.

LECCIÓN 77

RESUMEN

Objetivos

Los estudiantes podrán:

- ✓ Aprender el sonido del dígrafo ll
- ✓ Escuchar el sonido inicial
- ✓ Unir sílabas para formar palabras
- ✓ Leer palabras

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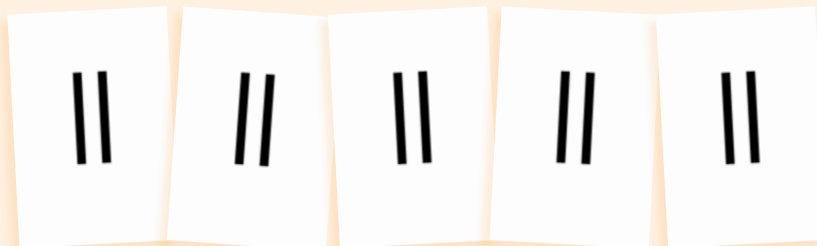
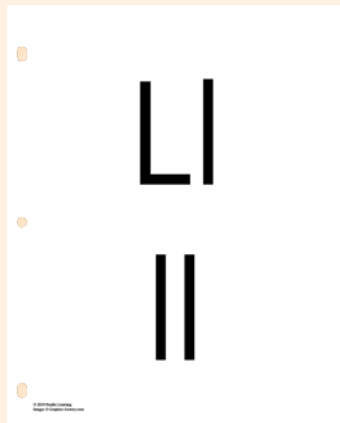
Actividades	Materiales	Tiempo
1. El sonido del dígrafo	Tarjeta clave: ll Tarjeta de letras: ll (una para cada alumno)	2 minutos
2. Buscar el dibujo	Tarjeta clave: ll Figuras 77-1 y 77-2	4 minutos
3. Dividir y unir sílabas y Leer sílabas *	Figura 77-3	5 minutos
4. Leer los libritos	Libro 1 (uno para cada alumno y para la maestra)	10 minutos
5. Actividad de escritura	Hoja 77 (una para cada alumno y para la maestra)	9 minutos

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Each lesson begins with a summary page that lists the required and optional activities, suggested time-frames, and necessary materials.

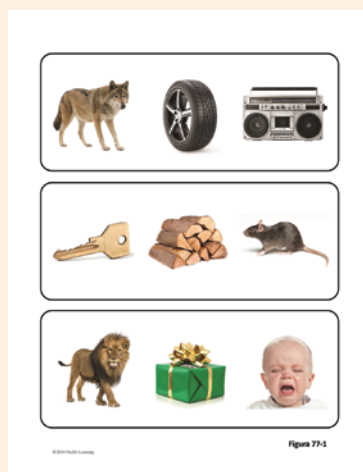
ACTIVITY 1

Students are taught the name and the sound of the new letter. Each child traces the target letter three times.



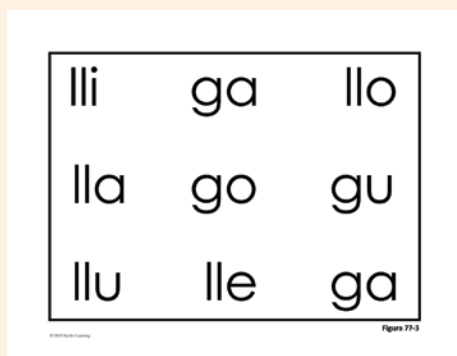
ACTIVITY 2

Students are asked to say the sound of the new letter. Then for each box, they select the picture that begins with the new sound.



ACTIVITY 3

Students segment syllables into sounds and then blend the sounds to say the syllable again. Students then read a page of syllables together.




ACTIVITY 4

Students are given little booklets to chorally read the following:


- New letter
- Review letters
- Syllables
- Review words
- New Words

Lección 77

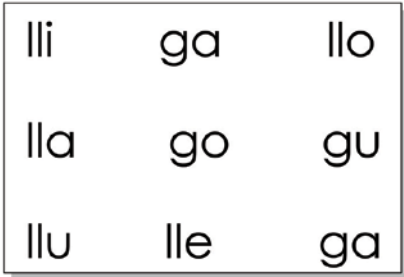
1. La letra nueva:



2. Repaso de letras:






3. Leer sílabas:




El camino al éxito

4. Unir sílabas:






co	di	lla	ra	lla	ra
ca	lle	lli	mi	lo	po
	llu		ma	ru	

5. Repaso de palabras:




6. Leer palabras nuevas:



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Imágenes © Graphics Factory.com

Nombre: _____

1. Practicar escribiendo letras



2. Dictado de letras



3. Revisar letras

l	h
H	ll
D	j
A	d
J	a

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Hoja 77

4. Escribir la primera sílaba

5. Dictado de palabras

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ACTIVITY 5

Students complete practice sheets.



EXTENSION & REINFORCEMENT ACTIVITIES

Students complete activities to reinforce learning.




Nombre _____


1. Nombra la imagen y pronuncia su sonido inicial. Troza el digrafo en la primera línea y repite su sonido.

Escribe el digrafo 4 veces.

2. Nombra las imágenes y escribe el digrafo 2 veces más.

 _____

 _____

Sílabas con h, ll, ch, q, c, g, rr y x

ha 	he 	hi 	ho 	hu 
lla 	lle 	lli 	llo 	llu 
cha 	che 	chi 	cho 	chu 
ca 	ce 	ci 	co 	cu 
ga 	ge 	gi 	go 	gu 
rra 	rre 	rri 	rro 	rru 
xa 	xe 	xi 	xo 	xu 

Volume 5 focus: Read words

- 22 daily lessons
- Students learn two new letters (k and w)
- Each day, students participate in activities from earlier volumes:
 - » Learn the name and sound of the new letter in isolation and in context
 - » Identify the beginning sound of words
 - » Complete practice sheets, a game, or a center activity
 - » Segment and blend sounds into syllables
- Students use booklets to read letters, syllables with diphthongs, and closed syllables.

A typical lesson is shown below.

LECCIÓN 100

RESUMEN

Objetivos

Los estudiantes podrán:

- ✓ Aprender el nombre y el sonido de la w
- ✓ Aprender a leer sílabas cerradas
- ✓ Unir sílabas para formar palabras
- ✓ Leer palabras
- ✓ Leer oraciones

Sílabas
cerradas
(--r)

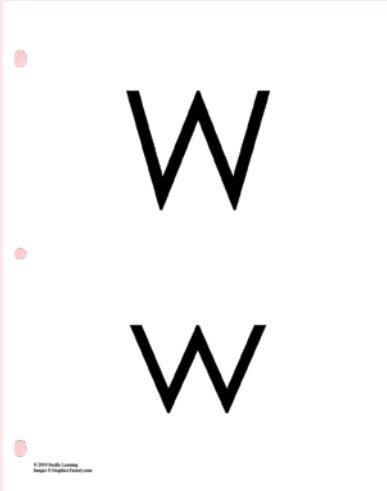
Actividades	Materiales	Tiempo
1. El nombre y el sonido de la letra	Tarjeta clave: <u>w</u> Tarjeta de letras: <u>w</u> (una para cada alumno)	2 minutos
2. Unir y dividir sílabas cerradas *	Tira de sílabas 1	5 minutos
3. Leer sílabas	Tarjetas de sílabas: <u>ta</u> , <u>te</u> , <u>ti</u> , <u>to</u> , <u>tu</u> y la letra <u>t</u> Figura 100-1	5 minutos
4. Leer los libritos	Libro 3 (uno para cada alumno y para la maestra)	10 minutos
5. Actividad de escritura	Hoja 100 (una para cada alumno y para la maestra)	8 minutos

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Each lesson begins with a summary page that lists the required and optional activities, suggested time-frames, and necessary materials.

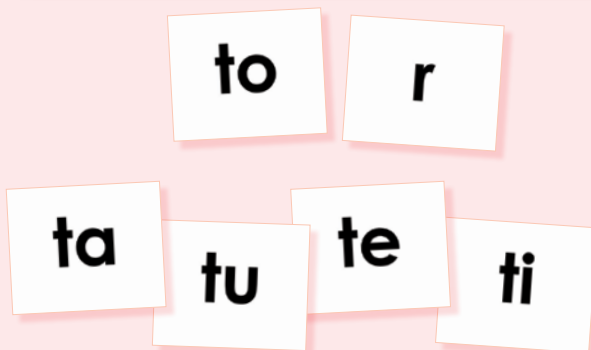
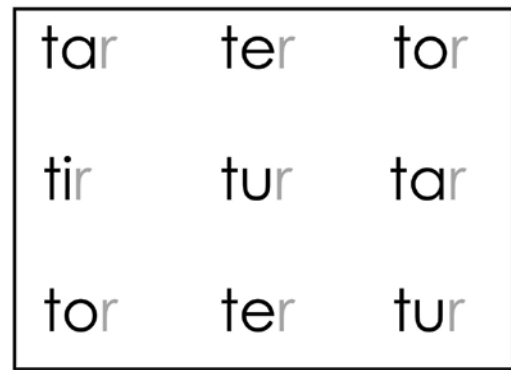
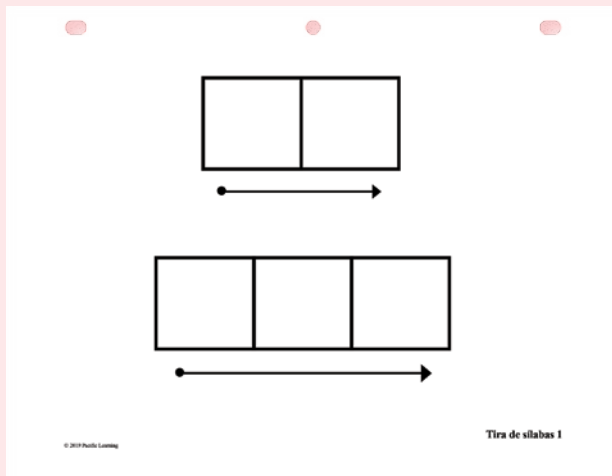
ACTIVITY 1

Students are taught the name and the sound of the new letter. Each child traces the target letter three times.



ACTIVITY 2

Students learn to read closed syllables. They first blend sounds to form syllables and segment syllables into sounds. Students then read a syllable and a letter on small cards. As the instructor moves the syllable and the letter close together, the students are asked to read the new syllable.



The teacher finishes the activity by leading the students to read a page of syllables.





EXTENSION & REINFORCEMENT ACTIVITIES

Students complete activities to reinforce learning.



Nombre _____

Nombre las imágenes. Recorta las sílabas de abajo. Pega cada cuadrito con la sílaba que complete la palabra en el recuadro correspondiente.

1 	2 
<input type="text"/> ta	<input type="text"/> que
3 	4 
<input type="text"/> co	<input type="text"/> ta
<div>5. Formar palabras</div> <div>car bar tor par</div>	

90 © Pacific Learning Activities - Nivel 1 © 2017 Pacific Learning



Sílabas con k y w

ka ke ki ko ku

wa we wi wo wu

Sílabas trabadas

pra pre pri pro pru



gra

gre

gri

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gru



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HISTORY OF EL CAMINO AL ÉXITO

El camino al éxito (El camino) was developed at Metzger Elementary in Tigard, Oregon, in the fall of 2006 for students not making good progress with their core reading program. Three years earlier, Metzger had begun a Spanish literacy program for native-Spanish speakers; but the need for an intervention quickly became apparent.

Starting in fall 2006, most kindergarten students at Metzger received the 30-minute El camino intervention. In fall 2012, Metzger began a dual language immersion program in which both native-Spanish and native-English speakers were taught to read in Spanish. Most of these students also received the intervention.

Most students who have participated in the El camino program have met benchmark reading levels at the end of kindergarten, as assessed by the IDEL measures developed by the University of Oregon. They have acquired good decoding skills and are ready to enter first grade reading at grade level.

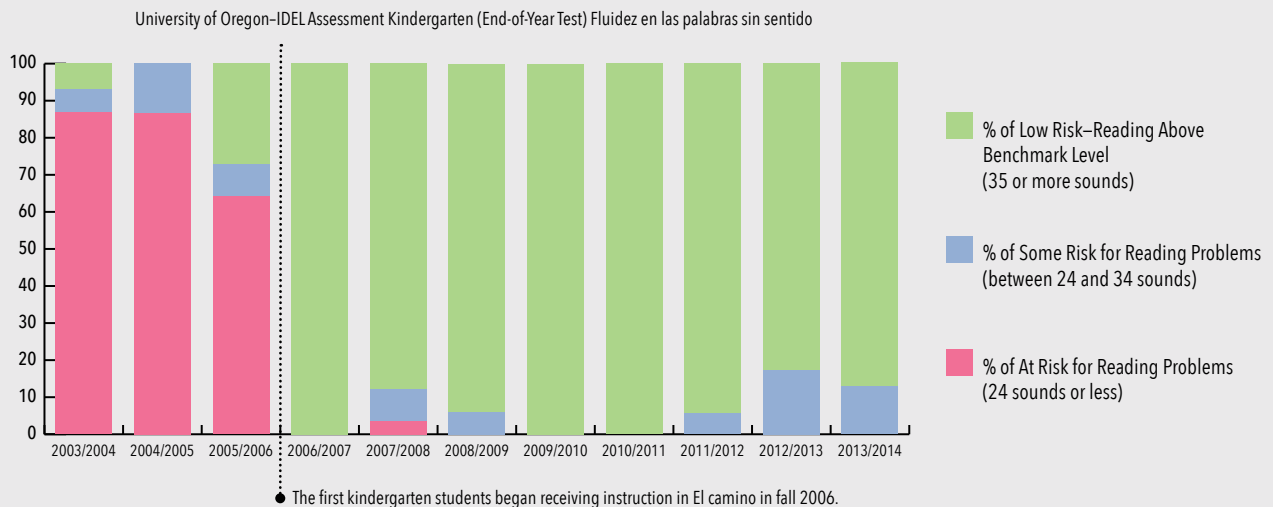
Effectiveness of El camino: The effectiveness of El camino was evaluated using the IDEL assessment developed by the University of Oregon. Specifically, the measure *Fluidez en las palabras sin sentido* (FPS) was used, which measures the number of sounds a student can read in one minute. The test is administered in January and June during the kindergarten year. Scores of the following students were evaluated:

- 66 students who were in Spanish literacy before El camino was implemented (from fall 2003 to spring 2006)
- 106 students who were in Spanish literacy and receiving instruction in El camino (from fall 2006 to spring 2012)
- 56 students who were in the dual language immersion program and receiving instruction in El camino (from fall 2012 to spring 2014)

Before using El camino, 89% of students were "At Risk" or at "Some Risk" for future language and reading problems.

After implementing El camino, only 7% of the students were "At Risk" or at "Some Risk."

Two separate assessments were made. In the first assessment, the testing results collected at the end of each year were used to compare students who did not receive instruction in El camino (from fall 2003 to spring 2006) to students who received instruction (from fall 2006 to spring 2014). The graph shows the percentage of students each year who met the benchmark level (shown in green) and the percentages that were at risk for future reading problems (shown in pink or blue).



In the second assessment, the results were evaluated for only students who received instruction in El camino. For this group (158 kindergarten students), the results of the scores from winter 2007 to spring 2014 are tabulated to the right. The winter test scores were compared to the spring test scores by calculating Cohen's d. Based on the winter scores (benchmark is 20 sounds in a minute), the students have been placed into 3 groups:

- 16 "at risk" students;
- 37 "some risk" students and
- 105 "low risk" students.

IDEL FPS Scores Winter 2007-Spring 2014

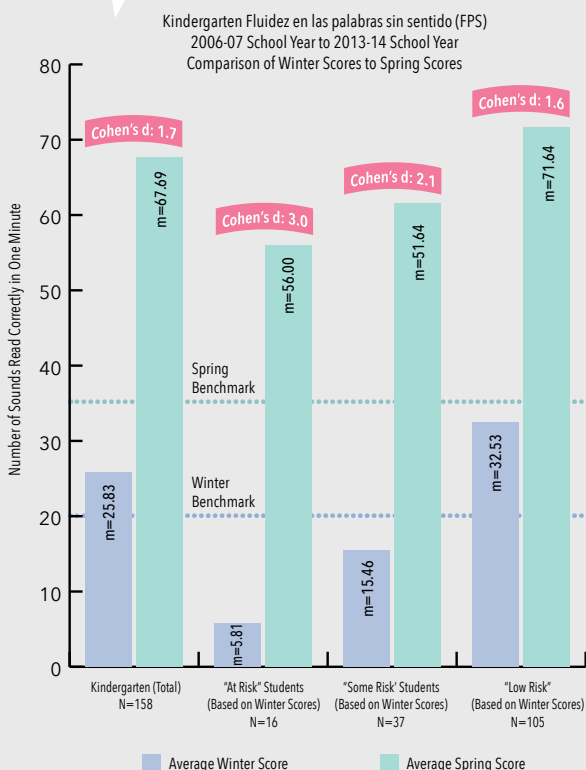
	N	Winter Score	Spring Score	Actual Gain	Cohen's d
		M	M		
Total Kindergarten	158	25.83	67.69	41.86	1.7
At Risk	16	5.81	56.00	50.19	3.0
Some Risk	37	15.46	61.54	46.08	2.1
Low Risk	105	32.53	71.64	39.11	1.6

N = population size

M = mean

For each of these groups, the table above shows the actual gain each group made in the number of sounds read between the winter and spring test, and the "effect size" of each group, calculated using Cohen's d.

Cohen's d is typically used in education, psychology, and medical studies to evaluate the effectiveness of an intervention or treatment. It can range from approximately -3 to +3. Generally, a Cohen's d of 0.2 is considered small, 0.5 is medium, and 0.8 is large. The Cohen's d calculated from the test data (ranging from 1.6 for the "low risk" group to 3.0 for the "at risk" group) were much larger than these numbers and show that the intervention was extremely effective.



The graph to the left shows the gains each group made between the winter testing and the spring testing. For the winter testing results, the blue bars on the graph show that for all 158 kindergarten students, the mean score of 25.83 was above the benchmark score of 20 (blue lines). However, the mean for both the group of 16 "at risk" students and the group of 37 "some risk" students were below the winter benchmark score of 20 (blue lines).

For the spring testing, the teal bars on the graph show that the mean of all students, as well as for each subgroup of students, were well above the spring benchmark score of 35 (teal line). This assessment demonstrates that the intervention has been very successful at improving basic literacy skills as evaluated using the IDEL FPS measure.



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